MID-AMERICA
CHRISTIAN UNIVERSITY

2025-2026

ACADEMIC CATALOG

UNDERGRADUATE & GRADUATE

MID-AMERICA CHRISTIAN UNIVERSITY
3500 SW 119TH STREET
OKLAHOMA CITY, OK 73170
(405) 691-3800
WWW.MACU.EDU

MID-AMERICA CHRISTIAN UNIVERSITY'S RIGHT TO MODIFY THIS CATALOG

The Office of Academic Affairs authorizes this catalog. It provides pertinent information that accurately describes Mid-America Christian University, its academic programs, policies, procedures, regulations, requirements, and support services. The University reserves the right to change, withdraw, or modify the contents of this catalog without notice and without publishing or distributing supplements or revised versions. This catalog is published for informational purposes, is intended to be used for internal academic and operating purposes, and does not constitute or establish a contractual relationship between the University and anyone else (including any student, employee, vendor, supplier, visitor, or another person), and is not intended to create enforceable rights except as expressly stated and specified or as required by law. *Revisions are posted on EvangelNet, macu.edu, and the Registrar's page at macu.edu.*

Table of Contents

A Word from the President 1
MACU at A Glance 2
Location 2
Academic Programs at Mid-America Christian University 2
Traditional Programs (16-week terms) 2
Accelerated and Alternative Scheduling Formats 2
Leadership Development and Global Impact 2
General Information 3
University Accreditation and Affiliations 3
Regional 3
State 3
National Professional Associations, Affiliations, and Approvals 3
Religious Affiliations 3
The MACU/Church of God Connection 3
Endorsed Agency of the Church of God (Anderson, Ind.) 3
The University 4
History of the University 4
MACU Conceptual Framework 4
Mission Statement 4
Vision 4
Educational Core Values 4
Statement of Faith 5
Ends Policies 6
The University Seal 6
MACU Mascot 7
Philosophy of Education (Guiding Principles) 7
University Student Outcomes 8
Operational Values 8
Summary 8
Statements of Compliance 9
Title VI of the Civil Rights Act of 1964 9
Non-Discrimination Policy 9
Title IX of the Education Amendments of 1972 9
Title IX Confidentiality and Licensed Professional Counselors (LPC) Licensure 9
Americans with Disabilities Act and Rehabilitation Act of 1973 9
Drug-Free Workplace Act of 1988 9
Drug and Alcohol-Free Campus Policy 9
Drug-Free School and Communities Act of 1989 9
Health Risks 9
Internal Sanctions 10

External Sanctions 10
Training 10
Drug & Alcohol Treatment Resources 11
Student Right-to-Know Act of 1990 11
Clery Act and Institutional Security Policies of 1990 11
Family Educational Rights and Privacy Act of 1994 11
Higher Education Opportunity Act of 2008 – Distance-Education Identity Verification 11
Student Recruitment Policy 12
Institutional Review Board 12
MACU Program Inventory 13
Degree Programs 13
Program Certificates 14
Concentrations, Emphases, and Areas of Specialization 14
Multidisciplinary Combination Options 15
Admissions 16
Applying for Admission 16
Admission Classifications 16
Validity of Admission Requirements 17
High School Diploma 17
International Applicants 17
Enrollment Status Classifications 17
Traditional Undergraduate Programs 17
First-Year Student Applicants 17
Early Acceptance 18
Transfer Applicants 19
Concurrent Enrollment 19
Associate of Applied Science (AAS) in Nursing Program-Specific Requirements: 20
Accelerated Online/Evening Programs 21
Undergraduate Admissions Procedures 21
4+1/4+3 Undergraduate to Graduate Programs 22
Graduate Admission Procedures 23
Unclassified Non-Degree-Seeking or Transient Students 27
Admission of Veterans 28
International Students 28
English Proficiency 28
Transcripts 28
International Transfer Credit Process 29
International Transfer Credit Equivalency 29
Admission of Residential International Students 29
Undocumented Student Admissions 30
How to Apply as an Undocumented Student 30

Undocumented Students and Financial Aid 30
Students with Undocumented Parents 31
Who is an Undocumented Student? 31
Readmission and Retention Policy 31
Readmission 31
Retention Students vs. Readmission Students 31
Readmission of Service Members 31
Felony Conviction Appeal Process 32
Transfer Regulations 32
Articulation Agreements, Academic Contracts, and Prior Learning Agreements 33
State-Mandated Articulation Agreements 33
Residency Requirements 33
Non-Collegiate Learning Credit Policy 34
Financial Information 36
Tuition and Fees 36
Payment 36
Financial Aid: Scholarships, Grants, and Loans 36
Federal and State Financial Aid 36
Applying for Federal/State Financial Aid 37
Withdrawals and Return of Title IV Funds 37
Federal Students Loans 37
Grants 38
Institutional Scholarships, Traditional (16-week term) 38
Academic Scholarships, Traditional (16-week term) 39
Private Aid, Traditional (16-week term) 39
Veteran's Benefits 39
Federal Work-Study Program 39
Financial Policies 39
Satisfactory Academic Progress 39
Institutional Refund Policy 40
Refund Policy for Financial Aid Recipients Who Withdraw 41
Over awards and Overpayments 42
MACU Active Military & Veteran Services 42
Student Veteran Advisor 42
GI Bill® Student Responsibilities 42
Chapter 31, 33 & 35 – Veterans Benefits and Transition Act of 2018 43
Military Service Credit 43
Military Tuition Discounts and Rates 44
Students Called to Active Duty 44
Academic Information and Policies 45
Academic Load 45

Achievement and Progress Standards at MACU 45
Academic Standing in an Undergraduate Program 45
Academic Standing in a Graduate Program 47
Notification Process 47
Appeal Process 47
Reinstatement Criteria 47
Academic Support 47
Consequences of Dismissal 48
Academic Periods of Enrollment 48
Academic Terminology 48
Accommodations Policy 48
Alternative Certification in Teacher Education 48
Attendance/Participation 49
Traditional (16-week term) Attendance Policy 49
Online/Evening Accelerated (10- to 12-week term) Participation Policy 49
Class Standing 50
Courses/Educational Model 50
Traditional On-Campus Student Experience 50
Online and On-Campus Accelerated Student Experience 50
Individualized Instruction 50
Honor Studies 51
Disclaimer Regarding Academic Course Resources 51
Artificial Intelligence (AI) Use Policy 51
Course Cancellations 52
Credit Hour Policy 52
Commencement and Graduation 54
Final Examination Week 55
Registration Policies 55
Auditing a Course 56
Late Registration 56
Prerequisites 56
Registration Changes During Add/Drop Period 56
Cancellation of Enrollment during the Preliminary Enrollment Period 56
Withdrawal Period 56
Repeating Courses 56
Withdrawal 56
Grades, Transcripts, and Student Records 58
Grades 58
Grade Point System 58
Grade Point Average Calculations 59
Participation, Early Progress, Mid-term Reports 59

Grade Reports 59
Grade Appeals 60
Academic Forgiveness 60
Official Transcripts 60
How to Obtain Academic Transcripts 60
Honors 60
Honor Societies 61
Academic Support 62
Academic Advisement 62
Student Rights and Responsibilities 62
Chapel and Assembly Programs 62
Church Attendance 62
Community Service 62
Student Academic Records 62
Transcripts 62
Official Transcripts 63
Release of Student Information and Access to Student Records 63
Release of Student Information 63
Directory Information 64
Academic Appeals Process 64
Student Academic Honesty and Integrity Policy 65
Formal Student Complaint Process 67
Steps 67
Student Life and Engagement 68
Campus Facilities 68
Counseling and Guidance 68
Food Service 69
Healthcare 69
Housing Policy 69
Student Employment 69
Student Clubs and Organizations 70
Athletics 70
Campus Activity Board 70
Esports 70
Going All “M” Ambassadors (GAMA) Team 70
Missions Club 70
Music and Gospel Choir 70
Student Government Association 70
Student Ministerial Fellowship 70
Alumni Association 70
Academic Program Requirements 72

Core completion – Special Requirements 72
Traditional (16-week term) 72
Online/Evening Accelerated Undergraduate (10-week term) 72
Remedial/Corequisite Courses 72
Requirements of a Specific Catalog 73
Completion of Requirements 73
Academic Credential Requirements 73
Graduation Policy for Associate's Degrees 73
Graduation Policy for Bachelor's Degrees 74
Second Bachelor's Degree 74
Double Majors 75
Accelerated Online/Evening 10- to 12-week term) Programs 75
Accelerated Programs (4+1 or 4+3 Programs) 75
Master's Degree – Minimum Requirements 75
Second Graduate Degrees 76
Certificate – Minimum Requirements 76
Academic Core and Advisement 77
University Core Requirements 77
Pre-Professional Academic Advisement 78
Pre-Dental Advising 78
Pre-Engineering Advising 78
Pre-Law Advising 78
Pre-Med Advising 79
Pre-Nursing Advising 79
Pre-Occupational Therapy Advising 79
Pre-Optometry Advising 79
Pre-Pharmacy Advising 79
Pre-Physical Therapy Advising 80
Pre-Physician Assistant Advising 80
Pre-Veterinary Medicine Advising 80
Interdisciplinary Studies 81
Concentration Options 83
Multidisciplinary Options 84
Schools and Programs of Study 86
School of Behavioral Science and Counseling 86
Psychology, BS 87
Master of Science in Counseling 88
Addiction and Substance Abuse Counseling Certificate 89
School of Business 90
Accounting and Ethics, BBA 91
Financial Core Accounting Certificate 91

Business Administration and Ethics, BBA ... 92
Cybersecurity, BS ... 93
Healthcare Management and Ethics, BS ... 94
Management and Ethics, BS ... 95
Marketing, BS ... 96
Sports Management and Ethics, BS ... 97
Master of Business Administration ... 98
Master of Business Administration Certificates ... 99
School of English ... 100
English, BA ... 101
School of Humanities and Social Sciences ... 102
General Studies, AA ... 103
Criminal Justice Administration and Ethics, BS ... 105
Crime Scene Investigations Certificate ... 105
Media Production and Communication, BS ... 107
School of Ministry ... 108
Christian Ministries, BS ... 109
Care and Support Ministry Certificate ... 109
Christian Leadership Certificate ... 109
Deacon Alternative Pathway Certificate ... 110
Elder Alternative Pathway Certificate ... 110
Women in Ministry Leadership Certificate ... 110
Ministry Leadership, BS ... 112
Master of Ministry ... 114
Master of Arts in Christian Ministry ... 116
School of Nursing ... 118
Nursing, AAS ... 119
Nursing, BS (RN-to-BSN) ... 120
School of Science and Mathematics ... 121
Biology, BS ... 122
Data Analytics, BS ... 124
Mathematics, BS ... 126
School of Teacher Education ... 127
Education (Early Childhood/Elementary Education), BA ... 128
Educational Studies, BS ... 129
Secondary Education, BA ... 130
Master of Education in Curriculum and Instruction ... 132
Curriculum and Instruction Certificate ... 132
Master of Education in School Counseling ... 134
Thomas School of Global Leadership ... 135
Master of Arts in Leadership ... 136

Course Descriptions 137
Personnel Directory 179
Administration 179
Board of Trustees 179
President's Advisory Council on Excellence (P.A.C.E.) 179
University President's Cabinet 179
Administrative Leadership 179
University Departments 180
Full-Time Faculty 182
Part-Time Faculty 184
Emeriti Faculty and Presidents 190

A Word from the President

Thank you for taking the time to read this academic catalog. *At Mid-America Christian University, we prepare people to do greater things for God and His Kingdom*! MACU has something to offer every student, whether you join us online or in person.

We have a distinguished faculty who would help you learn in your chosen field while encouraging you to grow in your walk with God. We have a wonderful staff that works to create meaningful experiences during your undergraduate or graduate studies. Our leadership team is committed to your spiritual life and success in your career.

I encourage you to review the University page of this catalog, which discusses our commitment to the Bible and our Code of Conduct as Christians. MACU offers a distinctly Christian higher education from a Christ-centered worldview. We believe the Bible is authoritative for our lives and that our behavior would reflect a Christ-centered lifestyle. You need to know what you are committing to as a student at MACU! We believe honoring God with our mind, body, spirit, and social life would bring great blessings as we become the people God created us to be.

At Mid-America Christian University, we are a "first-name institution." We want to know you personally and want you to be part of the MACU family. I look forward to visiting with you when you are on campus or talking with you by phone or Zoom so I can hear more about the dreams God has placed on your heart.

I pray for you as you consider what courses and programs you choose to further your calling and career. We are all here to help - please contact our Admissions, Enrollment, and Financial Aid teams at (405) 691-3800 so we can assist you in finding the best options for you and your family. Check out our website and see all the amazing opportunities you can participate in as a student at MACU.

As a University, we are deeply committed to Dreaming Bigger and Doing Greater. We can't wait for you to join us! See you soon!

God bless you,

Phil Greenwald

Rev. Dr. Phil Greenwald
President

MACU at A Glance

Location

Mid-America Christian University is ideally situated in southwest Oklahoma City, less than a half-mile from I-44, with quick access to Will Rogers World Airport and all parts of town. With a population of over one million in the Oklahoma City metro area, MACU students enjoy the benefits of a major city with a small-town feel. The area features pristine lakes, beautiful parks, and acclaimed museums. Oklahoma City is also home to several professional sports teams, including the NBA's Oklahoma City Thunder and the Triple-A Dodgers baseball team. The vibrant Bricktown district offers trendy restaurants, unique shops, and diverse entertainment—from national sporting events to concerts, musicals, and plays—all within a short drive from campus.

Academic Programs at Mid-America Christian University

2,500 students through academic programs grounded in excellence and a Christ-centered mission. The University offers a wide range of degrees designed to meet the diverse needs of both traditional and adult learners. Programs are delivered through multiple schools, each dedicated to equipping students for leadership, service, and purpose-driven careers.

Academic Schools at MACU

- School of Behavioral Science and Counseling
- School of Business
- School of English
- School of Humanities and Social Sciences
- School of Ministry
- School of Science and Mathematics
- School of Teacher Education
- School of Nursing
- Thomas School of Global Leadership

Traditional Programs (16-week terms)

Traditional-format programs are primarily designed for recent high school graduates and students seeking a full-on-campus college experience. Most courses follow a 16-week semester schedule and are delivered in person on MACU's Oklahoma City campus. Some courses may also be available in an 8-week online format to provide additional flexibility. This format emphasizes in-person engagement with faculty and peers, academic mentorship, and a vibrant campus community. Students benefit from a biblically integrated curriculum that fosters leadership, character development, and service.

Accelerated and Alternative Scheduling Formats

Programs designed for working adults and non-traditional students are offered in accelerated formats to support flexible degree completion. Undergraduate courses are typically delivered in 5- to 8-week formats within a 10-week term, while graduate courses are offered in 6-week formats within a 12-week term. Courses are available fully online or in hybrid formats that combine online learning with in-person class meetings, typically one evening per week on campus. These flexible formats enable students to balance academic progress with professional and personal responsibilities. Credit may also be earned through prior learning assessments based on work experience, military service, ministry, and more. All programs reflect MACU's commitment to biblically integrated instruction and individualized student support.

Leadership Development and Global Impact

MACU's focus on cultivating Christian leaders with a global perspective is advanced through the Thomas School of Global Leadership (TSGL) and Thomas International Partnerships (TIP).

- The **Thomas School of Global Leadership** offers the Master of Arts in Leadership and is developing future bachelor's and doctoral programs in global leadership and ministry.
- **Thomas International Partnerships** promotes global collaboration through study abroad opportunities, leadership training, and mission engagement in partnership with the Church of God (Anderson) and other Christian movements around the world.

General Information

University Accreditation and Affiliations

The University is a recognized institution of higher education with accreditation credentials listed–below. Documentation regarding accreditation is located in the Office of the Vice President of Academic Affairs/Chief Academic Officer. Upon request, the information is available for review.

Regional

Mid-America Christian University (MACU) is accredited by the Higher Learning Commission (HLC), 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, (800) 621-7440.

State

The School of Teacher Education is accredited by the Office of Educational Quality and Accountability (OEQA), located at 840 Research Parkway, Suite 455, Oklahoma City, OK 73104. (405) 522-5399.

National Professional Associations, Affiliations, and Approvals

The University is affiliated with several professional organizations, including:

- American Association of Higher Education
- American Association of Collegiate Registrar and Admissions Officers
- American Association of Colleges and Universities
- Council for Accelerated Programs
- Council for Adult and Experiential Learning
- Council for Christian Colleges and Universities
- National Association of College and University Business Officers
- National Association of Student Financial Aid Administrators
- National Collegiate Honors Council
- Oklahoma Association of Collegiate Registrars and Admissions Officers
- Oklahoma Independent Colleges and Universities

Each approves the University of the following for participation in programs germane to their administrations:

- United States Department of Justice
- Immigration and Customs Enforcement operating under the Department of Homeland Security for educating non-immigrant international students under the Immigration and Naturalization Act
- United States Department of Education for participation in the National Direct Loan Program, Pell Grants, Guaranteed Student Loan Program, and College Work Study
- Social Security Administration for benefits to qualified recipients
- Oklahoma State Regents for Higher Education

Religious Affiliations

The MACU/Church of God Connection

The relationship between Mid-America Christian University and the Church of God began when the University was known as Gulf Coast Bible College (GBC) and located in Houston, Texas.

In June of 1968, GBC became a general agency of the Church of God (Anderson, Ind.). As a result of this action, the University was granted representation on the Executive Council of the Church of God and full membership in the Commission on Higher Education of the Church of God.

Endorsed Agency of the Church of God (Anderson, Ind.)

In 1997, the General Assembly of the Church of God created a new ministry-based organization—Church of God Ministries. The General Assembly further identified two additional types of organizations with which to partner in national and international ministry: Endorsed Agencies and Affiliated Organizations.

Endorsed Agencies enter into covenantal relationships that commit them to follow the mission and priorities of the Church of God as established by the General Assembly.

An Endorsed Agency serves the church in a capacity not already addressed by Church of God Ministries.

While the mission of an Endorsed Agency clearly reflects the need for autonomy in polity and governance, the General Assembly views its ministry as important in the life of the church, addressing the needs of a vital constituency of the church.

An Endorsed Agency may be included in the unified World Ministries Budget of the Church of God, which the General Assembly approves.

The General Assembly ratifies the chief executive officer and governing boards of an Endorsed Agency.

Should any Endorsed Agency experience dissolution, its assets will be reverted to Church of God Ministries.

The covenant between the Church of God (Anderson, IN) and Mid-America Christian University, along with the complete list of Church of God Endorsed Agencies, may be viewed online at: https://www.jesusisthesubject.org/church-of-god-universities/

The University

History of the University

Chartered by the state of Texas and recognized as an institution of higher education, South Texas Bible Institute opened on September 14, 1953, in Houston, Texas. Under the leadership of Dr. Max R. Gaulke, the institute's founder and president, the institute used the facilities of the First Church of God. They began their first class with 26 students.

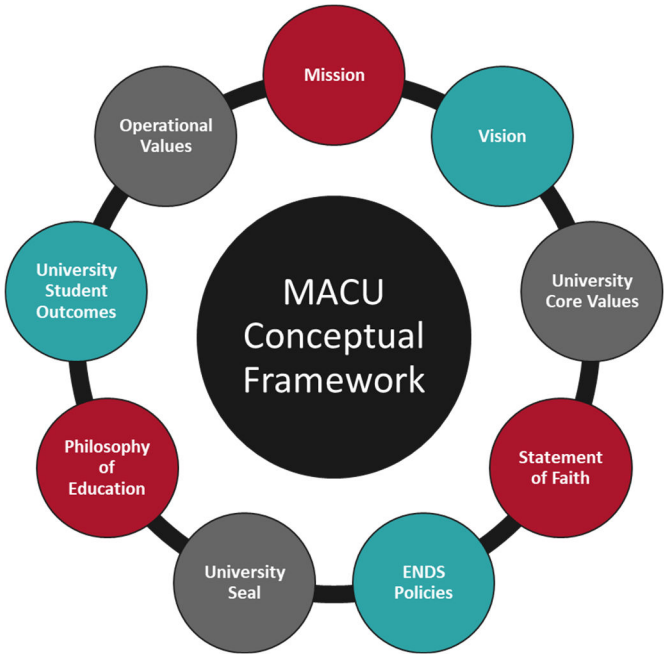
In the fall of 1955, the curriculum was expanded into a four-year college and changed to Gulf Coast Bible College. In 1966, Gulf Coast Bible College became an American Association of Bible Colleges associate member and was granted full membership in 1968. Ten years later, it was granted full accreditation by the Southern Association of Colleges and Schools.

In June of 1968, Gulf Coast Bible College became a general agency of the Church of God, Anderson, Indiana. As a result of the action by the General Assembly, the College was granted representation on the Executive Council of the Church of God and full membership in the Commission on Higher Education of the Church of God. In the summer of 1985, Gulf Coast Bible College moved to Oklahoma City, Oklahoma, and became Mid-America Bible College. Moving to Oklahoma City placed the College under a new regional accreditation body, the Higher Learning Commission (HLC). In 2003, the College became Mid-America Christian University.

Since its inception, the University has been led by five distinguished presidents: Dr. Gaulke, the University's founder (1953 – 1975); Dr. John W. Conley (1975 – 1989); Dr. Forrest Robinson (1989 – 1999); Dr. John D. Fozard (1999 – 2022) and Rev. Dr. Phil A. Greenwald (2022 – Present).

MACU Conceptual Framework

The Conceptual Framework is the guiding document for all activities at Mid-America Christian University (MACU).



Mission Statement

The MACU Board of Trustees approved the Mission Statement in October 2012:

Mid-America Christian University (MACU) prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

The mission statement reflects MACU's stable, historical philosophy of education in the enduring identity and heritage of the University. This mission guides all the purposes, goals, and activities of the University. The mission and purposes of MACU affirm the basic goal to equip men and women for effective Christian ministry in the church and the workforce.

All Christians are called to serve Christ and minister to others. Many graduates exercise this responsibility as pastors and full-time church ministers. Still, others are called to serve as business leaders, teachers, counselors, medical professionals, or other fields.

Vision

“Preparing People to do Greater Things for God and His Kingdom”

VISION VERSE: Very truly, I tell you, whoever believes in me will do the works I have been doing, and they will do even greater things than these because I am going to the Father.” (John 14:12, NIV)

MOTTO: Dream Bigger. Do Greater.

Educational Core Values

WESLEYAN-ARMINIAN: We are faithful to the heritage of the Church of God Reformation Movement and the Wesleyan-Arminian interpretation of Scripture.

MISSIONARY: Christian higher education encompasses evangelism and discipleship of our constituencies so that graduates are prepared to fulfill the Great Commission.

CHANGE-AGENTS: We prepare Christian leaders to bring about positive social change by sharing the Christian faith, demonstrating ethical character, and actively engaging in community leadership.

HOLISTIC: Our educational system is designed to develop the whole person, spirit, soul, and body.

DIVERSITY: We are committed to being a redemptive community that respects racial, gender, and cultural diversity.

LIFELONG LEARNERS: We are engaged in experiences and programs that encourage lifelong learners.

RELEVANCY: We provide a relevant curriculum established upon biblical principles, best practices, and rigorous standards.

STEWARDSHIP: We practice faithful stewardship of God-given resources to ensure they are employed for maximum efficiency.

INNOVATION: We utilize innovative methods to make Christian higher education accessible.

Statement of Faith

WE BELIEVE

GOD: In the one God, Creator and Sustainer of all things, infinite in love, perfect in judgments, and unchanging in mercy. God exists eternally in three persons – Father, Son, and Holy Spirit.

(Genesis 1; Exodus 3:14; Leviticus 19:2; Deuteronomy 6:4-5; 7:6-8; Ecclesiastes 3.17; Psalm 50.6; 90:3; Isaiah 5:16; 6:1-7; 32:22; 40:18-31; Malachi 3:6; Matthew 3:16-17; 19:26; 28:19-20; John 3:16; 4:24; 14:6-27; Acts 17: 27-28; 1 Corinthians 8:6; 2 Corinthians 13:14; Galatians 4:4-6; Ephesians 2:13-18; 1 Timothy 1:17; James 1:17; 1 Peter 4:19; 1 John 4:4-7)

SCRIPTURE: In the divine inspiration, truthfulness, and authority of both the Old and New Testaments, the only written Word of God, without error in all it affirms. The Scriptures are the only infallible rule of faith and practice. The Holy Spirit preserves God's Word in the church today, and it speaks God's truth to people of every age.

(Psalm 119:105; Luke 24:44-47; John 10:35; 1 Corinthians 15:3-4; 2 Timothy 3:15-17; Hebrews 4:12-13; 1 Peter 1:10-12; 2 Peter 1:20-21)

OF HUMANKIND: Human beings were created in the image of God. This image was marred in every part through the disobedience of our first parents, and fellowship with God was broken. God, in His prevenient grace, restores moral sensibility to all humankind and enables all to respond to His love and to accept His saving grace, if they will.

(Genesis 1:26-28; 3:16; 1 Kings 8:46; Job 7:17-18; Psalm 53:1-3; 144:3; Romans 3:9-18, 23; 5:12, 19; 6:23; Galatians 3:22; Hebrews 2:6)

JESUS, OUR SAVIOR: That Jesus Christ is God's Son incarnate, born of the Virgin Mary. He died for the sins of all, taking on Himself, on behalf of sinful persons, God's judgment upon sin. In His body, he rose from the grave and ascended to the right hand of the Father, where He intercedes for us.

(Matthew 1:20-25; 16:15-16; Luke 1:26-35; John 1:1-18; Acts 2:22-36; 10:42; Romans 1:1-6; 8:3, 32-34; Galatians 4:4-5; Philippians 2:5-11; Colossians 1:12-22; 1 Timothy 6:14-16; Hebrews 1:1-5; 7:22-28; 9:24-28; 1 John 1:1-3; 4:2-3, 15)

THE ACTIVE HOLY SPIRIT: The Holy Spirit is God present and active in the world. The Holy Spirit was given to the church in His fullness at Pentecost. By the Spirit, Christ lives in His church, the gospel is proclaimed, and the Kingdom of God is manifested in the world.

(John 7:39; 14:15-18, 26; 15:15-17; 16:7-15; Acts 2:33; 15:8-9; Romans 8:1-27; 1 Corinthians 12:4-11; Galatians 3:1-14; 4:6; Ephesians 3:14-21; 1 Thessalonians 4:7-8; 2 Thessalonians 2:13; 1 Peter 1:2; 1 John 3:24; 4:13)

JUSTIFICATION FOR THOSE WHO BELIEVE: That God graciously justifies and regenerates all who trust in Jesus Christ. Believers become children of God and begin to live in holiness through faith in Christ and the sanctifying Spirit.

(Matthew 12:37; Luke 10:29; 16:15; Acts 13:39; Romans 2:13; 3:4, 20-30; 4:25; 5:1, 9, 16, 18; 6:8; 8:30, 33; 1 Corinthians 6:11; Galatians 2:16-17; 1 Timothy 3:16; Titus 3:7; James 2:21, 24-25)

ENTIRE SANCTIFICATION: God calls all believers to entire sanctification in a moment of full surrender and faith subsequent to their new birth in Christ. Sanctifying grace does not make believers faultless nor prevent the possibility of their falling into sin. They must live daily by faith in the forgiveness and cleansing provided for them in Jesus Christ. Through sanctifying grace, the Holy Spirit delivers from all rebellion toward God and makes wholehearted love for God and for others possible.

(Jeremiah 31:31-34; Ezekiel 36:25-27; Malachi 3:2-3; Matthew 3:11-12; Luke 3:16-17; John 7:37-39; 14:15-23; 17:6-20; Acts 1:5; 2:1-4; 15:8-9; Romans 6:11-13, 19; 8:1-4, 8-14; 12:1-2; 2 Corinthians 6:14-7:1; Galatians 2:20; 5:16-25; Ephesians 3:14-21; 5:17-18, 25-27; Philippians 3:10-15; Colossians 3:1-17; 1 Thessalonians 5:23-24; Hebrews 4:9-11; 10:10-17; 12:1-2; 13:12; 1 John 1:7, 9). ("Christian perfection," "perfect love": Deuteronomy 30:6; Matthew 5:43-48; 22:37-40; Romans 12:9-21; 13:8-10; 1 Corinthians 13; Philippians 3:10-15; Hebrews 6:1; 1 John 4:17-18. "Heart purity": Matthew 5:8; Acts 15:8-9; 1 Peter 1:22; 1 John 3:3. "Baptism with the Holy Spirit": Jeremiah 31:31-34; Ezekiel 36:25-27; Malachi 3:2-3; Matthew 3:11-12; Luke 3:16-17; Acts 1:5; 2:1-4; 15:8-9. "Fullness of the blessing": Romans 15:29. "Christian holiness": Matthew 5:1-7:29; John 15:1-11; Romans 12:1-15:3; 2 Corinthians 7:1; Ephesians 4:17-5:20; Philippians 1:9-11; 3:12-15; Colossians 2:20-3:17; 1 Thessalonians 3:13; 4:7-8; 5:23; 2 Timothy 2:19-22; Hebrews 10:19-25; 12:14; 13:20-21; 1 Peter 1:15-16; 2 Peter 1:1-11; 3:18; Jude 20-21)

ASSURANCE OF BELIEVERS: All believers are assured that they are children of God by the inward witness of God's Spirit with their spirits, by faith in the gracious promises of God's Word, and by the fruit of the Spirit in their lives.

(John 1: 12-13; 3:3-5, 36: 5:24; 8:31; 10: 1-15; 16:18; Acts 24:16; Romans 8:15-19; 9:1; 2 Corinthians 1:2; 13:5; Galatians 4:1-2, 6; Colossians 2:2; Hebrews 10:22; 1 Peter 3:21; 1 John 2:3,20, 29; 3:13-14,19-21, 29; 4:6, 16-17; 5:18)

CHRISTIANS IN SOCIETY: Christians are called to live in daily witness to the grace that comes to us in Jesus Christ, to preach the gospel to every person according to the command of Christ, and to declare God's insistence upon righteousness and justice in all relationships and structures of human society.

(Matthew 5:13-16; 28:19-20; Luke 9:23; John 13:35; Acts 1:8; 5:42; 14:15; Colossians 1:28; 4:6; Ephesians 5:8; 2 Timothy 4:2; 1 Peter 1:15; 2:9-10)

THE CHURCH: The church is the people of God composed of all those who believe in Jesus Christ as Savior and Lord. The Church is Christ's body; it is visible in the world wherever believers, in obedience of faith, hear the Word, receive the ordinances, and live as disciples.

(Exodus 19:3; Jeremiah 31:33; Matthew 8:11; 10:7; 16:13-19, 24; 18:15-20; 28:19-20; John 17:14-26; 20:21-23; Acts 1:7-8; 2:32-47; 6:1-2; 13:1; 14:23; Romans 2:28-29; 4:16; 10:9-15; 11:13-32; 12:1-8; 15:1-3; 1 Corinthians 3:5-9; 7:17; 11:1, 17-33; 12:3, 12-31; 14:26-40; 2 Corinthians 5:11-6:1; Galatians 5:6, 13-14; 6:1-5, 15; Ephesians 4:1-17; 5:25-27; Philippians 2:1-16; 1 Thessalonians 4:1-12; 1 Timothy 4:13; Hebrews 10:19-25; 1 Peter 1:1-2, 13; 2:4-12, 21; 4:1-2, 10-11; 1 John 4:17; Jude 24; Revelation 5:9-10)

RETURN OF CHRIST: In the personal return of Jesus Christ, in the bodily resurrection of all persons, in final judgment, and in eternal reward and punishment.

(Matthew 24:27-42; 25:31-46; John 14:1-3; Acts 1:9-11; 17:31; Romans 2:16; 2 Corinthians 5:10; Philippians 3:20-21; 1 Thessalonians 4:13-18; 2 Thessalonians 1:5-10; 2:8; 1 Timothy 6:14; 2 Timothy 4:1,8,11,18; Titus 2:11-14; Hebrews 9:26-28; 2 Peter 3:3-15; Revelation 1:7-8; 22:7-20; 20:11-15; 22:1-15)

Ends Policies

Our students will have a **GREATER ENCOUNTER WITH GOD**: Encounter with God that evangelizes, disciples, and encourages Holy Spirit-filled living.

Our students will have a **GREATER ENGAGEMENT IN LEARNING**: Engagement in learning, which prepares students to create, collaborate, and innovate in local and global problem-solving.

Our students will have global awareness and influence because the University will have a **GREATER GLOBAL EXPANSION**: Expansion through partnerships that expand faculty diversity and student accessibility to Christian higher education.

Our students will have a **GREATER EXPRESSION OF DOING GOOD**: Expression in doing good that reflects the life and ministry of Jesus Christ.

The University Seal

SEAL'S SHAPE: The circle has long stood as a symbol of something that is without end. Our God is eternal, and His holiness knows no end. He is the Alpha and the Omega, the first and the last, the beginning and the end. The dynamic life He offers us, through faith in Jesus Christ, is eternal life, as well.

RED COLOR: Red reminds us of the crimson blood of Jesus Christ, shed for the forgiveness of our sins. Red has often symbolized sacrifice. The seal's color calls us to be Christ-like in our passion and commitment to doing God's will. Jesus is our example: "For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many" (Mark 10:45, ESV).

GOLD COLOR: Gold is a metal which comes from a refining and purifying process. Scripture reminds us that God shapes us, molds us, and refines our life into the image of His Son, Jesus Christ, our Savior. This color describes holiness, a life that has been purged of self-centeredness to become Christ-centered and Spirit-controlled.

CROSS: The cross symbolizes the redemptive love of God in giving his Son as the sacrifice for our sins. The cross is centered within the seal, reminding us that to have acquired knowledge without ever knowing and believing in Jesus Christ is the greatest of tragedies. Likewise, the cross reminds us that campus life occurs within a Christian environment.

GLOBE: The globe reminds us of our Lord's Great Commission found in Matthew 28:19-20. MACU students prepare to impact their world for Christ. God calls us to be "world-changers."

OPEN BOOK/BIBLE: The Open Book has long been associated with the Bible by students and faculty alike. Through His Word, God opens our eyes to the world around us and to the needs of those we are called to serve.

BOOK BENEATH THE BIBLE: The second book (beneath the open Bible) speaks to our dual commitments as a University; it reinforces the importance of pursuing academic excellence in addition to studying God's Word.

BRANCHES: In ancient days, the laurel branch symbolized meritorious service and achievement. A crown of laurel often adorned the head of a champion or victor. Receiving a college degree is a true accomplishment. But these branches also resemble heads of ripened grain. Our Lord reminds us that He has blessed us to be a blessing. Jesus gave us our mission to tell the world about Him when He said, "…Look, I tell you, lift up your eyes, and see that the fields are white for harvest." (John 4:35, ESV).

BANNER WITH THE WORDS "Scientia, Devotio, Officium": These three Latin words represent the distinctive MACU educational approach of "Head, Heart, and Hand," in which students are prepared with the knowledge of their disciplines, their devotion to God, and to be of service to others.

MACU Mascot

Our Evangel mascot is rich with symbolism and meaning, deeply rooted in Biblical passages, historical quotes, and inspirational messages. Derived from scriptures such as **Luke 2:10**, which speaks of bringing "good news of great joy to all people," and **Psalms 104:4**, which describes messengers as winds and flames of fire, the mascot embodies the role of Evangels as bearers of the light and hope of Christ. Historical reflections, including the **1962 Clarion yearbook's** depiction of a burning torch as a symbol of being "on fire for Christ" and spreading light in a world of darkness, further reinforce this theme. The President's Fall 2023 Chapel Message also emphasized the mission of Evangels to take forth light into darkness. Together, these elements create a powerful narrative for the mascot, representing the University's **commitment to spreading the Good News of Jesus Christ**.

Philosophy of Education (Guiding Principles)

The philosophy of education incorporates Christian values with the capacity to solve local and global problems by integrating cognitive understanding and critical thinking (head) and values and ethics (heart) with the capacity to implement strategic concepts and ideas.

While the head, heart, and hands work synergistically, each has its distinctive educational purpose; it is difficult to speak of one without mentioning another or all. It is all—the Head, Heart, and Hands—that contribute to accomplishing MACU's mission.

HEAD: The head represents knowledge, not only of general education and of the mastery of the chosen discipline but of biblical knowledge. This knowledge provides students the cornerstone from which skills and values can be executed to help students gain "a greater understanding and emphasis of [local and] global issues."

Knowledge from the University Core provides students with schemas for effective written and oral communication and critical inquiry and analysis. Specialized programs are designed to develop effective practitioners and leaders in advanced studies. MACU students experience "Engagement in Learning" in conjunction with the strategically designed University Core and specialized programs, providing a foundation for success.

Biblical and theological knowledge from the Wesleyan perspective is preeminent. Students earning a bachelor's degree complete twelve hours of Bible and theological coursework, and a Biblical worldview is woven into each program. MACU students experience an "Encounter with God." Knowledge of the truth and power of Jesus Christ, the Master Teacher, provides the value system needed to make ethical decisions in the 21st century. Scripture advises to "[t]ake hold of instruction; do not let go. Guard her, for she is your life (Proverbs 4:13, NASB). "Engagement in Learning" must be coupled with an "Encounter with God."

HEART: As knowledge is processed, values guide decisions about how to use knowledge and its effects. Values shape the understanding of differences in people and cultures across the globe. Jesus sets the example for students to value all individuals. He is the Model for values and ethics and for the behaviors motivated by those values and ethics. The Bible establishes that Christians will be known by their fruit (Matthew 7:15-20), and "the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things, there is no law" (Galatians 5:22-23, NASB). MACU students gain knowledge of Wesleyan perspectives through the study of the Bible and theology, providing opportunities for an "Encounter with God," leading to internalizing Christian values and service to others.

HANDS: MACU students need the necessary skills to use knowledge and demonstrate values. The most basic is the skill of effective communication. The basic knowledge and skill of imparting information and using the power of persuasion move people to act upon convictions, bring about necessary change, and transform local and global communities. Jesus modeled the importance of effective communication and service to others, stating, "For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many" (Mark 10:45, NIV). By integrating Christian principles and behaviors when collaborating, problem-solving, and innovating, students become effective and ethical leaders and experience a "Greater Expression of Doing Good."

University Student Outcomes

MACU Graduates will be able...

SPIRITUAL FORMATION: To integrate Christian principles and behaviors in professional and personal experience (Head and Heart; Encounter and Expression)

EFFECTIVE COMMUNICATION: To communicate effectively and ethically with diverse audiences using a variety of media (Head and Hands; Engagement and Emphasis)

EXAMINATION AND ADOPTION OF IDEAS: To examine, reflect, and build upon ideas to transform self and community (Head, Heart, and Hands; Encounter, Engagement, Emphasis, and Expression)

CREATIVE PROBLEM SOLVING & ENTREPRENEURSHIP: To create innovative solutions to problems (Head and Hands; Encounter, Engagement, Emphasis, and Expression)

COLLABORATION: To engage in ongoing collaborative inquiry and intellectual curiosity for lifelong learning and practice (Head, Heart, and Hands; Encounter, Engagement, and Expression)

ETHICAL LEADERSHIP AND VALUES: To apply leadership principles and integrate them into professional and personal experience (Head and Hands; Encounter, Engagement, and Expression)

EXPERTISE IN THE DISCIPLINE: To integrate the expertise of the core content of their discipline in real-world contexts (Head and Hands; Engagement and Emphasis)

ENGAGEMENT IN SCHOLARSHIP: To engage with and contribute to scholarly pursuits with creativity and innovation (Head and Hands; Engagement and Emphasis)

LOCAL AND GLOBAL APPLICATION: To apply skillful and creative expertise to issues facing communities, both locally and globally. (Head and Hands; Engagement, Emphasis, and Expression)

Operational Values

Developed in 2019 through a University-wide collaborative effort, the Operational Values declare how MACU activity is accomplished. The five Operational Values are:

INTEGRITY: We do the right things, the right way, for the right reasons. (Cultural Competitor: Inconsistency) "For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man." (2 Corinthians 8:21, NIV)

ACCOUNTABILITY: We personally own the responsibility to deliver a remarkable MACU experience. (Cultural Competitor: Apathy) "Therefore encourage one another and build each other up, just as in fact you are doing." (1 Thessalonians 5:11, NIV)

PEOPLE: We compassionately respond and solve problems to effectively meet the needs of those we serve. (Cultural Competitor: Process) "Do to others as you would have them do to you." (Luke 6:31, NIV)

ADAPTABILITY: We willingly navigate change to achieve the highest good. (Cultural Competitor: Avoidance) "Brothers and sisters, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what lies behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus." (Philippians 3:13-14, NIV)

COMMUNICATION: We intentionally share information to empower those we serve. (Cultural Competitor: Confusion)"Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone." (Colossians 4:6, NIV)

Summary

MACU students experience "a greater encounter with God," "a greater engagement in learning," and "a greater understanding and emphasis of global issues," which lead to "a greater expression of doing good," reflecting "the life and ministry of Jesus Christ."

Statements of Compliance

Mid-America Christian University ("MACU" or "the University") is committed to full compliance with all applicable federal laws and regulations governing nondiscrimination, student rights, privacy, campus safety, and the integrity of its distance-education programs. This policy statement describes MACU's commitments and procedures under each statutory requirement.

Title VI of the Civil Rights Act of 1964

MACU prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives federal financial assistance, in accordance with Title VI (42 U.S.C. § 2000d et seq.). No person shall be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any such program or activity. Any student, employee, or applicant who believes MACU has failed to comply with Title VI may file a complaint with the President's Office at 3500 S.W. 119th Street, Oklahoma City, OK 73170, or directly with the Office for Civil Rights, U.S. Department of Education, Washington, D.C.

Non-Discrimination Policy

In addition to Title VI, MACU admits and treats all students and employees equitably, regardless of race, color, disability, gender, religion, or national or ethnic origin. This policy governs admissions, recruitment, scholarships, loan programs, and other University-administered programs. Questions or concerns about non-discrimination may be directed to the Title IX Coordinator at (405) 691-3800 or titleix@macu.edu.

Title IX of the Education Amendments of 1972

MACU adheres to Title IX (20 U.S.C. § 1681 et seq.), prohibiting sex-based discrimination in education programs and activities, including admissions, recruitment, and employment practices. Complaints of sex discrimination or harassment should be reported to the Title IX Coordinator or to the Office for Civil Rights, U.S. Department of Education.

Title IX Confidentiality and Licensed Professional Counselors (LPC) Licensure

All University employees are mandatory reporters of Title IX violations. Licensed Professional Counselors (LPC) must not serve simultaneously as confidential counselors and mandatory reporters. Should a conversation with an LPC approach disclosure of sexual harassment or assault, the following statement shall be read to the individual:

> "MACU employees cannot enter into confidential counseling relationships regarding Title IX matters. Any disclosures of sexual harassment or assault may be reported to the appropriate University official."

Americans with Disabilities Act and Rehabilitation Act of 1973

MACU complies with Title II of the Americans with Disabilities Act (42 U.S.C. § 12131 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794). The University does not discriminate on the basis of disability in recruitment, admission, employment, or in the operation of any of its programs or activities. Reasonable accommodations are available; requests should be directed to disabilityservices@macu.edu.

Drug-Free Workplace Act of 1988

In accordance with the Drug-Free Workplace Act (41 U.S.C. § 701 et seq.), MACU prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances on campus or at University-sponsored events. Employees or students who violate this policy will be subject to disciplinary action, up to and including suspension, expulsion, or termination, and may be required to complete an approved rehabilitation program.

Drug and Alcohol-Free Campus Policy

MACU maintains a drug- and alcohol-free environment across all University property and at all events under University control. Possession, use, or distribution of drugs or alcohol in violation of state or federal law is prohibited. Violation of this policy may result in disciplinary measures under the Student Code of Conduct or Employee Handbook.

Drug-Free School and Communities Act of 1989

To remain eligible for federal financial aid, MACU implements a comprehensive program to prevent illicit drug and alcohol use among students and employees. This includes biennial training on recognition of abuse symptoms, policy review, and referral procedures for treatment and support.

Health Risks

The University recognizes that various controlled substances pose significant health threats. The following table outlines common categories, examples, and potential effects:

Drug Type		Category	Effects
Alcohol	Depressant	Impairs judgment & coordination; may cause aggression; short-term respiratory depression; can cause fetal alcohol syndrome; long-term liver disease, heart disease, cancer, ulcers, gastritis; interacts with >150 medications; DUI risk.	

Drug Type	Category	Effects
Cocaine/Crack	Stimulant	Constricts vessels, raises BP & heart rate; may cause restlessness, paranoia, seizures, cardiac/respiratory failure; highly addictive.
Date-Rape Drugs	Depressant	Rohypnol, GHB, Ketamine; causes sedation, amnesia; increases vulnerability to assault; mixing with alcohol can be fatal; withdrawal: insomnia, anxiety, tremors.
Ecstasy (MDMA)	Stimulant & Psychedelic	May cause brain damage, depression, sleep issues, anxiety, paranoia; physical: tachycardia, nausea, muscle tension; possible psychotic episodes.
Hallucinogens	Hallucinogenic	LSD, PCP, psilocybin; unpredictable effects: flashbacks, paranoia, delusions, convulsions, coma; impairs coordination & cognition.
Marijuana	Psychoactive	Impairs memory, attention, coordination, learning; long-term: respiratory issues, chronic bronchitis, increased chest colds; potential lung cancer risk.
Narcotics	Narcotic	Heroin, morphine; causes euphoria then depression, drowsiness, cognitive impairment; risk of convulsions, coma; high tolerance & dependence; contaminated syringes risk HIV/hepatitis.
Nicotine	Stimulant	Highly addictive; causes sedation after activation; increases stroke risk; pregnant women: stillbirth, low birth weight.
Sedative-Hypnotics	Depressant	Quaaludes, Valium, Xanax; depresses CNS & respiratory functions; risk of convulsions, coma; dangerous with alcohol.
Steroids	Hormone	Damages liver, cardiovascular, reproductive systems; side effects: tumors, hypertension; men: testicular atrophy, infertility; women: hirsutism, voice deepening.
Other Stimulants	Stimulant	Amphetamines, methamphetamine, caffeine; increase anxiety, agitation; may cause hallucinations, seizures, stroke, heart failure.

Internal Sanctions

Any student or employee who violates this prohibition may face disciplinary action—suspension, expulsion, termination of employment, referral for prosecution, and/or mandatory rehabilitation at their own expense—per University policies.

Requirement for Notification of a Drug Conviction

Any MACU employee convicted under a criminal drug statute for a workplace violation must notify the University within five (5) working days. MACU will inform the U.S. Department of Education within ten (10) working days and take appropriate disciplinary action within thirty (30) days.

External Sanctions

Beyond University discipline, local, state, and federal statutes impose criminal penalties for controlled-substance violations. Penalties vary by substance type, quantity, and offense history.

- **Federal Law Examples:**
  - < 50 kg marijuana: up to 5 years imprisonment and/or $250,000 fine.
  - 50–100 kg marijuana: up to 20 years imprisonment and/or $1,000,000 fine (≥ 20 years mandatory if death/serious injury results).
  - Simple possession: up to 1 year imprisonment and/or $1,000–$100,000 fine; escalates for repeat offenses.
  - Crack cocaine: mandatory 5–20 years imprisonment for first offense.
- **Loss of Federal Aid:**
  A drug conviction can suspend eligibility for federal grants, loans, and work-study for 1–2 years (possession) or 2 years to indefinite (sale), with possible early reinstatement upon completion of a rehabilitation program.
- **Oklahoma Law Examples:**
  - Simple possession of marijuana: misdemeanor, up to 1 year county jail; repeat: 2–10 years state prison.
  - Intent to distribute marijuana: felony, 2 years to life imprisonment; fines up to $20,000 (repeat up to $40,000).
  - Underage alcohol possession: fines up to $900, community service, and driver's-license revocation for 6 months to 2 years.

For complete federal penalty schedules, see DEA Drug Penalties Summary at justice.gov/dea/druginfo/ftp3.shtml. Detailed state statutes are available from the MACU Public Safety Department.

Training

MACU provides mandatory, certified training twice per year for faculty, staff, and residential student leaders. Training covers recognition of substance-abuse symptoms, University policy enforcement, and confidential referral procedures.

Drug & Alcohol Treatment Resources

MACU recognizes addiction as a treatable illness and encourages those in need to seek help. Employees and students with health insurance should verify coverage for treatment programs. Confidential 24/7 support is available via:

- **Center for Substance Abuse Treatment Information & Referral:** 1-800-662-HELP (4357)
- **NCADD Hope Line:** 1-800-622-2255
- **Reach-Out Hotline:** 1-800-522-9054 (drug, alcohol, domestic violence, sexual assault, mental health)

Student Right-to-Know Act of 1990

In compliance with the Student Right-to-Know Act, MACU publishes its graduation and completion rates annually. This information is available upon request from the Registrar's Office or online at macu.edu/consumer-information.

Clery Act and Institutional Security Policies of 1990

A copy of the current year's Annual Security and Fire Safety Report may be requested to meet federal regulations concerning institutional security policies and crime statistics under the Clery Act. Statistics in the annual report would cover the federally mandated period of January 1st through December 31st for the previous three calendar years. Information regarding the Clery Act is also available at macu.edu under *Consumer Information*.

Family Educational Rights and Privacy Act of 1994

The University complies with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 (CFR Part 99), a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable U.S. Department of Education program. This Act provides that students attending any post-secondary educational institution that receives federal funds are entitled to access their education records kept by the institution to inspect and review those records. In addition, students are entitled to request the amendment of any information in their records that they feel is inaccurate, misleading, or otherwise violating their privacy or other rights. Copies of the complete Statement of Policy and Procedures in compliance with this Act may be obtained from the MACU Office of the Registrar.

Any student who believes that this institution has failed to comply with the provisions of this Act has the right to file a complaint in writing with The Family Educational Rights and Privacy Office, Department of Health, Education and Welfare, 330 Independence Ave. S. W. Washington D. C. 20201.

Higher Education Opportunity Act of 2008 – Distance-Education Identity Verification

Purpose and Scope

In compliance with Public Law 110-315 (HEOA), Mid-America Christian University (MACU) verifies that any individual who accepts admission to a distance-education program is the same person who registers, participates in, takes examinations, completes coursework, and receives credit. This policy applies to **all credit-bearing online and hybrid courses**, from application through graduation, transfer, or withdrawal.

Verification Methods

MACU employs one or more of the following methods in every distance-education course and examination:

Secure Login & Password

- Each student receives unique Single-Sign-On (SSO) credentials for Canvas, email, and other systems.
- Students are responsible for protecting and periodically updating their passwords.

Proctored Examinations

- Exams are administered under supervision at MACU's Learning Resource Center or approved external sites.
- Any external proctoring fees are the student's responsibility.

Additional Technologies & Practices

- Tools such as Respondus LockDown Browser™ with Monitor™, Turnitin.com, and other identity-verification solutions approved by Academic Affairs.

Faculty Responsibilities

- Integrate one or more verification methods into course design.
- Ensure proctored exam schedules and Respondus configurations are communicated to students.
- Report any suspected breaches of identity verification to Academic Affairs.

Academic Affairs Responsibilities

- Approve and periodically review all identity-verification technologies and processes.
- Provide annual training and create documentation for faculty and proctoring staff.

- Serve as the central contact for questions:
  Email: sharon.lease@macu.edu
  Phone: (405) 692-3153

Policy Review & Revision Cycle
This policy is reviewed **annually** by Academic Affairs. Any changes whether due to new technologies, federal guidance, or institutional needs will be published in the next Catalog update.

Recordkeeping & Documentation Retention
All identity-verification records (SSO login logs, proctoring rosters, Respondus Monitor recordings, Turnitin reports, etc.) are retained securely for **a minimum of five years**, in accordance with federal regulations and MACU's Records Retention Schedule.

Faculty Training & Compliance Monitoring

- Training Frequency: Mandatory annual workshops and online modules covering HEOA requirements and use of verification tools.
- Tracking: Academic Affairs maintains records of faculty completion; non-compliance will be addressed per the Faculty Handbook.
- Support: IT Services and the Center for Teaching Excellence provide hands-on assistance.

Student Recruitment Policy

Mid-America Christian University strives to treat all students ethically, respectfully, equitably, and professionally in all interactions before, during, and after their academic careers. The Student Recruitment Policy ensures that MACU and its employees/representatives are well-qualified and trained to:

- Conduct appropriate, professional, and ethical recruitment processes.
- Follow federal guidelines regarding compensation for student recruitment and admission activities.
- Comply with applicants' and prospective students' requests to remove themselves from contact lists.
- Adhere to the MACU Employee Code of Conduct.
- Refrain from the following recruitment practices to comply with the Higher Learning Commission (HLC) assumed practices, U.S. Department of Education, and U.S. Department of Defense regulations:
  - Assuring employment unless employment arrangements have been made and can be verified,
  - misrepresenting job placement and employment opportunities for graduates,
  - misrepresenting program costs,
  - disparaging comparisons of secondary or postsecondary institutions,
  - engaging in aggressive or high-pressure marketing and recruitment tactics, which include making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, and
  - engaging in same-day recruitment and registration for the purpose of securing enrollments.
  - misrepresenting abilities required to complete the intended program and
  - offering money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants or scholarships are to be offered only based on specific criteria related to merit or financial need.)

Policy violations (and/or associated procedures), as determined by MACU administration, may result in appropriate disciplinary measures in accordance with the MACU Employee Handbook and Code of Conduct. Student recruitment policy and procedure inquiries may be sent to the Chief Compliance.

Institutional Review Board

Mid-America Christian University is committed to protecting the rights and welfare of human subjects in all research, class projects, and related activities. Therefore, the Institutional Review Board (IRB) upholds the standards of government agencies (Federal Regulations Title 45 Code of Federal Regulations Part 46).

A copy of these standards can be found on the MACU.edu website, in the University Library, in the Office of Academic Affairs, in the EvangelNet Academics tab, and with the Dean of Institutional Research and Effectiveness office.

MACU Program Inventory

The following program inventory provides an overview of Mid-America Christian University's academic offerings. MACU's diverse array of academic pathways is designed to inspire and empower. This comprehensive program selection caters to a wide range of interests and ambitions.

MACU prioritizes addressing students' needs through predominantly online programs, yet some are in-person. Distance education courses are not always available for in-person programs. However, students can choose to enroll in online courses when offered. A "Distance Education Course" refers to a class where a minimum of 75% of instruction and interaction uses distance education technologies while faculty and students are geographically separate.

Degree Programs

LEGEND: Degree abbreviations used in this table are as follows: **AA**-Associate of Arts; **AAS**-Associate of Applied Science; **AS**-Associate of Science; **BA**-Bachelor of Arts; **BS**-Bachelor of Science; **BBA**-Bachelor of Business Administration; **MED**-Master of Education.

Programs	School	Content Specialist
Associate's Degrees (3)		
General Studies, AA	School of Humanities and Social Sciences */**	Dr. Kenneth Schell / Trina Arnold
Nursing, AAS	School of Nursing	Dr. Saundra Medrano
Network Management & Security, AS	School of Business */**	Scott McMurry
Bachelor's Degrees (20)		
Accounting and Ethics, BBA	School of Business */**	
# Biology, BS	School of Science and Mathematics **	Dr. Harold Kihega
Business Administration & Ethics, BBA	School of Business */**	Dr. Steve Sloan
Christian Ministries, BS	School of Ministry *	Dr. Julie Nance
Criminal Justice Administration & Ethics, BS	School of Humanities and Social Sciences *	Marvin Akers
Cybersecurity, BS	School of Business *	Scott McMurry
Data Analytics, BS	School of Science and Mathematics */**	Triston Herron
Education, BA	School of Teacher Education */**	Dr. Glenne' Whisenhunt
Educational Studies, BS	School of Teacher Education */**	Dr. Glenne' Whisenhunt
# English, BA	School of English **	Dr. Mark Pickens
Healthcare Management and Ethics, BS	School of Business *	Dr. Danielle Philipson
Management & Ethics, BS	School of Business */**	Laura Koch
Marketing, BS	School of Business */**	Lisa Bell
# Mathematics, BS	School of Science and Mathematics **	Dr. Carol Fowlkes
Media Production & Communication, BS	School of Humanities and Social Sciences */**	Dr. Garret Castleberry
# Ministry Leadership, BS	School of Ministry **	Dr. Justin Key
Nursing, BS	School of Nursing *	Dr. Saundra Medrano
Psychology, BS	School of Behavioral Science and Counseling */**	Dr. K. Thomas/Dr. L DeSecottier
# Secondary Education, BA	School of Teacher Education **	Mark Harris
Sports Management and Ethics, BS	School of Business */**	Mark Robichaud
Master Degrees (7)		
Master of Arts in Christian Ministry	School of Ministry *	Dr. Justin Key
Master of Arts in Leadership	Thomas School of Global Leadership *	Dr. Jesus Sampedro
Master of Business Administration	School of Business *	Dr. Kelly Riesenmy
Master of Education in Curriculum and Instruction	School of Teacher Education *	Dr. Terry James
Master of Education in School Counseling	School of Teacher Education *	Dr. Leon DeSecottier
Master of Ministry	School of Ministry *	Dr. Wendell Sutton
Master of Science in Counseling	School of Behavioral Science and Counseling *	Dr. K. Thomas/Dr. L DeSecottier

These programs are designated as in-person or on-ground, and the availability of distance education courses cannot be assured for students enrolled in these programs. Nonetheless, students have the option to enroll in distance education courses whenever they are offered.

* Accelerated or Non-Traditional Course Format (Online/One-Night-a-Week Hybrid); ** Traditional 16-Week Format

Program Certificates

LEGEND: Degree abbreviations used in this table are as follows: **BS**-Bachelor of Science; **BBA**-Bachelor of Business Administration; **MEd**-Master of Education.	
The following certificates are stand-alone but can also contribute to a program of study. Students must be accepted in either the undergraduate or corresponding graduate program to enroll in these.	
Accounting and Ethics, BBA (1 Certificate)	**Master of Business Administration** (4 Certificates)
Financial Core Accounting (Undergraduate)	Healthcare Management (Graduate)
Christian Ministries and Ministry Leadership, BS (5 Certificates)	Human Resource Management (Graduate)
Care and Support Ministry (Undergraduate)	International Business (Graduate)
Christian Leadership (Undergraduate)	Management Accounting (Graduate)
Deacon Alternative Pathway (Undergraduate)	**Master of Education in Curriculum and Instruction** (1 Certificate)
Elder Alternative Pathway (Undergraduate)	Curriculum & Instruction (Graduate)
Women in Ministry Leadership (Undergraduate)	**MEd in Educational Leadership and Administration** (1 Certificate)
Criminal Justice Administration and Ethics, BS (1 Certificate)	Educational Leadership & Administration (Graduate)
Crime Scene Investigations (Undergraduate)	**Master of Science in Counseling** (1 Certificate)
	Addictions & Substance Abuse Counseling (Graduate)

Concentrations, Emphases, and Areas of Specialization

LEGEND: College abbreviations used in this table are as follows: **BA**-Bachelor of Arts; **BS**-Bachelor of Science	
The following concentrations, emphasis, and areas of specialization are options of focus students can choose to study that relate to their primary program of study. The options for students are listed below for each program of study.	
Christian Ministries, BS (4 Options)	**Psychology, BS** (3 Options)
Business Administration Concentration *	Christian Ministries Concentration *
Criminal Justice Concentration *	Criminal Justice Concentration */**
Marketing Concentration *	**Secondary Education, BA** (3 Options)
Psychology Concentration *	English **
Criminal Justice Administration and Ethics, BS (2 Options)	Math **
Christian Ministries Concentration *	Social Studies **
Psychology Concentration */**	**Master of Arts in Leadership** (5 Options)
Data Analytics, BS (7 Options)	Business Management Emphasis *
Accounting Analyst */**	Communication Emphasis *
Bioinformatics */**	Higher Education Emphasis *
Business Analyst */**	Ministry Leadership Emphasis *
Cybersecurity */**	Public Administration Emphasis *
Healthcare Management Analyst */ **	**Master of Business Administration** (6 Options)
Math Analyst */**	Communication Emphasis *
Sports Management */**	CPA Accounting Emphasis *
Education, BA (2 Options)	Healthcare Management Emphasis *
Early Childhood Education */**	Human Resource Management Emphasis*
Elementary Education */**	International Business Emphasis *
English, BA (2 Options)	Management Accounting Emphasis*
Literary & Cultural Studies Track **	**Master of Ministry** (3 Options)
Pre-Law Track **	Leadership Emphasis *
Mathematics, BS (2 Options)	Pastoral Studies Emphasis *
Data Analytics Concentration **	Pastoral & Crisis Care Emphasis *
Management Information System Concentration **	**Master of Science in Counseling** (3 Options)
Ministry Leadership, BS (4 Options)	Addiction & Substance Abuse Counseling Emphasis *
Children's Ministry Concentration **	Marital, Couples, & Family Counseling/Therapy Emphasis *
Christian Worship Concentration **	Clinical Mental Health Counseling Emphasis *
Pastoral Care Concentration **	
Youth Ministry Concentration **	

* Accelerated or Non-Traditional Course Format (Online/One-Night-a-Week Hybrid); ** Traditional 16-Week Format

Multidisciplinary Combination Options

Multidisciplinary options are available exclusively in the Traditional 16-Week Format. These options allow students interested in more than one academic discipline to choose a primary program and a secondary discipline of study. The courses required in the secondary discipline are taken in place of the primary program's electives. When the student designates the primary and secondary multidisciplinary course of study, they must be approved by the chairpersons of the two academic disciplines.

LEGEND: Degree abbreviations used in this table are as follows: **BA**-Bachelor of Arts; **BS**-Bachelor of Science	
Programs of Study with optional disciplines listed (See Multidisciplinary Options section for additional information) Traditional 16-Week students choose their program and one optional discipline listed under each program of study:	
Biology, BS (10 options)	**Media Production and Communication, BS** (10 options)
Business Administration	Biology
Data Analytics	Business Administration
English	Data Analytics
Management & Ethics	English
Marketing	Management & Ethics
Mathematics	Marketing
Media Production & Communication	Mathematics
Ministry Leadership	Ministry Leadership
Professional Education	Professional Education
Psychology	Psychology
English, BA (10 options)	**Ministry Leadership, BS** (10 options)
Biology	Biology
Business Administration	Business Administration
Data Analytics	Data Analytics
Management & Ethics	English
Marketing	Management & Ethics
Mathematics	Marketing
Media Production & Communication	Mathematics
Ministry Leadership	Media Production & Communication
Professional Education	Professional Education
Psychology	Psychology
Mathematics, BS (10 options)	**Psychology, BS**(10 options)
Biology	Biology
Business Administration	Business Administration
Data Analytics	Data Analytics
English	English
Management & Ethics	Management & Ethics
Marketing	Marketing
Media Production & Communication	Mathematics
Ministry Leadership	Media Production & Communication
Professional Education	Ministry Leadership
Psychology	Professional Education

Admissions

For the kingdom of God is not a matter of eating and drinking but of righteousness and peace and joy in the Holy Spirit. Whoever thus serves Christ is acceptable to God and approved by men. Romans 14:17-18 (ESV)

Mid-America Christian University is committed to preparing leaders whose life, character, convictions, and gifts make them worthy ambassadors of Jesus Christ. The University admits individuals who would profit from the educational environment that the University offers. Students should possess evidence of moral integrity, exhibit a life of sensitivity to God and their fellow students, and be regular participants in the fellowship of an evangelical church.

As a condition of enrollment, all students are asked to sign a statement expressing their willingness to observe all University regulations and guidelines. In addition, upon signing their application, students declare they understand and respect the institution's rules.

While MACU admits students of any race, color, disability, gender, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, the University reserves the right to refuse admission, continued admission, or readmission to any student or prospective student who does not meet the admission qualifications for acceptance into MACU or abide by the University's regulations and guidelines.

The details of campus conduct are contained in the Student Handbook. Students may download a copy of the handbook at www.macu.edu or on the student portal at my.macu.edu.

All prospective students, regardless of their previous affiliation with the University, must submit a new application for each level of education they wish to pursue (certificate, associate's, bachelor's, or graduate). In addition to submitting new applications for each level, students must also submit a new application when applying to programs within the same level that have additional admission prerequisites or requirements. This policy aims to streamline the admissions process and ensure that applicants are evaluated based on their qualifications and suitability for the specific education level or program they seek. The application must include all necessary materials determined by the program's admissions requirements, such as academic transcripts, standardized test scores (if applicable), recommendation letters, personal statements, and other required documents. Each application will be reviewed separately and evaluated based on the specific criteria and standards established for the respective level of education or program.

Applying for Admission

Mid-America Christian University offers admission to both **Traditional programs** and **Non-traditional Accelerated Online/Evening Hybrid programs**. Applicants must complete the application process by meeting all admissions requirements as outlined in the catalog and submitting all requested documents.

To apply, visit: MACU Application

Contact Information:
Mid-America Christian University
3500 S.W. 119th Street
Oklahoma City, OK 73170
United States
View Map

Email: enroll@macu.edu
Phone: +1 888.888.2341

Admission Classifications

Enrollment/Admissions and the Office of the Registrar review all applications. Acceptance is granted under one of the following classifications:

Regular (Full) Acceptance — Students who have submitted all required fees, documents, and official transcripts and achieved all program admission requirements are granted acceptance.

Probationary Acceptance — Transfer students with a cumulative (overall college) GPA below 2.0 or suspension at their most recent academic institution may be admitted under probationary acceptance. Continued enrollment depends on meeting cumulative GPA standards by the end of the first term of probationary enrollment. Undergraduate students are encouraged to sign and abide by a Student Success Plan.

Conditional Acceptance — Students may submit either official or unofficial transcripts, even if they are not final. Once all official, final transcripts and test scores are received, students are considered for regular or probationary admission. Financial aid could be affected for conditional-status students.

Special Acceptance — Non-degree-seeking and concurrently enrolled high school students. Special-status students must apply for regular acceptance to enter a degree program.

Validity of Admission Requirements

A student must be admitted before the registration period ends for any given term. The Office of the Registrar grants final acceptance only after all official documents have been submitted; self-certification is not sufficient. There is no appeal if documentation cannot be validated.

High School Diploma

If the validity of any official high school diploma is questioned. In that case, the Office of the Registrar relies on a State's determination as to what constitutes a high school diploma in that state, checking with the relevant department or agency in the state in which the high school is located to determine if a diploma from the high school (which does not have to be accredited) is recognized by that state. Another resource within the state that may also determine the validity of the high school diploma is the State Attorney General's office. For example, one State Attorney General's office has taken enforcement actions against entities that issue diplomas or other certificates of completion of secondary education without providing legitimate secondary school education.

International Applicants

International applicants must have official transcripts sent to the University. In addition, copies of all secondary and post-secondary transcripts, the General Certificate of Education (GCE), and the original documents themselves, results, diplomas, and other certificates not in English must be evaluated by an approved independent transcript evaluating organization (http://www.naces.org/members.html). It is the applicant's financial responsibility to obtain transcripts and evaluations. See the Office of the Registrar for more information.

Enrollment Status Classifications

Full-Time Student - A student who is enrolled as follows:

- Traditional Undergraduate Program: 12 or more credit hours in a 16-week term
- Non-traditional Accelerated Online/Evening Hybrid Undergraduate Program: 6 or more credit hours in a 10-week or 12-week term

Part-Time Student - A student who is enrolled as follows:

- Traditional Undergraduate Program: fewer than 12 credit hours in a 16-week term
- Non-traditional Accelerated Online/Evening Hybrid Undergraduate Program: fewer than 6 credit hours in a 10-week or 12-week term

Unclassified Student - A student who enrolls in courses without pursuing a specific degree or program. Unclassified students may take individual courses for personal enrichment, professional development, or to explore different academic fields. They are not working towards a degree or diploma. They may not be subject to the same degree requirements and regulations as degree-seeking students. This status is sometimes called "non-degree" or "non-matriculated" student status. (See Special Acceptance)

Conditional Student - Enrolled under Conditional Acceptance (see above).

Concurrent Student - High school juniors/seniors taking college courses (see Concurrent Enrollment).

Traditional Undergraduate Programs

First-Year Student Applicants

To be admitted to the **Traditional Undergraduate Program**, first-year students must meet one of the following criteria:

- **Final High School GPA:**
  - A minimum unweighted cumulative GPA (CGPA) of 2.30 on a 4.0 scale.

  OR
- **"2 out of 3" Criteria:**
  - If the final GPA is below 2.30, students can still be admitted by meeting at least two of the following:
    - A final high school GPA of 2.0 CGPA or higher (unweighted).
    - Graduation in the top half of the high school class.
    - A minimum composite score of 18 on the ACT or a combined score of 970 on the SAT (or 870 if taken before March 2016).
- **Note:** Applicants not meeting the admissions requirements may appeal to the University Admissions Committee.

Required Documentation for Admission:

Applicants must submit the following:

- **Completed Admissions Application:**
  - Submit the official application form.
- **Identification:**

    - Provide a photocopy of a U.S. government-issued driver's license, state non-driver ID card, or passport.
    - Unacceptable ID Examples:
        - Documents marked "not valid as identification."
        - Credit/debit cards, even those with a photograph.
        - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Standardized Test Scores:**
    - Submit ACT or SAT scores, if applicable.
- **High School Transcript:**
    - Provide a final copy of the high school transcript.
    - **Note:** An initial decision may be made with an incomplete senior-year transcript, but a final, complete transcript is required for enrollment.
- **College Credits (if applicable):**
    - Submit official transcripts for any college credit earned during high school, including AP, CLEP, or DANTES subject exam transcripts.
    - For current college students, submit transcripts of all previous college work when applying and a supplementary transcript after completing any in-progress courses.

Note: Applicants are not at liberty to disregard any part of their previous educational history when applying for admission. All transcripts become Mid-America Christian University's property and are not reproduced, returned, or copied. All transcripts become the property of Mid-America Christian University and will not be returned, reproduced, or copied.

Special Considerations:

- GED and Homeschool Applicants:
    - Applicants who completed high school equivalency through the GED or were homeschooled will be evaluated based on their college placement exams. They should submit ACT or SAT scores with their application.

Post-Acceptance Requirements:

After acceptance, students must submit:

- Residency Forms
- Health Forms
- Immunization Records
- Registration Agreement

Early Acceptance

Students showing strong academic performance by the end of their 6th or 7th semester of high school may be eligible for early acceptance.

- **Eligibility Criteria:**
    - **Academic Requirements** (meet one of the following):
        - **End of 6th Semester** (completion of junior year)
            - Class Rank: Top 50 percent of graduating class
            - CGPA: Minimum unweighted 2.0 on a 4.0 scale
            - Test Scores: ACT composite 18 or SAT 970 (or SAT 900 if taken before March 2016)
        - **End of 7th Semester** (first semester of senior year)
            - CGPA: Minimum unweighted 2.7 on a 4.0 scale
    - **Recommendation:**
        - A recommendation form from a non-family member (e.g., principal, counselor, coach, or employer).
    - **High School Graduation:**
        - The student must be on track to complete all high school graduation requirements by the end of their senior year, as verified by a school authority.

Special Considerations for Homeschooled Applicants:

Homeschooled students unable to provide class rank or test scores from an accredited association will be assessed through a placement exam. Submission of AP, ACT, or SAT scores is encouraged.

Required Documentation for Early Acceptance:

Applicants must submit:

- Completed Admissions Application.
- Photocopy of U.S. government-issued ID (driver's license, state ID, or passport).
- ACT or SAT scores.

- High school transcript (a final transcript is required for enrollment).
- Official transcripts for any college credits earned during high school.

Note: High school students who wish to enroll need to refer to the Concurrent Enrollment section below.

Transfer Applicants

A transfer applicant is defined as a degree-seeking student who has earned at least six (6) college-level transferable credit hours after completing high school from a regionally accredited post-secondary institution. College-level credit earned while concurrently enrolled as a high school student does not count toward this requirement.

Applicants with fewer than six (6) college-level credit hours post-high school must meet the First-Year Student Applicant (freshman) admissions requirements.

Admission Requirements:

- **Admissions Application:**
  - Submit a completed application form.
- **Identification:**
  - Provide a photocopy of a U.S. government-issued driver's license, state non-driver ID card, or passport.
  - **Unacceptable ID Examples:**
    - Documents marked "not valid as identification."
    - Credit/debit cards, even those with a photograph
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit official transcripts from each college and university attended. All grades from transferred courses are recorded at Mid-America Christian University. There is a limit on the number of "D" grades that can apply toward degree completion.
  - If currently enrolled in college, submit transcripts of all previous college work with your application. A supplementary transcript must be forwarded immediately after completing any courses in progress.
  - All transcripts become the property of Mid-America Christian University and will not be returned, reproduced, or copied.
- **Special Requirements for Educational Studies Majors:**
  - Transfer applicants seeking a major in Educational Studies must have a minimum cumulative GPA (CGPA) of 2.5 at the time of admission.

Additional Considerations:

- Applicants are not permitted to disregard any part of their previous educational history when applying.
- Applicants not meeting the admissions requirements may appeal to the University Admissions Committee.
- The Office of the Registrar will review the evaluation of courses and hours needed to complete the degree to confirm the applicant's status. Refer to the Transfer Regulations section for details on the transfer credit process.

Post-Acceptance Requirements:

Once accepted, students must submit the following:

- Residency Forms
- Health Forms
- Immunization Records
- Registration Agreement

Concurrent Enrollment

High school juniors and seniors may enroll in college courses at MACU while completing high school. Students may take a combination of high school and college courses, up to 19 credit hours per semester.

Eligibility Criteria for Concurrent Enrollment:

- **Academic Requirements:**
  - A CGPA of 3.00 unweighted or higher on a 4.00 scale, **or**
  - An ACT composite score of 20 or SAT score of 1030 (or 940 if taken before March 2016).
- **Enrollment Form:**
  - A form from the high school principal or counselor approving concurrent enrollment.
- **Graduation:**
  - Eligible to graduate from high school by the end of the senior year, verified by a school authority.

Requirements for Maintaining Concurrent Enrollment:

- Maintain a 2.00 CGPA at MACU and a 3.0 unweighted CGPA in high school.

- If grades fall below these requirements, students may be reinstated after the grading period if their CGPA improves.

Special Considerations for Homeschooled Applicants:

Homeschooled students will undergo evaluation through a placement exam if unable to provide a class rank or test scores. Submission of AP, ACT, or SAT scores is encouraged.

Post-Graduation Continuation:

Once students complete high school, they can no longer continue concurrent enrollment. However, they may continue with summer term courses immediately following graduation, with charges at the concurrent enrollment rates. To continue at MACU after the summer term, they must apply for either degree-seeking or non-degree-seeking status.

Approved Courses:

Consult the Office of the Registrar for a list of approved lower-division courses. Rising seniors may take accelerated online courses during the summer.

Required Documentation for Concurrent Enrollment:

Applicants must submit:

- Completed Admissions Application.
- Photocopy of U.S. government-issued ID (driver's license, state ID, or passport).
- ACT or SAT scores.
- High school transcript through the sophomore year (a final transcript is required for enrollment).
- Official transcripts for any college credits earned during high school.

Associate of Applied Science (AAS) in Nursing Program-Specific Requirements:

- The program admits up to 24 students each fall and spring semester. Admission is competitive (see steps and preference points below).
- Once selected for admission into the nursing program, students will receive their cohort schedule during orientation day. The date and time for orientation will be included in the admission letter.
- Clinical dates and times are at the discretion of the local hospitals. Students are required to arrange their own transportation to and from clinical sites.

Application Timeline:

- Twenty-four (24) students will be selected in December for the Spring cohort beginning in January, and an additional twenty-four (24) students will be selected in July for the Fall cohort beginning in August, pending board approval.

Admission Requirements:

- Completed and signed MACU Admission Application.
- All college transcripts or a high school transcript or equivalent if the applicant has less than 12 college hours.
- Completed all required AAS Science courses with a minimum grade of C. Students currently enrolled in their last Science course, upon application, understand the final grade of C or better will be verified prior to the start of the first day of the cohort applied.
- Completed MACU Nursing Program Application.
- Minimum cumulative GPA of 2.0 in all college-level courses.
- Current (within three months) original Federal Background check. Note: A second Federal Background Check is required at the end of the program when applying to sit for the NCLEX-RN exam.
- If English is not the student's first language, they must demonstrate English proficiency through an assessment such as the TOEFL (Test of English as a Foreign Language).

Selection Process: Once basic application requirements are met, students are scored based on preference points and subsequently ranked by GPA.

- **One Current Certification/Licensure = 1 point**
  Advanced Unlicensed Assistant (AUA); Certified Nursing Assistant (CNA); Registered Respiratory Therapist (RRT); Certified Respiratory Therapist (CRT); Certified Surgical Technician (CST); Certified Medical Assistant (CMA); Emergency Medical Technician (EMT); Licensed Practical Nurse (LPN)
- **One Earned College Degree = 2 points**
- **Science Courses (3 credits or more) = 1 to 15 points:**
  - Grade of A – **3 points**
  - Grade of B – **2 points**
  - Grade of C – **1 point**

  Applicants may be required to participate in an interview with nursing faculty as part of the selection process.

Post-Admission Requirements:

- Admitted students are required to attend a mandatory orientation session prior to the start of the program. Faculty should prepare to provide essential information regarding course registration, program expectations, and available support services during this orientation.
- Applicants who are accepted into the Nursing Program will be required to provide evidence of a current (within one month) negative urine drug screen See the Oklahoma Board of Nursing (510) Criminal History website for criminal offenses that may result in the inability to apply for licensure or result in denial or withdrawal of admission into the program and to view steps for completing a Petition for Initial Determination of Eligibility for Licensure or Certification through the Oklahoma Board of Nursing.
- Following acceptance into MACU and the AAS in Nursing Program, the student must submit verification of the following at least six weeks prior to the start of the program. Details about the submission will be provided at the Nursing Program Orientation.
    - Physical Examination: The student's physical examination must have been completed within the past three months, and they must have it completed prior to Orientation Day. Any change in health status may require a repeat physical examination.
    - Certification of CPR Red Cross or American Heart Association (AHA) training. Students must be CPR certified prior to their first clinical.
    - Tdap vaccine: Documentation of vaccine within the last ten years must be kept current. Other vaccines, such as Dtap and Td, will not be accepted.
    - COVID-19 Vaccine series: Students who do not want to receive the COVID-19 vaccine series must request a medical exception or a religious exemption, which the clinical site must approve.
    - Hepatitis B Vaccine: Documentation of 2 or 3 Hepatitis B vaccines or a positive Hep. B titer. If students have neither of these, they must begin the Hep. B series. Dose 1 and Dose 2 must be dated at least 28 days apart. Dose 2 and Dose 3 must be dated at least 16 weeks apart.
    - Titers:
        - Positive Rubeola Titer: If negative or equivocal, proof of one post-titer Rubeola booster is required.
        - Positive Varicella Titer: If negative or equivocal, proof of two post-titer Varicella boosters is required.
        - Positive Mumps Titer: If negative or equivocal, proof of two post-titer Mumps boosters is required.
    - Influenza Vaccine: Due yearly, students who cannot receive an influenza vaccine must have documentation from a physician requesting this exception. Per hospital policy, if an exemption is granted, the student will have to wear a face mask during all clinicals.
    - PPD: Students must provide written proof of a negative 2-step PPD. Each step must be completed one to three weeks apart from each other.The PPD annual update will be required. Students who have a positive PPD must provide documentation of chest x-ray results and a TB Questionnaire. Proof of a negative chest x-ray and a TB Questionnaire must be completed annually.

Licensure Eligibility: Students may complete the Petition for Initial Determination of Eligibility for Licensure or Certification through the Oklahoma Board of Nursing to determine their eligibility for licensure. Applicants are responsible for submitting all required supporting documentation, completing the federal background check, and paying the $95.00 fee for the Initial Determination form, accessible at the Oklahoma Board of Nursing. Students seeking to practice nursing in a state other than Oklahoma are responsible for contacting that state's Board of Nursing to determine their eligibility and any further requirements according to that state's licensure specifications. In addition, students will also want to check that the curriculum meets their state's licensure requirements before enrolling in the program.

Application Deadline:

- Applications for the AAS in Nursing program must be submitted by the specified deadlines listed on the program's website.
- Applicants who are accepted into the Nursing Program and do not enroll in the semester for which they are accepted must reapply.

Accelerated Online/Evening Programs

Undergraduate Admissions Procedures

Mid-America Christian University offers several accelerated undergraduate programs designed for adult learners with significant work history, qualifying life experiences, and earned college-level credit. Age, marital/family status, and employment status may also be considered defining factors in the admissions process.

A transfer applicant not in good academic standing, with a cumulative GPA (CGPA) below 2.0, may be admitted with probationary acceptance (see the Academic Standing in an Undergraduate Program for details). Applicants not meeting the admissions requirements may appeal to the University Admissions Committee.

Online/Evening Accelerated (10- to 12-week term) bachelor's degree candidates are expected to either complete an associate's degree at Mid-America Christian University or transfer an earned associate's degree from a regionally accredited institution that meets the University's core requirements. Applicants must meet or complete the following criteria:

Admission Requirements:

- **Admissions Application:**
  - Submit a completed application form.
- **Identification:**
  - Provide a photocopy of a U.S. government-issued driver's license, state non-driver ID card, or passport.
  - **Unacceptable ID Examples:**
    - Documents marked "not valid as identification."
    - Credit/debit cards, even those with a photograph
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit official transcripts from each college and university attended.
  - Applicants who have earned fewer than six (6) semester hours of college-level transferable credits must submit an official high school transcript or a federally approved equivalency, such as a General Educational Development (GED) certificate or an approved homeschool transcript.
  - If currently enrolled in college, applicants must submit transcripts of all previous college work with their application and forward a supplementary transcript immediately after completing any courses in progress.
  - Applicants must disclose their complete educational history when applying. No part of a student's academic record may be omitted. All transcripts become the property of Mid-America Christian University and will not be returned, reproduced, or copied.
- **Special Requirements for School of Teacher Education Majors:**
  - Transfer applicants seeking a major from the School of Teacher Education must have a minimum cumulative GPA (CGPA) of 2.5 at the time of admission.

Additional Considerations:

- Applicants are not permitted to disregard any part of their previous educational history when applying.
- Applicants not meeting the admissions requirements may appeal to the University Admissions Committee.
- The Office of the Registrar will review the evaluation of courses and hours needed to complete the degree to confirm the applicant's status. Refer to the Transfer Regulations section for details on the transfer credit process.

4+1/4+3 Undergraduate to Graduate Programs

The design of the 4+1 or 4+3 accelerated bachelor's and master's degree programs offers select high-achieving undergraduate students the opportunity to combine advanced undergraduate coursework with graduate coursework, accelerating the completion of a graduate degree. These programs allow students to obtain both a bachelor's and master's degree in less time than completing them separately. These are preapproved program combinations offered internally at Mid-America Christian University (MACU).

Admission Requirements:

- **Undergraduate to Graduate Program Application:**
  - Submit a completed 4+1 or 4+3 Undergraduate to Graduate Program Application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
  - **Unacceptable ID Examples:**
    - Any document with a statement such as "not valid as identification."
    - Credit/debit cards, even those with a photograph.
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit official transcripts from each college and university attended. Applicants must have earned at least 49 hours of college-level credit to be eligible for this program.
- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 3.00 (on a 4.00 scale) in degree-applicable courses.
- **Program-Specific Requirements:**
  - **MBA, CPA Accounting:**
    Applicants not in an Accounting bachelor's degree plan of study and seeking the MBA with a CPA Accounting Emphasis must have completed the following prerequisite courses:
    - ACCN 2103 Accounting I: Financial Accounting
    - ACCN 2203 Accounting II: Managerial Accounting
    - ACCN 3903 Intermediate Accounting I
    - ACCN 3913 Intermediate Accounting II

        - ACCN 3933 Income Tax Accounting I
        - ACCN 4443 Advanced Financial Accounting
        - ACCN 4633 Auditing
    - **Master of Education in Curriculum and Instruction (4+1):**
      Applicants must be enrolled in a teacher education study plan.
    - **Master of Science in Counseling (4+3):**
      Before applying, candidates must complete five (5) undergraduate courses in behavioral sciences with a psychological focus. These courses must be successfully completed with a minimum CGPA of 3.0. Four of these courses should have three semester credit hours each, and the fifth course can be either two or three semester credit hours. Failure to meet this requirement will make applicants ineligible to enroll in the initial courses of the program.

Important Note:
It is the responsibility of the applicant/student to verify that MACU's Master of Science in Counseling program meets state licensure requirements. The following situations may prevent a student from obtaining licensure or completing the degree:

- Felony charges before, during, or after completing the degree.
- Transferring to a different program or school before or during the MSC degree program.

Additional Considerations:

- All applications are subject to review, and admission is not guaranteed.
- To remain in the accelerated program, candidates must maintain a cumulative GPA of 3.00 from the time they apply (at 49 undergraduate credit hours) through the completion of their junior and senior years when they begin taking graduate courses.

For more information, refer to the Academic Program Requirements section.

Graduate Admission Procedures

An applicant may be eligible for admission to a graduate program if they meet the following criteria:

Master of Arts in Leadership degrees

Admission Requirements:

- **Admissions Application:**
    - Submit a completed and signed admission application.
- **Identification:**
    - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
    - **Unacceptable ID Examples:**
        - Any document with a statement such as "not valid as identification."
        - Credit or debit cards, even those with a photograph.
        - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
    - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.
- **Academic Criteria:**
    - A minimum cumulative GPA (CGPA) of 2.75 (on a 4.00 scale) in degree-applicable courses is required. Applicants whose CGPA falls below this requirement may still qualify if their GPA for the last 60 hours of coursework is at least 2.75.

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Master of Business Administration degrees and certificates

Admission Requirements:

- **Admissions Application:**
    - Submit a completed and signed admission application.
- **Identification:**

- Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
- **Unacceptable ID Examples:**
  - Any document with a statement such as "not valid as identification."
  - Credit or debit cards, even those with a photograph.
  - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.

- **Official Transcripts:**
  - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.
- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 2.75 (on a 4.00 scale) in degree-applicable courses is required. Applicants whose CGPA falls below this requirement may still qualify if their GPA for the last 60 hours of coursework is at least 2.75.

Prerequisite Courses (for Accounting Emphasis Applicants):

- Applicants who do not have a bachelor's degree in Accounting or a Financial Core Accounting certificate and wish to enroll in the MBA with a **CPA Accounting Emphasis** or **Management Accounting Emphasis** must have completed the following prerequisite courses:

CPA Accounting Emphasis Prerequisite Courses:

ACCN 2103 Accounting I: Financial Accounting
ACCN 2203 Accounting II: Managerial Accounting
ACCN 3903 Intermediate Accounting I
ACCN 3913 Intermediate Accounting II
ACCN 3933 Income Tax Accounting I
ACCN 4443 Advanced Financial Accounting
ACCN 4633 Auditing

Management Accounting Emphasis Prerequisite Courses:

ACCN 2103 Accounting I: Financial Accounting
ACCN 2203 Accounting II: Managerial Accounting
ACCN 3903 Intermediate Accounting I
ACCN 3913 Intermediate Accounting II

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Master of Education in Curriculum and Instruction degrees and certificates

Admission Requirements:

- **Admissions Application:**
  - Submit a completed and signed admission application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
  - **Unacceptable ID Examples:**
    - Any document with a statement such as "not valid as identification."
    - Credit or debit cards, even those with a photograph.
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.
- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 3.00 (on a 4.00 scale) in degree-applicable courses is required. Applicants whose CGPA falls below this requirement may still qualify if their GPA for the last 60 hours of coursework is at least 3.00.

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Master of Education in School Counseling

Admission Requirements:

- **Admissions Application:**
  - Submit a completed and signed admission application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
  - **Unacceptable ID Examples:**
    - Any document with a statement such as "not valid as identification."
    - Credit or debit cards, even those with a photograph.
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.
  - **Preferred Criteria:** Preferential consideration will be given to applicants who are certified teachers, although certification is not required for admission.
- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 2.75 (on a 4.00 scale) in degree-applicable courses is required.
  - Applicants whose CGPA is below this requirement may still qualify if their GPA for the last 60 hours of coursework is at least 3.00.
- **Background Check:**
  - Provide an original Oklahoma State Bureau of Investigation (OSBI) background check.
  - **Practicum Requirement:** Students must complete and submit a current OSBI background check prior to beginning their practicum.

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Master of Ministry/Master of Arts in Christian Ministry

Admission Requirements:

- **Admissions Application:**
  - Submit a completed and signed admission application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University does not request or accept a photocopy of an applicant's military ID in compliance with federal law.
  - **Unacceptable ID Examples:**
    - Any document with a statement such as "not valid as identification."
    - Credit or debit cards, even those with a photograph.
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.

- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 2.75 (on a 4.00 scale) in degree-applicable courses is required. Applicants whose CGPA falls below this requirement may still qualify if their GPA for the last 60 hours of coursework is at least 2.75.

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Master of Science in Counseling degrees

Admission Requirements:

- **Admissions Application:**
  - Submit a completed and signed admission application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University will not ask for or accept a photocopy of an applicant's military ID in compliance with federal law.
  - **Unacceptable ID Examples:**
    - Any document that bears a statement such as "not valid as identification."
    - Credit or debit cards, even those with a photograph.
    - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
  - Submit an official transcript showing the conferral of a bachelor's degree from a regionally accredited college or university.
- **Academic Criteria:**
  - A minimum cumulative GPA (CGPA) of 3.00 (on a 4.00 scale) in degree-applicable courses is required.
  - Applicants whose CGPA is below this requirement but whose last 60 hours of coursework have a GPA of at least 3.00 will be acceptable.
  - Applicants with a CGPA between 2.75 and 3.00 in degree-applicable courses or the last 60 hours may still be considered if they have completed at least 9 hours of psychological coursework with a grade of B or better.

Important Notes:

- The 60-hour Master of Science in Counseling (MSC) program is designed to meet the academic coursework requirements set by the Oklahoma Board of Behavioral Health and the Oklahoma Board of Licensed Alcohol and Drug Counselors for licensure in Oklahoma.
- Applicants should review and understand their state licensure board requirements, including post-graduation procedures.
- Completion of the MSC degree and obtaining licensure may be affected or forfeited due to situations such as:
  - Felony charges before, during, or after degree completion.
  - Transfer to a different program or school before completing the MSC degree.

Appeals Process:

- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair. The Chair's decision is final.
- If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Addiction and Substance Abuse Counseling Certificate

Admission Requirements:

- **Admissions Application:**
  - Submit a completed and signed admission application.
- **Identification:**
  - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University will not ask for or accept a photocopy of an applicant's military ID in compliance with federal law.

    - **Unacceptable ID Examples:**
        - Any document that bears a statement such as "not valid as identification."
        - Credit or debit cards, even those with a photograph.
        - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Official Transcripts:**
    - Submit an official transcript showing that the applicant is in good standing in a counseling program or has completed a master's degree in counseling that qualifies them for another license (LPC or LMFT).
- **Deficiency Letter**:
    - Applicants must provide a deficiency letter from their state licensing board outlining any additional coursework needed to qualify for the LADC/MH license.
- **Academic Criteria:**
    - Applicants are assumed to have the necessary coursework to apply for the LADC/MH license, meeting or equivalent to the requirements of the Master of Science in Counseling with an emphasis in Addiction and Substance Abuse Counseling.
    - Additional coursework required to qualify for the LADC/MH license can be added to the certification program based on the deficiency letter provided.

Important Notes:

- To receive Title IV funding for these additional courses, they must be approved before conferring the certificate.
- Applicants who do not meet the program's admissions requirements may appeal to the Program's Academic Chair.
    - The Chair's decision is final.
    - If further appeal is necessary, it may be directed to the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO).
    - The decision of the VPAA/CAO is final and binding for all parties.

Admission Decision:

- Admission to the University is granted by the Registrar based on the recommendation of either the Program's Academic Chair or the VPAA/CAO.

Unclassified Non-Degree-Seeking or Transient Students

Applicants who do not wish to seek a degree at Mid-America Christian University, do not qualify for regular admission, or are pursuing a degree at other colleges and universities (transient students) may enroll at Mid-America Christian University as an unclassified non-degree-seeking or transient student. Course enrollment for these students is subject to the following conditions:

- **Admissions Application:**
    - Submit a completed and signed admission application.
- **Registration Agreement**:
    - Complete and submit a Registration Agreement with the courses listed.
- **Identification:**
    - Provide a photocopy of a valid U.S. government-issued driver's license, state non-driver ID card, or passport. The University will not ask for or accept a photocopy of an applicant's military ID in compliance with federal law.
    - **Unacceptable ID Examples:**
        - Any document that bears a statement such as "not valid as identification."
        - Credit or debit cards, even those with a photograph.
        - Birth certificates, Social Security cards, employee ID cards, ChildFind ID cards, or temporary IDs.
- **Academic Criteria:**
    - Unclassified applicants must have a high school diploma or its equivalent (e.g., GED) to be eligible for admission.
    - Applicants must meet all prerequisites and requirements for courses they wish to enroll in.
- **Course Enrollment Limitations**:
    - Applicants are limited to enrolling in specific courses (consult the Registrar for details).
    - Unclassified or transient students may not enroll in more than 24 cumulative undergraduate credit hours or six (6) graduate credit hours without permission from the Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO).
- **Transient Student Criteria:**
    - Transient students must provide evidence of good standing at their home university.
    - Transient students must also obtain approval from their home university to ensure the courses they take will transfer as desired. Mid-America Christian University does not guarantee that any course will meet the program requirements of another institution.
- **University Policies:**

- Unclassified and transient students are subject to the same policies and procedures as degree-seeking students at Mid-America Christian University.

- **Enrollment Priority:**
  - Degree-seeking students at Mid-America Christian University have enrollment priority when space is limited.

Admission of Veterans

Mid-America Christian University is approved as a degree-granting institution for the attendance of eligible veterans. Therefore, eligible veterans may receive college benefits while attending this University. Veterans may obtain an "Application for Benefits" from the closest regional VA office or online at www.va.gov. Write or call the Student Veteran Advisor for further information on this subject. Veterans who qualify and wish to use their benefits must supply a copy of their Certificate of Eligibility and complete the MACU Veteran Responsibility Agreement at the beginning of each registration period. See MACU Active Military & Veteran Services.

Any student using Department of Defense (DOD) funding, including but not limited to tuition assistance or VA education benefits, is required to provide all official military transcripts for evaluation. Students utilizing DOD funding must also provide a copy of the approved tuition assistance form and a completed MACU Student Responsibility Agreement ten (10) days before class starts.

Student Veteran Advisor
Mid-America Christian University
3500 S. W. 119th St., Oklahoma City, OK 73170

Phone: 405.692.3147
Email: studentservices@macu.edu

International Students

English Proficiency

In addition to meeting general admission requirements, international applicants must demonstrate skills in the English language. All applicants for whom English is a second language must present evidence of proficiency in the English Language in one of these ways:

- Duolingo English Test, Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS) exams. Applicants must send official test results directly to the Office of Admissions. Scores over two years old by the beginning of the term you wish to enter are unacceptable unless you have been attending school in the US since the test date. MACU's TOEFL institutional code is 1541. In addition, the following test scores are required for all programs:

  Undergraduate programs - Duolingo – 95; TOEFL (Internet Based Exam)– 73; or IELTS – 6
  Graduate programs - Duolingo – 100; TOEFL (Internet Based Exam)– 79; or IELTS – 6

- Secondary school work in the United States, including achieving the high school curricular requirements required for first-year admission or attaining the recognized certificate of completion necessary to enter a university in any other country where English is the native language and the language of instruction in the high school.

  Anguilla
  Antigua & Barbuda
  Australia
  Bahamas
  Barbados
  Belize (British Honduras)
  Bermuda
  The British Virgin Islands
  Canada (except Quebec)
  Cayman Islands
  Channel Islands
  Dominica
  Falkland Island
  Grenada
  Guam (U.S. Citizens)
  Guernsey
  Guyana (not Ghana in Africa)
  Ireland
  Jamaica
  Jersey
  Mauritius
  Monterrey
  New Zealand
  St. Kitts and Nevis (St. Christopher and Nevis)
  St. Lucia
  St. Vincent and the Grenadines
  South Africa
  Trinidad and Tobago
  Turks and Caicos Islands
  United Kingdom (England, Wales, Scotland, Northern Ireland)
  U.S. Virgin Islands

- Satisfactory completion of 24 or more credit hours of college-level coursework (not including remediation, English as a Second Language (ESL), or application courses such as physical education or music) from a regionally or nationally accredited University in the United States or in any other country in which English is the native language (see list above).
- **Note:** Simple instruction in English, completion of 24 hours of University coursework, or completion of a degree in a country where English is the official language but not the native language does not satisfy this requirement.
- Completing a bachelor's degree or higher at an accredited University in the United States or any other country where English is the native language (see list above).

Transcripts

International applicants must have official transcripts sent to the University. In addition, copies of all secondary and post-secondary transcripts, the General Certificate of Education (GCE), and the original documents themselves, results, diplomas, and other certificates not in English must be evaluated by an approved independent transcript evaluating organization (http://www.naces.org/members.html). It is the applicant's financial responsibility to obtain transcripts and evaluations. See the Office of the Registrar for more information.

Note: If they are student-athletes, the National Association of Athletics (NAIA) would require evaluations completed by InCred evaluation.

International Transfer Credit Process

The Office of the Registrar evaluates and verifies all academic credentials to determine whether transfer credits are awarded. All college-level coursework completed at an international institution assessed by an approved independent transcript-evaluating organization (http://www.naces.org/members.html) is reviewed for acceptance by the Office of the Registrar. In addition, all coursework that equates to MACU coursework is transcribed.

Note: The National Association of Athletics (NAIA) requires student-athlete international transcript evaluations to be completed by InCred evaluation.

International Transfer Credit Equivalency

At the applicant's expense, transcripts from international institutions must be evaluated by an approved independent transcript-evaluating organization (http://www.naces.org/members.html). For example, if they are a student-athlete, the National Association of Athletics (NAIA) would require evaluations completed by InCred evaluation. In addition, these transcripts must be assessed for the following:

- Translation
- Accreditation
- The authenticity of the documents
- Education benchmarks (how many years does each benchmark represent)
- Equivalency of courses
- Credit value (reporting may be credit-based, hour-based, marked-based, or outcome-based)
- Level of the program
- Grading Scale
- Cumulative GPA
- Equivalency of the degree or diploma

Admission of Residential International Students

The eligibility of an international student to pursue educational studies in the United States is determined by their possession of a valid F-1 visa. To be eligible for an F-1 visa, a student must possess a valid passport, an I-20 ID form completed by both the University and the student, and a letter of acceptance. A visa is a document issued by a country that gives the possessor permission to come to that country's borders to request permission to leave that country.

Final decisions about permission rest with the local immigration officials of that country.

Applicants desiring to apply for admission to the United States as F-1 students to attend Mid-America Christian University must meet all admission requirements for their program and the following criteria. All Admission requirements must be received no later than 30 days before the start of a given semester to be considered for acceptance to the University:

- Apply to the University
    - Complete the application
    - Provide one letter of good standing from the transferring institution (transfer applicants only).
    - Provide official Academic Credentials.

All transcripts (high school or College) may apply to the program. In addition to providing original transcripts, applicants must submit an evaluation of international transcripts by a professional evaluation service at the applicant's expense. Global transcript evaluation may acquire information from the Office of the Registrar. The National Association of Athletics (NAIA) requires international student-athlete evaluations to be completed by InCred evaluation.

- English Proficiency Requirement
    - All new applicants for undergraduate study for whom English is a second language must show proficiency by achieving the following minimum scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) exams. Scores over two years old by the beginning of the term applicants wish to enter are unacceptable unless they have been attending school in the US since the test date.
        - Undergraduate programs - a score of 500 or better on the paper-based TOEFL exam, 73 on the computer-based TOEFL exam, 61 on the Internet-based TOEFL exam, or 5.5 for an IELTS exam.
        - Graduate programs - score 550 or better on the paper-based TOEFL exam, 213 on the computer-based TOEFL exam, 79 on the Internet-based TOEFL exam, or 6.5 for an IELTS exam.
    - US high school diploma, GED, or any other country where English is the native language.
    - Satisfactory completion of 24 or more credit hours of college-level coursework from a regionally or nationally accredited University in the United States or any other country in which English is the native language.
    - Successful completion of an English as a Second Language (ESL) program.
- Certificate of Financial Resources (CFR) form confirming coverage of all University, personal, and travel expenses for each academic year at Mid-America Christian University.

- Pay a $500 international deposit (30 days before the first day of classes)
- Pay first semester's account balance:
    - The first ½ of the student's first-semester balance is DUE AUGUST 1 before the start of the semester.
    - The second ½ of the student's first-semester balance is paid out in a monthly payment plan provided by the Bursar's office.
    - Each semester following, the student would receive a payment plan with the expectation that the balance would be paid in full by the end of that semester to move forward with enrollment into the next semester.

Upon full regular acceptance into a program and verification that the student meets the criteria above, the admissions or enrollment departments would send a letter of acceptance to the student. Upon receipt of the required advance deposit and verification of finances, the Designated School Official sends the applicant a completed I-20 ID form. *Documents for a visa are not issued until the above requirements are met.*

The following do not need to be shown until the applicant arrives on campus. However, once on campus, please submit these to the DSO in the Office of the Registrar.

- Proof of health insurance, which includes repatriation
- Immunization records
- Passport
- I-94
- F-1 Visa

Note: International students need the maturity, perseverance, and ability to complete a University program in another culture. References are frequently requested.
Note: Mid-America Christian University cannot guarantee scholarships or work opportunities on campus. See the section under Financial Information in this catalog.

More information on studying abroad at MACU can be found in the International Student Handbook.

Undocumented Student Admissions

Undocumented students may incorrectly assume that they cannot legally attend college in the United States. **However, no federal or state law prohibits the admission of undocumented immigrants to US colleges**, public or private. In addition, federal or state laws do not require students to enter US higher education institutions to prove citizenship. However, institutional policies on admitting undocumented students vary.

The information below would help answer admissions questions and provide details about financial resources. MACU would do its best to find resources to assist undocumented and DACA students. They are students who work hard to pursue their education and become members of the MACU Family.

How to Apply as an Undocumented Student

MACU welcomes all undergraduate and graduate applicants regardless of citizenship status. With or without Deferred Action for Childhood Arrivals (DACA) status, undocumented students should follow the same application procedure as all other MACU applicants. See the sections above in the program or school of choice regarding application requirements in that program or school.

Undocumented Students and Financial Aid

Undocumented students are not eligible to receive federally funded financial aid, including loans, grants, scholarships, or work-study money. For additional information and frequently asked questions about financial aid and undocumented students, visit Federal Student Aid: An Office of the US Department of Education.

Undocumented students who provide the institution a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Services to legalize their immigration status may be eligible for state and university scholarships.

CollegeBoard identifies three main areas where undocumented students may have unique concerns or obstacles: admission, tuition, and financial aid. Read the full article.

Oklahoma Tuition and Grant (OTAG)

Undocumented immigrants meeting specific requirements may be considered for Oklahoma Tuition and Grant (OTAG) awards.

Requirements for OTAG are:

- Have graduated from a public or private high school in Oklahoma.
- Have resided in Oklahoma with a parent or guardian while attending a public or private high school in Oklahoma for at least two years before graduation.
- Satisfy admission standards for the institution.
- Have provided the institution a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Services (USCIS) to legalize the student's immigration status.

Outside Scholarships for MACU Students

Mid-America Christian University believes that anyone with academic ability and motivation to learn should not be denied an education because of financial need. Therefore, the University attempts to help students and their families meet the cost of higher education through grants, scholarships, loans, employment opportunities, and other sources of aid. The Financial Aid Office administers programs per federal, state, and private agency guidelines and the University's funds. Funding may be based on financial need or academic, athletic, talent, or other merits.

Contact the Financial Aid Office for more information: financialaid@macu.edu (405) 692-3204

Note: Mid-America Christian University reviews applications holistically and does not consider financial need as a factor in admission.

Students with Undocumented Parents

Students who are US citizens or permanent residents with undocumented parents can apply to their FAFSA regularly until they have to sign the parent signature page. They cannot sign electronically and must print the signature page and mail it to FAFSA.

The hard copy should be signed and mailed to:

Federal Student Aid Programs
PO Box 7652
London, KY 40742-7652

Who is an Undocumented Student?

Typically, undocumented immigrants have entered the US without inspection or legal permission. Undocumented can also refer to someone with expired paperwork or in deportation proceedings.

Undocumented students are often brought to the US by their parents at very young ages, have completed most of their schooling in this country, and find out about their lack of legal status when they are in high school. Not having a social security number is one potential sign of being undocumented.

Readmission and Retention Policy

Readmission

Students must apply for readmission if it has been more than one academic year since their last attendance at the University. **An academic year at MACU consists of consecutive Fall and Spring terms. For students enrolled in accelerated courses, the academic year may include two consecutive Fall and two consecutive Spring terms. Summer may fall either at the beginning of the academic year, before the Fall term, or at the end, following the Spring term.** Students who only enroll for summer terms (summer-to-summer students) do not need to reapply unless they graduate or break their continuous enrollment for a summer term.

Students who have attended another college or university since last attending the University must submit official transcripts from each institution attended to the University Admissions offices. Readmission is determined after an evaluation of all transferred work is made. Readmitted students are subject to the regulations in effect at the time of readmission.

The Application for Admission form may be secured from the Admissions Office. It must be received by that office at least 15 days before the beginning of the semester/period the student wishes to enroll.

For academic reasons, a returning student dismissed or suspended from MACU should see the Achievement and Progress Standards at MACU section. A student who has been dismissed for disciplinary reasons can be considered for reinstatement after an absence of the dismissal semester plus an additional semester, providing they complete the Appeal for Readmission form and have a personal interview that is satisfactory to the University Admissions Committee. A student admitted by the University Admissions Committee must maintain academic and conduct standards consistent with the institution. A student dismissed a second time for disciplinary reasons cannot be readmitted.

Retention Students vs. Readmission Students

A **Retention Student** is defined as a student who has been out of class for less than one academic year.

Retention students are not required to complete a new application for admission and may resume their studies by coordinating directly with their academic advisor or Registrar's office.

A **Readmission Student** (or Re-Entry Student) is defined as a student who has been out of classes for more than one academic year. These students must reapply for admission and work with the university's Re-Entry Specialist to facilitate their return.

Readmission of Service Members

MACU is committed to supporting service members and will promptly readmit them with the same academic status they had when they last attended the institution or were accepted for admission before deployment. This policy applies to students unable to attend school due to military service.

The **Student Veteran Advisor** is the designated contact at MACU for service members to provide notification of military service and their intent to return to school.

Student Responsibilities

- **Notification of Military Service:**
  - Students must notify the Student Veteran Advisor of their military service as soon as possible.
  - Oral or written notice of service should be provided by the student or an appropriate officer of the armed forces/Department of Defense. Timeliness is based on the circumstances, and no specific deadlines apply unless dictated by the situation.
- **Proof of Service:**
  - At the time of readmission, students may submit an attestation of military service that necessitated their absence.
  - No notice is required if military necessity (e.g., classified operations) prevents it.
- **Intent to Return:**
  - Students must provide oral or written notice of their intent to return within:
    - **Three years** after completing military service.
    - **Two years** after recovery from hospitalization or convalescence due to service-related injury or illness.
  - Missing these deadlines does not automatically forfeit readmission eligibility but will be reviewed on a case-by-case basis.

MACU Admission Process

MACU will admit returning service members under the following terms:

- **Program Reinstatement:**
  - Students will be readmitted to the same program or the most similar program available if the original program is no longer offered, unless they choose a different program.
- **Enrollment Status:**
  - Students will retain the same enrollment status unless they request a different one.
- **Credit Hours:**
  - All previously earned credit hours will count toward the same program. If students choose a different program, applicable credits will be determined based on the new program requirements.
- **Academic Standing:**
  - Students will maintain the same academic standing (e.g., satisfactory academic progress) as they had before deployment.
- **Absence Limit:**
  - The cumulative length of all absences for military service must not exceed **five years**, counting only the time actively serving.

MACU Responsibilities

- **Tuition and Fees:**
  - MACU will evaluate tuition and fee charges based on the first academic year in which the student was enrolled in the same program before deployment.
  - If veteran or service member education benefits cover higher current charges, those charges may apply.

Felony Conviction Appeal Process

For students who have indicated on the application for admission that they have been convicted of a felony, additional information is required for the admissions decision. A felony conviction may not result in an automatic denial of admission. Instead, a code of conduct review team reviews the appeal letter.

Please submit a typed letter attention to Student Affairs detailing the following:

- Explanation of the conviction – type, date, and location
- Address the circumstances
- A statement of what life changes have occurred and how you have moved forward from the conviction.

Transfer Regulations

The amount of credit granted to applicants for admission as transfer students depends upon the nature and quality of the applicant's previous work, evaluated according to the academic requirements of the Mid-America Christian University (MACU) and the following provisions:

- Transfer credits earned by students at institutions accredited by a regional accrediting agency, the Higher Learning Commission (HLC), or the Oklahoma State Regents for Higher Education (OSRHE) Credit Equivalency Program (CEP) are accepted for transfer at face value. In addition, see State-Mandated Articulation Agreements below.
- Credits earned at nationally accredited institutions recognized by the US Department of Education and The Council for Higher Education Accreditation (CHEA) are reviewed course-by-course and accepted for transfer if the course is substantially equivalent to a Mid-America Christian University course.

- Lower-division courses transferred to the Mid-America Christian University would generally be used to meet lower-division degree requirements if a lower-division transfer course is used to substitute for an upper-division requirement at the University. In that case, a student may be required to complete additional upper-division hours for graduation.
- Lower-division courses transferred to the Mid-America Christian University would generally be used to meet lower-division degree requirements if a lower-division transfer course is used to substitute for an upper-division requirement at the University. In that case, a student may be required to complete additional upper-division hours for graduation.
- Upon receiving all official transcripts for all post-secondary institutions and successfully completing twelve (12) credit hours at Mid-America Christian University, the Office of the Registrar would enter transfer credit on the student's record.

Articulation Agreements, Academic Contracts, and Prior Learning Agreements

Articulation Agreements, Academic Contracts, and Prior Learning Agreements are signed with educational institutions, businesses and industries, and governmental training programs that hold specialty, regional, or national accreditations in their associated fields.

Butterfield Memorial Foundation and Crossings Community Clinic

- Internship - intended to introduce pastoral, missions, or chaplaincy students to Christian, charitable healthcare in Central Oklahoma as a career option while providing students with a hands-on learning experience during the spring semester.

Oklahoma City Community College (2+2)

- AA Pre-Education to BA Elementary Education

Oklahoma State University - Center for Health Sciences, College of Osteopathic Medicine (3+1)

- BS Biology to Pre-Doctoral Medical Training
- Guaranteed Interview Program

Oklahoma State University - Oklahoma City (2+2)

- AAS Management to BS Management and Ethics
- AAS Information Technology to BS Cybersecurity
- AAS Computer Information Systems to BS Cybersecurity
- AAS Management, General Business Concentration to BBA Business Administration

Rose State College (2+2)

- AA or AS to Bachelor of Arts Elementary Education

Seminole State College (2+2)

- AS to Bachelor of Arts Elementary Education

State-Mandated Articulation Agreements

To facilitate the transfer of students within Oklahoma's state higher education system, the Oklahoma State Regents for Higher Education created the **Course Equivalency Matrix**. In addition, the Regents established a policy stating that **Freshman and Sophomore general education requirements are considered satisfied** for students who complete an Associate of Arts or Associate of Science degree from an Oklahoma public college and transfer to a four-year university.

For these reasons, **general education coursework transfers readily** from Oklahoma colleges to MACU. Additionally, if a student has completed an Associate of Arts or Associate of Science degree and earned a **D** in one of the general education courses used to complete that degree, **MACU will accept the course toward degree completion**, unless it is a **direct prerequisite for a major course** in the student's program of study.

Residency Requirements

The maximum allowable transfer credit for each degree type is the academic residency requirement. The credit hour residency requirement indicates the number of credits you must complete through the University to graduate. It does not mean that you must physically come to the University or attend courses at any physical location. MACU's academic schools may establish program-specific residency requirements higher than the University residency requirements. Still, they may not have a residency requirement lower than the University standard.

Academic Residency Requirement

All degree programs with a capstone/practicum/internship requirement must fulfill that requirement by Mid-America Christian University credit. The requirement cannot be fulfilled via transfer credit unless there is approval from the Vice President of Academic Affairs/Chief Academic Officer.

Credit Hour Residency Requirements

- **Certificate** - students must complete at least 50% of the credits required for an undergraduate or a graduate certificate at MACU. Application of any transferred credits is at the discretion of the school chair or Registrar.
- **Associate's degree programs** - have credit residency requirements of 15 credit hours earned at MACU that apply to the associate's program.

- **Bachelor's degree programs** - have credit residency requirements of 30 credit hours earned at MACU that apply to the bachelor's program. Fifteen of the final 30 hours, or 50 percent of the major, are also required in residence.
- **Graduate degree programs** - have credit residency requirements of at least 24 credit hours earned at MACU that apply to the program of study. In addition, the school chair must approve all transfer credits.

Note: Residency credit hours may include non-collegiate learning credit (see Non-Collegiate Learning Credit).

Non-Collegiate Learning Credit Policy

Mid-America Christian University (MACU) encourages capable students to seek college credit for knowledge acquired through various non-collegiate experiences. The University awards credit based on the following measures of non-collegiate learning:

Proficiency Exams (CLEP, AP, DANTES, Departmental Exams):

CLEP (College Level Examination Program): Students are encouraged to take CLEP exams, which allow them to demonstrate knowledge gained outside formal educational settings. The maximum number of credit hours available through CLEP exams is 30, combined with credits from other ACE, DANTES, and AP exams. This maximum does not include credit awarded through CPL or ACT evaluations.

Advanced Placement Program (AP): MACU considers AP exam scores of three (3) or better for credit. The maximum number of credit hours available through AP exams is 30, combined with other ACE, DANTES, and CLEP credits. This does not include credit hours awarded through CPL or ACT evaluations.

DANTES (Defense Activity for Non-Traditional Education Support): MACU accepts DANTES exams with American Council on Education (ACE) credit recommendations. The maximum number of credit hours available through DANTES exams is 30, combined with other ACE, CLEP, and AP credits. This maximum does not include credit awarded through CPL or ACT evaluations.

ACT Assessment of Advanced Credit: MACU awards advanced placement credit for students whose ACT scores equal or exceed the following:

- ENGL 1113 (English Composition): An ACT score of 28 or higher earns 3 hours of credit.
- MATH 1103 (College Math): An ACT score of 28 or higher earns 3 hours of credit.

Formal Non-Collegiate Coursework:

NCCRS (National College Credit Recommendation Service): Credit is awarded for formal non-collegiate coursework with credit recommendations established by NCCRS.

Military Educational Experiences: MACU awards credit hours for educational experiences gained during military service, following ACE recommendations as published in "The Guide to the Evaluation of Military Experiences in the Armed Services." Military members must submit official military transcripts (e.g., Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript) for evaluation. The maximum number of ACE military credit hours a student can earn is 30, combined with credits from other ACE, CLEP, DANTES, and AP exams.

Credit for Prior Learning (CPL):

Eligibility: Students must complete and pass the Professional Development course (UNIV 2503) to submit experiential learning for credit through the CPL program. This course guides students through the process of documenting college-level learning acquired outside a formal educational setting.

Types of CPL Credit: CPL credit can be earned in two ways:

- **Sponsored Professional Training (SPT):** Documented learning from professional training programs.
- **Learning Application Essays (LAEs):** Essays written on topics related to personal or professional experiences that demonstrate college-level learning.

Credit Application: CPL credits must align with the courses required for the student's degree program. If CPL credits do not directly match general education or major course requirements, they can only be applied if the student has elective hours available. The maximum number of credit hours available through CPL is 30. Combined with proficiency exams, PONSI, and ACE credits, the maximum credit available is 60 hours.

Course Prerequisite: Enrollment in the UNIV 2503 Professional Development course should occur early in the student's association with MACU. This course emphasizes converting life experiences into academic knowledge and helps students identify and document college-level learning, culminating in an e-portfolio. The course itself counts toward elective credits.

Transcript and CGPA: CPL credits are transcribed on the official transcript without a grade equivalent and are not included in the CGPA. Credit is awarded only if it directly applies to the student's degree program.

Special Advanced Credit:

Eligibility: MACU grants advanced standing to students who demonstrate proficiency through approved advanced standing examinations. These exams cover subjects equivalent to the University's courses.

Credit Application: The maximum number of credit hours available through Special Advanced Credit is 30, combined with other non-collegiate credits (ACE, CLEP, and AP). Credit for some courses may not apply toward a higher degree at another institution.

Transferability of Non-Collegiate Learning Credits:

MACU Acceptance: MACU accepts non-collegiate learning credit that has been awarded on the transcript of another regionally accredited institution. This credit is treated as transfer credit from that institution.

Transferability to Other Institutions: Credits earned through MACU's CPL program are designed to align with academic standards and contribute meaningfully to a student's degree progress. However, transferability of CPL credits to other institutions may vary. Students planning to transfer should consult with their prospective institution to determine if and how CPL credits will be accepted. MACU also accepts CPL credits transferred from other accredited institutions, provided they meet our academic standards and align with the student's degree requirements.

Validation Requirement:

Credit Recording: Students must successfully complete twelve (12) hours at MACU before non-collegiate learning credits are recorded on their transcript.

Tracking Student Participation and Outcomes of CPL:

Program Monitoring: MACU tracks student participation in the CPL program, including the number of students engaging in CPL and the credits awarded. An annual report is prepared to review student participation, the types of CPL credits awarded, and associated outcomes, such as course completion rates and time to degree. This data informs continuous improvement of the CPL program, ensuring it remains a valuable tool for supporting student achievement.

Financial Information

"And the Lord said, 'Who then is the faithful and wise manager, whom his master will set over his household, to give them their portion of food at the proper time? Blessed is that servant whom his master will find so doing when he comes.'" Luke 12:42-43 (ESV)

Mid-America Christian University seeks to provide a quality education for all its students at the most reasonable cost possible. Mid-America Christian University receives no support from taxes or other public funds as a private, nonprofit institution. Additional funds are provided as gifts from churches, the Church of God World Service, and concerned Christian individuals.

Tuition and Fees

Expenses associated with enrollment at MACU include tuition, fees, and room and board, including unlimited access to the dining facility from 7:30 a.m. to 7:00 p.m. each day. Please email info@macu.edu for current charges or visit www.macu.edu.

Payment

Payment due dates are structured according to the admitting college. Please refer to the below for the designated due dates based on the admitting college.

Traditional (16-week term)

Charges for a semester are due and payable by the end of the first week of the semester. Students not paying their account in full at the beginning of each semester must sign a payment plan through Transact. Students must contact the Bursar's Office with questions about their balance.

Online/Evening Accelerated (10- to 12-week term)

- **Payment due**: Tuition and fees must be paid at the start of each course.
- **Tuition**: Billed per course (not by semester).
- **Books**: Not included—students purchase textbooks separately.
- **Additional fees**: Vary by course; see the "Online Evening Classes Cost Sheet" on the MACU Costs & Fees webpage for details.

Late Payment Fees

All 60 days past due accounts may be assessed a monthly 1% (12% APR) finance charge on any outstanding balance with the University. For Online/Evening Accelerated (10- to 12-week term) students, this charge is implemented by the end of the second course of the current enrollment period.

Collections

The University reserves the right to share delinquent account information with any appropriate companies aiding in collecting delinquent accounts.

The companies that collect delinquent accounts are authorized to report past-due balances to the credit bureau. However, until the repayment is received from the student, the institution prohibits the release of all academic transcripts. Instead, it would report the owed payment on all requested Financial Aid Transcripts and NSLDS.

Financial Aid: Scholarships, Grants, and Loans

Financial aid awards are based on the student's needs and application for aid. Students can complete the process of applying for assistance at any time. However, some federal, institutional, and private scholarships are limited and are awarded on a first-come, first-served basis. Priority dates for individual states are published on the FAFSA website.

The student should complete the Free Application for Federal Student Aid (FAFSA) to apply for aid.

Completing Your FAFSA – (Free Application for Federal Student Aid) – www.studentloans.gov

- MACU School **Code:** 006942
- A copy of **two year's previous taxes** (for example, 2024-2025 FAFSA needs 2022 tax information)
- Additionally, a **completed Loan Entrance Counseling and a Master Promissory Note at** www.studentloans.gov to receive federal student loans.

Aid programs exist to assist the family and the student in paying University costs. **A maximum effort from the family to help the student with their bill is expected.**

Federal and State Financial Aid

MACU participates in the following programs: Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), Federal Direct Loans, Federal Perkins Loan, Federal Plus Loan, Federal Work-Study (FWS), Oklahoma Tuition Aid Grant (OTAG), Oklahoma Tuition Equalization Grant (OTEG), and the College Challenge Access Grant Program.

Applying for Federal/State Financial Aid

To receive federal/state aid, the student must:

- Be accepted as a student as defined in the University Catalog;
- Complete an application for federal aid upon submitting your application using our school code of 006942; the Financial Aid Office will receive a copy.
- Be enrolled in at least six (6) hours;
- Maintain satisfactory progress as defined by the Financial Aid Satisfactory Academic Progress Policy guidelines; and
- Not default on any federal student loans or owe a refund on any federal student grant.

Federal/state aid is determined by the student's eligibility as calculated from the information reported on the student's FAFSA.

Withdrawals and Return of Title IV Funds

Upon receipt of the student's Change of Registration Form, the Financial Aid Office would complete a Title IV refund calculation to determine earned and unearned aid.

Note: *Students may have to repay some of the financial aid funds*.

If the student withdraws before completing at least 60% of the semester, the University must calculate how much federal financial aid was "earned" by the student and the University. In addition, the University must return to the federal aid programs a portion of the funds used to pay tuition and fees. By returning federal aid funds that had been used to pay the University charges, the student may have an outstanding balance due to the University. This balance due to the University is in addition to any federal aid the student must repay.

Formula: enrolled days/days in enrollment period = % of aid earned

Example: Student withdraws on 57th day of class
57/121 = 47.1% of aid earned
52.9% of funds received by the University must be returned to the federal aid programs

The University received $3,648.61 in student aid funds to pay tuition and fees and must return 52.9% ($1930.11) to the federal aid programs. Because the $3,648.61 in tuition and fee charges are not reduced (see Institutional Refund Policy), the student would now owe $1,930.11 in tuition and fees to the University, initially shown as paid by aid funds.

Funds returned to the federal aid programs are applied to the aid programs in a specific order. The order of return by the University is as follows:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV Programs

If a student owes a repayment of Federal Pell Grant or FSEOG funds, they will be ineligible to receive federal financial aid at any school until the repayment is made. Federal educational loans (Direct Loan, Perkins Loan, PLUS Loan) must be repaid according to the terms outlined in the promissory note.

If a student does not earn any credits for a payment period, the Financial Aid Office will assess whether the non-earned credits were due to non-participation throughout the payment period. If the student completes more than 60% of the payment period, all disbursed financial aid is considered "earned," and no return of federal aid funds is necessary.

If it is determined that the student failed to participate through at least 60 percent of the payment period, Title IV funds must be returned to reflect the portion of the Title IV funds earned (the part of the payment period for which the student participated). The school is then responsible for returning unearned Title IV funds to the appropriate Title IV program within 45 days.

Federal Students Loans

Student loans, Stafford, and parent loans (PLUS) are funds the federal government provides that students must repay. Different types of student loans may be available, depending on the student's eligibility.

Subsidized Direct Loan

A Subsidized Direct Loan is a low-interest loan based on financial need. The federal government pays the interest while the student attends school at least half-time and during the six-month grace period following graduation. Contact the Financial Aid Office for details on the maximum annual loan limits. Students must repay all Subsidized Direct loans.

Unsubsidized Direct Loan

An unsubsidized Federal Direct loan is a low-interest loan not based on financial need. If the student is not eligible for a Subsidized Direct Loan, as determined by the results of the FAFSA, an Unsubsidized Direct Loan can be an alternative. Unsubsidized means that interest would accrue while the student is enrolled in school. The student can pay the interest while in school or defer the interest and have it added to the principal balance. As with a subsidized loan, repayment on the principal does not begin until six months after the student has graduated, dropped below half-time status, or withdrawn from the University. Contact the Financial Aid Office for details on the maximum annual loan limits and origination fees. Students must repay all Unsubsidized Direct loans.

Parent Loan for Undergraduate Students (PLUS)

A PLUS is available to parents who want to help their dependent children with the cost of education. Eligibility is based on credit history determined by federal guidelines and the lending institution. The interest rate is fixed (not to exceed 9%). The maximum loan limit does not exceed the student's federal budget, less any additional assistance the student may receive. Before disbursement, the lender withholds 4% of the loan amount to cover loan origination and insurance fees. Repayment of the PLUS begins immediately after the loan is disbursed.

Grants

Federal and state sources provide the following grant*s and do not have to be repaid.*

Federal Pell Grant

The federal government awards Pell Grants to eligible students after completing the FAFSA. A Pell Grant is applied directly to the student's account and does not have to be repaid. Instead, the amount is determined according to eligibility and the number of hours enrolled. Pell Grants are unavailable to students who have already completed bachelor's degrees.

Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a federal grant administered by the University. The SEOG is applied directly to the student's account and does not have to be repaid. Students eligible for a Pell Grant have priority for the SEOG and are determined by the FAFSA results. The amount is subject to change based on the availability of funds.

Oklahoma Tuition Aid Grant (OTAG)

OTAG is a grant awarded by the State of Oklahoma. Eligibility is determined by the results of the FAFSA and by the OTAG residency requirements. OTAG is applied directly to the student's account and does not have to be repaid. However, the student must complete and mail the FAFSA by March 1st or earlier to be considered for OTAG.

Oklahoma Tuition Equalization Grant (OTEG)

OTEG is a grant awarded by the State of Oklahoma. Eligibility is determined by the results of the FAFSA and by the OTEG residency requirements. OTEG is applied directly to the student's account and does not have to be repaid.

“OK Promise” Oklahoma Higher Learning Access Program (OHLAP)

OHLAP is a grant awarded by the State of Oklahoma. The student must be enrolled in the program throughout high school. Eligibility is determined by the results of the program enrollment and by the OHLAP agency requirements. OHLAP is applied directly to the student's account and does not have to be repaid.

Institutional Scholarships, Traditional (16-week term)

Institutional scholarships are based on need, academic accomplishment, or potential. They would only apply to the semester of the year for which they are approved. Students can request an application from the Financial Aid Office. Church organizations participating in the Church Matching program must send the amount to be matched by September 1st for the fall semester and January 1st for the spring semester for the University to match funds. Some scholarship funds are not available in adult education programs. Scholarships are provided by private sources and by the University to qualifying students. Scholarships do not have to be repaid.

To receive institutional scholarships, the student must:

- Be accepted as a "regular" student as defined in the University Catalog;
- Complete an application for federal aid; upon submitting the application and using MACU's school code, 006942, the Financial Aid Office will receive a copy.
- Be enrolled for at least 12 hours;
- Maintain satisfactory progress as defined by the Financial Aid Satisfactory Academic Progress Policy guidelines; and
- Meet any specific guidelines dictated by the individual institutional scholarship guidelines.

When applying for institutional scholarships, please note that:

- Requirements for institutional scholarships must be completed by the last day of the semester the scholarship was awarded.
- Institutional scholarships must be applied to a student's account only. Institutional scholarships are not given as an overage check to students.

- Any institutional scholarships earned beyond the school bell are carried forward as a credit balance toward the next semester in which the student is enrolled. Credit balances are not carried over into a new school year.
- All institutional scholarships must be applied after federal, state, and private funds.
- Students defaulting on federal loans are not eligible for institutional scholarships.

Academic Scholarships, Traditional (16-week term)

Academic scholarships are available to first-time freshman and transfer students based on GPA and ACT/SAT. Admissions would award these scholarships based on application requirements.

Private Aid, Traditional (16-week term)

Several private scholarships are available for Traditional (16-week term) students through the generous contributions of University supporters. To apply for these scholarships, students should request an Application for Private Aid from the MACU Financial Aid Office. Individual scholarships have specific eligibility requirements as listed on the application. The minimum requirements are the same as for institutional scholarships.

Veteran's Benefits

An eligible veteran may receive government assistance while attending Mid-America Christian University. Information concerning the veteran's program is available from the Office of the Registrar. Also, see MACU Active Military & Veteran Services.

Federal Work-Study Program

The Federal Work-Study Program allows students to work to help pay for their educational expenses. The Student Aid Report determines eligibility. On- and off-campus employment includes clerical, library, reading tutors, maintenance, cleaning, and recreational services.

Financial Policies

Satisfactory Academic Progress

The following conditions must be met to receive financial aid under the programs authorized by the institution and by Title IV of the Higher Education Act:

- A student is eligible to receive financial aid for a total of 1.5 times the length of the academic program (i.e., a student enrolled in a program that is 120 hours long can only take a maximum of 180 hours or 1.5 times the standard program length). A less-than-full-time student must complete the program within a proportionate length of time. All transfer hours accepted by the Office of the Registrar toward a student's program are counted as attempted and earned.
    - Students who change their major multiple times run the risk of exceeding the 1.5 or 150% completion rule. Once a student exceeds this rule, they are no longer eligible for Federal Aid. The Office of the Registrar would determine what classes would transfer for each major change; losing completed hours after each transfer affects the 1.5 or 150% completion rule. Attempted hours are any hours the student has tried without completion by withdrawing, failing, being incomplete, or losing hours during a major change.
    - Students who change their major multiple times run the risk of exceeding the 1.5 or 150% completion rule. Once a student exceeds this rule, they are no longer eligible for Federal Aid. The Office of the Registrar would determine what classes would transfer for each major change; losing completed hours after each transfer affects the 1.5 or 150% completion rule. Attempted hours are any hours the student has tried without completion by withdrawing, failing, being incomplete, or losing hours during a major change.
    - Students who change their major multiple times run the risk of exceeding the 1.5 or 150% completion rule. Once a student exceeds this rule, they are no longer eligible for Federal Aid. The Office of the Registrar would determine what classes would transfer for each major change; losing completed hours after each transfer affects the 1.5 or 150% completion rule. Attempted hours are any hours the student has tried without completion by withdrawing, failing, being incomplete, or losing hours during a major change.
- Students must complete at least 67% of the cumulative hours attempted to maintain satisfactory progress. For example, a student who attempted a cumulative total of 55 hours must have completed at least 36 hours to meet the requirement (55 X .67 =36.85: round decimals down to whole numbers.
- Attempted credits include grades earned after the add/drop period. These grades include A, B, C, D, Administrative Withdrawal (AW), Failing (F), Incomplete (I), Pass (P), Transfer Credit (TR), and Withdrawal (W).
    - Students are reminded that withdrawals earned at Mid-America Christian University would count as attempted hours. These "W's" can adversely affect the student's eligibility for Federal Aid. Therefore, "W's" are counted in the above-listed 67% rule (#3) as attempted hours that are not completed.
    - Students are reminded that withdrawals earned at Mid-America Christian University would count as attempted hours. These "W's" can adversely affect the student's eligibility for Federal Aid. Therefore, "W's" are counted in the above-listed 67% rule (#3) as attempted hours that are not completed.
- To maintain satisfactory progress, a student must earn the required cumulative grade point average (CGPA) that applies to their program at Mid-America Christian University each semester:

  - 0-24 credit hours = 1.75
  - 25 or more credit hours = 2.00
  - Graduate = 3.00
- To maintain satisfactory progress, a student must earn the required cumulative grade point average (CGPA) that applies to their program at Mid-America Christian University each semester:
- If a Traditional (16-week term) student fails to complete the minimum hours or maintain the required SAP CGPA for satisfactory progress, they will be placed on financial aid WARNING for the subsequent full semester. During the warning period, the student remains eligible to receive financial aid, except if they earn zero credits in one enrollment period, which results in an automatic SUSPENSION of financial assistance. Similarly, if a Online/Evening Accelerated (10- to 12-week term) student fails to meet the minimum requirements, they will be placed on financial aid SUSPENSION for the following full enrollment period.
- If a student fails to remedy their deficiencies but achieves the required 67% of attempted hours and meets the minimum SAP CGPA during their warning period, they may continue on financial aid warning under an academic plan and remain eligible for aid.
- If a student fails to meet minimum satisfactory progress at the end of the warning period, they are placed on financial aid suspension and become INELIGIBLE to receive financial aid until satisfactory progress has been achieved. The Financial Aid Office would inform the student about the minimum number of credit hours and the minimum SAP CGPA they must reach before their eligibility for further financial aid is regained.
- The Financial Aid Committee must approve exceptions to this policy. They are considered only under extenuating circumstances and with a written appeal. For example, circumstances could include becoming very ill or severely injured, a relative's death, a mental breakdown, or proof of improved academic achievement at another institution, both qualitatively and quantitatively.

Institutional Refund Policy

A student must officially withdraw or drop out to be considered for an institutional refund. The Bursar's office calculates refunds upon completion of the drop or withdrawal through the Office of the Registrar. Any fees associated with a course or program are non-refundable.

Traditional (16-week term)

To ensure fair and equitable refunds of unused tuition, fees, and room and board charges to students who withdraw or drop before the completion of each semester, the following Institutional Refund Policies have been established according to the following withdrawal or drop deadlines.

Refund policy for 16-week classes

First week	100%
Second week	90%
Third week	75%
Fourth week	50%
Fifth week	25%

Refund policy for 5-week to 8-week classes

Before the first class	100%
Within the first week	80%
Within the second week	60%
After the second week	0%

Summer Institutional Refund Policy (week-long classes)

Before the first day of class	100%
After the 1st Day	0%

Weekend Class Refund Policy

Before the first class	100%
Before the third class	50%
After the third class has met	0%

The withdrawal date shall be when the student completes and turns in the appropriate forms for the University and not the date of last attendance unless the student never attends.

Room charges are pro-rated according to the refund policy for 16-week classes.

Online/Evening Accelerated (10- to 12-week term)

The course and program assess tuition charges. Students who participate and then withdraw for any reason during a course are charged the portion of the tuition considered earned by the Mid-America Christian University in direct proportion to the number of sessions or fractions elapsed since the beginning of that course.

The tuition refund schedule based on the date of withdrawal or drop is as follows:

Refund Policy for 5 to 8-week sessions

Before the first session of the course	100%
Before the second session of the course	80%
Before the third session of the course	60%

After the third session of the course, there are no refunds.

Refund policy for 2-week session

Before the first session of the course 100%

After the first session of the course, there are no refunds.

The withdrawal date shall be when the student completes and turns in the appropriate forms for the college and not the date of last attendance.

If a student does not participate or attend a course in the first two weeks, the Office of the Registrar will administratively withdraw the student from the course and subsequent enrolled courses. A student administratively withdrawn for non-participation will be refunded 100% of the tuition and fee charges on the student's account. The student is responsible for book charges.

Refund Policy for Financial Aid Recipients Who Withdraw

Any student receiving federal financial assistance who completely withdraws from all classes at MACU is subject to the Return of Title IV Funds Refund Policy required by federal regulation.

This policy only applies to students receiving assistance through the Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Subsidized Direct Loan, Unsubsidized Direct Loan, Parent Loans for Undergraduate Students Programs, and alternative/signature loans.

This policy assumes students earn financial aid based on their enrollment time throughout the semester. Upon withdrawal, the Financial Aid Office would determine the date of the student's withdrawal on record in the Office of the Registrar. They would calculate the student's amount of financial assistance while enrolled in classes according to the following formula: the number of days enrolled divided by the total number of days in the semester.

If the amount of federal aid disbursed exceeds the amount of federal aid earned as of the withdrawal date, either the University, the student, or both are required to return some portion of the federal aid received. In addition, late disbursements for which the student is eligible must be included.

Traditional (16-week term) students who remain enrolled beyond 60% of the semester have earned 100% of the financial aid received. Students enrolled for less than 60% of the semester would likely be responsible for repaying some of the financial aid received.

The Financial Aid Office would calculate the amount of any refund due according to the Return of Title IV Funds Formula outlined in federal regulation. Examples of this refund formula are available in the Financial Aid Office. Any refund calculated from this formula is returned to the appropriate federal financial aid programs. Refunds for financial aid recipients are never given directly to the student. Calculated refund amounts are returned to the federal financial aid programs in the following order: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, Plus Loan, Federal Pell Grant, SEOG Grant, and other federal financial aid programs.

Under this policy, the withdrawal date is when the student begins the withdrawal process by contacting the MACU Office of the Registrar in person or by phone to complete a Notice of Withdrawal form. If a student leaves MACU without contacting the Office of the Registrar to withdraw formally, the withdrawal date is designated as the midpoint of the semester or the last date of attendance at a documented academically related activity.

For students who fail to return from an approved leave of absence, the withdrawal date is when the leave of absence begins.

Leave of Absence Specific to Military Active Duty

Mid-America Christian University supports students who serve in the Armed Forces (including reserve components) who receive orders “to perform a period of service” (i.e., active duty, inactive duty training, or state service). Upon verification of orders requiring active duty, the service member may select from several tuition and fee credit options. Students may obtain additional information regarding tuition credit by contacting the Office of the Registrar.

Options available to qualified students: Upon meeting with the Office of the Registrar to verify orders, MACU would work with the student to determine the best plan for their circumstances. MACU has three options to review and consider:

- **Withdrawal and Refund:** Withdraw from the student's entire registration and receive a 100% refund for tuition and housing fees associated with the term in which the enrolled student receives official orders 'to perform a period of service,' including but not limited to active duty, inactive duty training, or state service.
- **Incomplete Grades:** Plan with the student's instructors for course grades or incompletes that the student shall complete at a later date. If such arrangements are made, the student's registration shall remain intact, and the courses' tuition and mandatory fees shall be assessed.
- **Partial Incompletes:** Plan with only some of the student's instructors for grades or incompletes that the student will contact to complete the coursework later. If such arrangements are made, the course registration shall remain intact, and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped. The entire tuition and mandatory fees for the dropped course will be fully refunded.

For further details or assistance, students are encouraged to contact the Office of the Registrar.

GI Bill® is the U.S. Department of Veterans Affairs (VA) registered trademark.

Note: *See the Readmission of Service Members section for more information on returning to school after a leave of absence.*

Over awards and Overpayments

Over awards or overpayments occur when students receive federal aid beyond their eligibility or need. Even though great care is taken to prevent an over-award/overpayment to a student, students may occasionally receive more federal aid than they are entitled to due to the student or institutional error.

If a student receives federal aid (Title IV Funds) for which they are later found ineligible, the institution will refund all Title IV amounts to the appropriate source within 45 days from the determination date of the award. This refund is given top priority. Subsequently, the student's account is adjusted accordingly. The institution notifies the student of this action and the repayment owed to the institution.

Release of Student Records and Documents

A student may not receive an official transcript, certificate, or diploma until all accounts and fines (current or otherwise) have been settled following University policies. Mid-America Christian University would retain such documents as security for such obligations until they are satisfied.

Refund Specific to Military Tuition Assistance Third-Party Contract

The University refund policy applies to all Third-party contract students and includes military tuition assistance (TA) students. Any unearned TA funds are returned to the funding source on a proportional basis through at least 60 percent of the period for which the funds were provided. TA funds are earned proportionally during enrollment, with unearned funds returned based on when a student stops attending. For example, when a Service member stops attending due to a military service obligation, the University would work with the affected member to identify solutions that do not result in student debt for the returned portion. See the section below for Students Called to Active Duty for information on the refund policy if an enrolled student receives official orders 'to perform a period of service,' including but not limited to active duty, inactive duty training, or state service.

MACU Active Military & Veteran Services

Student Veteran Advisor

To ensure the timely awarding of VA Education Benefits, the MACU Student Veteran Advisor would certify benefits by term or class (Online/Evening Accelerated 5 to 8 week classes). Students must notify the MACU Office of Veterans Services of all enrollment changes with as much advance notice as possible. Additionally, all class registration, drops, and program changes must be communicated immediately with the MACU Office of Veterans Services.

Mid-America Christian University
Office of Veteran Services
3500 S. W. 119th St., Oklahoma City, OK 73170
Phone: 405.692.3147 | FAX: 405.692.3165 | Email: studentservices@macu.edu

GI Bill® Student Responsibilities

Applications for Benefits

VA students can submit applications online. If students don't have access to apply online, they can call 1-888-442-4551 and ask that an application be mailed to them.

All VA students must apply when they first start school before receiving benefits. Students who have never received VA benefits must file an original application. Students who have received VA benefits must file a "Request for Change of Program or Place of Training." All students can go to www.va.gov to complete an application for benefits or update their status directly with the VA.

Change of Address and Direct Deposit

Address and direct deposit information must be kept current. Chapter 30 and 1606 students can use the WAVE system to update address and financial institution information. Links to do so are on the "Main Menu" available after logging onto WAVE. In addition, all beneficiaries must now use direct deposit for GI Bill benefits and submit direct deposit information at the time of application.

If students want to start (Chapters 30, 33, 35, and 1606) or change a direct deposit, they should have their account information handy. The following information is needed to set up a direct deposit and can be found on checks and bank statements:

- Account number
- 9-digit bank routing number
- Type of account (checking or savings)

If a student has a direct deposit, they must keep their address current because all other correspondences, including award letters, are mailed to their address. All other students can call 1-877-838-2778 to begin and change direct deposit.

eBenefits

Students are strongly encouraged to register and utilize eBenefits to assist them in the following:

- Obtaining up-to-date information on their educational entitlement
- Updating their Direct Deposit and personal contact information
- Downloading VA letters and personal documents
- Viewing the current status of their payments (both education and disability)

Students can register for a Basic or Premium account. Still, they must be enrolled in the Defense Enrollment Eligibility Reporting System (DEERS) to obtain either account type.

Student Verification of Enrollment
Students receiving Chapters 30 and 1606 must verify their enrollment monthly by Web Automated Verification of Enrollment (WAVE) or Interactive Voice Response (IVR). The monthly enrollment verification has not been added for Chapter 33 and Chapter 35, with one exception. Chapter 35 NCD students are mailed a monthly verification form (VA Form 22- 8979).

The preferred verification method is WAVE, which includes features not in IVR. The award letter they receive describes WAVE and IVR when students are awarded benefits. The earliest students can verify their enrollment is the last calendar day of each month.

WAVE allows students to verify their enrollment on the Internet. WAVE is on the Education Service website.
Students must be enrolled in an approved educational program and have a current benefit award to use WAVE. The WAVE system permits students to perform a multitude of functions. For instance, students may:

- Verify that enrollment has not changed
- Report a change in enrollment
- Change mailing address
- Initiate or change direct deposit information
- View the enrollment period and monthly benefit amount
- View the remaining entitlement
- Sign up for a monthly email reminder

IVR allows students to "phone in" (1-877-823-2378) their monthly verification if there are no changes to the enrollment during the previous month. If there were changes in the registration, the student must contact the VA Certifying Official to submit a change in status. The payment may be delayed until the reduction is processed.

Chapter 31, 33 & 35 – Veterans Benefits and Transition Act of 2018

Service charges and account holds are placed on all student accounts until accounts are brought current. Chapters 31, 33, and 35 Beneficiary students certified by the School Certifying Official would immediately have account holds or service charges removed upon certification. These VA beneficiaries are not penalized as a result of delayed VA payments.

Military Service Credit

Mid-America Christian University awards credit for educational experiences during military service according to the recommendations of the American Council on Education as published in “The Guide to the Evaluation of Military Experiences in the Armed Services.” Students are responsible for providing the Office of the Registrar with official military joint services transcripts for review. Any student who served in the Army, Coast Guard, Marine Corps, and Navy and is using Department of Defense funding, including but not limited to tuition assistance or VA education benefits, is required to provide an official Military Joint Services Transcript for evaluation.

The maximum number of ACE military credit hours a student can earn is established at 30; this is in combination with credit from other ACE, CLEP, DANTES, and AP credits. This maximum credit does not include credit awarded through CPL or ACT evaluations. See the section on Non-Collegiate Learning Credit for more information.

The grade of S (satisfactory) is assigned to all credits awarded for military training.

Students with educational experiences in the military must submit the following military records to the Office of the Registrar for review.

• **Army, Navy, Coast Guard, and Marine Corps:** Submit an official Joint Services Transcript. Students may request that a Joint Services Transcript be sent electronically to the University.

• **Air Force personnel and veterans:** Request an official transcript from the Community College of the Air Force for work taken as an undergraduate or from the Air University for work taken as a graduate student. Community College of the Air Force transcripts may be ordered by sending a request in writing to CCAF/RRR, 130 West Maxwell Blvd, Maxwell AFB AL 36112-6613, (334) 953-2794 (DSN 493-2794). You may also visit au.af.mil/au/ccaf. Air University transcripts may be obtained by writing to the Office of the Registrar, 50 South Turner Blvd., Maxwell AFB-Gunter Annex AL 36118-5643.

• **DANTES/USAFI:** Students may also request a transcript from DANTES (Defense Activity for Non-Traditional Education Support) or USAFI (United States Armed Forces Institute—tests taken before July 1, 1974). Many tests taken under the auspices of DANTES or USAFI carry American Council on Education credit recommendations recognized by the University. Official DANTES transcripts can be

ordered from Thomson Prometric, P.O. Box 6604, Princeton, NJ 08541-6604, (877) 471-9860 (toll-free). A transcript of USAFI courses or tests completed before July 1, 1974, may be obtained from Thomson Prometric, P.O. Box 6605, Princeton, NJ 08541-6605. Visit getcollegecredit.com to learn more.

Military Tuition Discounts and Rates

All tuition and fees are subject to change without notice.

At Mid-America Christian University, we take pride in our commitment to providing accessible and quality education to those who have served or are currently serving in the military. Acknowledging your dedication, we offer a comprehensive support system, including a 15% tuition discount for undergraduate and graduate veterans and active-duty graduate students.

Military Tuition Discount

We are pleased to extend a 15% tuition discount for undergraduate and graduate veterans and active-duty graduate students. This discount is applied upon proof of service. It remains in effect for the duration of enrollment at Mid-America Christian University.

Special Benefit for Undergraduate Active Duty Military

Recognizing the unique circumstances of active duty military pursuing undergraduate studies, we go a step further. Instead of the 15% tuition discount, undergraduate active-duty military students are eligible for a specialized military tuition rate and a fee waiver. This initiative is designed to ease the financial burden associated with pursuing higher education while serving in the military.

To ensure the continued eligibility of undergraduate active-duty military students, we annually verify their active duty status. This process is straightforward, and students will be guided through the steps to provide the necessary documentation. We understand the importance of consistent support and aim to streamline this process for your convenience.

Students Called to Active Duty

Military Service Refund and Course Withdrawal Policy

At Mid-America Christian University, we recognize the unique circumstances and commitments that members of the Armed Forces, including reserve components, may face during their academic journey. In support of our military-affiliated students, the University has implemented the following policy:

- **Refund Scope:** This policy provides a 100% refund for tuition and housing fees when an enrolled student receives official orders 'to perform a period of service,' including but not limited to active duty, inactive duty training, or state service.
- **Eligibility:** Enrolled students who are active members of the Armed Forces or reserve components and receive official orders for military service during the academic term are eligible for this refund.
- **Refund Applicability:** The 100% refund under this policy is applicable only for the affected term during which the student receives official military orders.
- **Notification and Withdrawal Process:** Upon receiving official military orders, eligible students should promptly notify the Veteran Student Advisor at 405-692-3147 or the Office of the Registrar at 405-692-3201. Students can request to withdraw from courses without academic penalty during the period of military service. Mid-America Christian University will work with the student to facilitate the withdrawal process, and tuition and fees associated with withdrawn courses will be included in the overall refund.
- **Housing Costs Clarification:** Please note that in this instance, the reference to housing is not the monthly housing allowance provided by the Post 9/11 GI Bill but rather housing costs such as residence hall fees.
- **Documentation Requirements:** Students requesting a refund under this policy are required to provide a copy of their official military orders as documentation. They can email them to studentservices@macu.edu.
- **Refund Process:** Mid-America Christian University will then initiate the refund process for tuition, fees, and housing for the affected term.

For more information about education benefits offered by the VA, visit the official U.S. government Website at https://www.benefits.va.gov/gibill.
GI Bill® is the U.S. Department of Veterans Affairs (VA) registered trademark.

Academic Information and Policies

"Show yourself in all respects a model of good works..." Titus 2:7 (ESV)

Through an exceptional faculty of practitioners and scholars, Mid-America Christian University educates and encourages students to pursue their chosen field of study. The academic policies provide a framework where students can develop their knowledge and skill set, develop a closer relationship with God, and mature in their mental, social, emotional, physical, and spiritual capabilities.

Academic Load

There are three types of academic overload: Traditional Academic Overload (16-week), Accelerated Simultaneous Course Enrollment, and Accelerated Overlapping Course Enrollment. The following guidelines are established to promote student success.

The Registrar may enroll a student in any academic overload if they meet the following criteria:

- Current Cumulative Grade Point Average of 3.0 or above; or
- Complete at least twelve credit hours at MACU with a GPA of 3.0 or higher; and
- A valid reason for requesting an overload.

Students who do not meet the above criteria may appeal to the Dean of Academic Instruction to approve any student academic overload in any semester or period of enrollment. The number of hours a student carries may be limited if a student works or has a record of low academic achievement. The request must have the following information to the Office of the Registrar:

- Student's Name or Identification Number,
- Courses above and beyond normal academic load,
- Dates or semester of courses,
- Reason for request.

Note: *Undergraduate students accepted to MACU through the University Admissions Committee or graduate students accepted to MACU through the School Chair are not allowed to enroll in an academic overload during their first year at MACU.*

Traditional Academic Overload

The normal academic load in a 16-week semester is 12-15 hours. A minimum load of 12 hours is required for classification as a full-time student. Any student semester of enrollment beyond 18 hours is considered an academic overload.

Accelerated Simultaneous Course Enrollment (Double-Up)

Double-up refers to any student taking two accelerated courses (5 to 8-week courses) concurrently, with both courses beginning and ending on the same date.

Accelerated Overlapping Course Enrollment (Overlap)

Overlap is a term used when a student begins an accelerated course (5 to 8-week course) that overlaps any other course (16-week traditional or 5 to 8-week accelerated) before completing a current course in progress. In other words, the two courses may run concurrently for one or more weeks.

Achievement and Progress Standards at MACU

A student must maintain satisfactory academic progress to remain in school and be eligible for a degree or diploma. The following procedures are utilized to track the progress of individual students at MACU.

Academic Standing in an Undergraduate Program

Undergraduate students must meet the GPA requirements below to be in good academic standing. Each college, department, or academic program within MACU may require higher standards for admission, retention, or good academic standing (i.e. School of Teacher Education majors requires a 2.75 GPA). Academic notice, probation, and suspension status are determined using the overall hours attempted, overall GPA, and the following criteria:

0 through 24 hours attempted . . . . . 1.75 minimum GPA

25 or more hours attempted . . . . . 2.00 minimum GPA

Academic Standing

Students with 0 through 24 hours attempted and 1.75 to 1.99 GPA are placed on academic probation. All transfer courses transcribed by the Office of the Registrar count toward the attempted hours and GPA. Students have the privilege of repeating any course to raise their GPA. When repeating courses, the best grade is used in the GPA, and any lower grades are 'forgiven' (removed from the cumulative grade point average). Students on academic probation who do not raise their GPA to 2.00 by the time they have attempted over 24 hours are placed on probation. Academic probation is cautionary in nature and is noted on the transcript.

Academic Probation

Students previously in good standing who do not meet the required standards are placed on academic probation. While on probation, students may continue to enroll in classes to improve their academic standing. They will remain on probation until their overall GPA meets the required standard for the hours attempted. A student is removed from probation at the end of any semester in which their GPA meets the required standard.

During a probationary period, a student must either earn a semester GPA of 2.00 or raise their overall GPA to the retention standard to be eligible for continued enrollment. If a student does not meet these requirements during their probationary period, they will be suspended.

Academic Suspension

Academic suspension occurs when a student on probation fails to earn a 2.00 grade point average (GPA) for their declared major or bring the overall GPA to the minimum standard. Suspension normally means a student may not enroll at MACU for at least one 16-week semester for traditional students or one 10-week semester for evening/online students (i.e., fall or spring). The following exceptions allow for continued enrollment:

90 Hour Rule

An undergraduate student who has completed 90 or more hours toward their declared major and has been suspended may request immediate reinstatement to continue toward degree completion and attempt to meet the retention standard. The 90-hour rule may be used only once and only at the discretion of the student's academic college.

Suspension Appeals

Undergraduate students who have been suspended only once and who believe their suspension resulted from extraordinary or exceptional circumstances beyond their control have the opportunity to submit a written petition and documentation to the University Admissions Committee. This petition must be in writing and given to the Office of the Registrar no later than 15 days before the first day of classes of the semester in which enrollment is desired.

Summer Reinstatement Program

Traditional 16-week students suspended for the first time at the end of a 16-week spring semester may enroll in six or more hours at MACU to earn the opportunity to continue enrollment in the following 16-week fall semester. Courses taken must meet general education or major requirements. The summer GPA must be 2.00 or better for continued enrollment in the following 16-week fall semester.

Completed a Student Success Plan

A student will not be suspended if they successfully enroll in and complete a Student Success Plan. This plan is prepared by Student Services in coordination with the student's academic advisor or the University Admissions Committee and is highly recommended for students on academic probation or those accepted by the University Admissions Committee. However, students on this plan who fail to comply with its requirements may have their enrollment discontinued.

Readmission After Suspension

Students who have been suspended only once may petition for readmission after they have been away from MACU for at least one 16-week semester for traditional students or one 10-week semester for evening/online students (i.e., fall or spring). Readmission is considered on an individual basis. The following represent some factors that may enhance the likelihood of reinstatement:

- Evidence of academic motivation is shown through the completion of courses at another institution or through independent and correspondence study.
- Explanation of previous academic or personal problems and steps taken to resolve them.
- Length of time away from MACU-time to resolve issues or mature is a positive factor.
- Student academic record in courses related to major of interest.

Second Suspensions

Students suspended for a second time may not be considered for reinstatement by petition or readmission until they have been away from MACU for at least one 16-week semester for traditional students or one 10-week semester for evening/online students (i.e., fall or spring). During this time, they must complete coursework at another institution or as an unclassified non-degree-seeking student at MACU to raise their overall GPA to 2.00. The '90-Hour Rule' is the only exception that may supersede a second suspension.

Student Success Plan

A Student Success Plan, prepared by Student Services in coordination with the student's academic advisor or the University Admissions Committee, is highly recommended for students on academic probation or accepted by the University Admissions Committee. Students on this plan who fail to comply with the plan may result in discontinued enrollment.

Academic Standing in a Graduate Program

Graduate students at MACU must maintain a cumulative grade point average (CGPA) of 3.00 or above to remain in good academic standing. If a student's CGPA falls below this threshold or if they earn a grade below B, they will be placed on academic probation. During this probationary period, typically lasting until the end of the following semester, students must take steps to improve their CGPA. They are allowed to repeat courses in which they received grades below B to enhance their academic standing. The highest grade earned in repeated courses will be used to calculate the CGPA, with lower grades forgiven. Additionally, students must meet any other probationary requirements specified by their academic program.

If a satisfactory CGPA standard is not achieved by the end of the probationary period or if a student earns a third grade below B, they may face dismissal from the program. Students have the right to appeal for an extension of their probationary period, which may be granted by the Graduate Program's Academic Chair for up to two consecutive academic semesters. Removal from probation occurs at the end of any semester when the cumulative GPA meets or exceeds the required 3.00, and all grades below B have been retaken with a grade of B or better.

Graduate Suspension

Students placed on academic suspension are barred from the University for one enrollment period. To reenroll, students must appeal for readmission to the Program Chair in writing, submitting their appeal to the Office of the Registrar at least 15 days before the start of classes for the desired semester.

Notification Process

Students at MACU are notified of their probationary status via official communication from the Office of the Registrar. Notification typically occurs shortly after grades are finalized for the term in which the probationary conditions were met. The notification includes:

- A clear statement of the student's probationary status.
- The reasons for probation (e.g., CGPA below 3.00 or multiple grades below B).
- Specific probationary requirements and conditions, if applicable.
- Information on the appeal process and deadlines for submitting an appeal.

Appeal Process

Students have the right to appeal their probation or suspension status if they believe there were extraordinary circumstances that contributed to their academic performance (See Academic Appeals Process). The appeal process includes:

- Submitting a written appeal to the Office of the Registrar within a specified timeframe (e.g., 15 days before the start of classes for the desired term).
- Providing documentation supporting the appeal, such as medical records, letters of recommendation, or personal statements explaining the circumstances.
- The appeal will be reviewed by the University Admissions Committee (Undergraduate) or the Program Chair (Graduate), which may request additional information or interviews with the student.
- The decision of the appeal is communicated to the student in writing, typically within a reasonable timeframe after the submission deadline.

Reinstatement Criteria

After a period of academic suspension, students may seek reinstatement to their program. Reinstatement criteria typically include:

- Completion of coursework at another institution to improve the CGPA, as approved by the Program Chair.
- Demonstrating readiness to resume academic studies and commitment to meeting academic standards.
- Submitting a formal request for readmission to the University Admissions Committee (undergraduate) or Program Chair (Graduate), including a personal statement outlining steps taken during the suspension period to enhance academic readiness.
- Providing evidence of academic motivation and preparedness to succeed in the program.

Academic Support

MACU offers various academic support services and resources to assist students on probation in improving their academic standing. These include:

- Tutoring services provided by the Learning Resource Center.
- Academic advising sessions to develop personalized academic improvement plans.
- Workshops on study skills, time management, and academic success strategies.
- Access to online resources and tools for academic enhancement.

Consequences of Dismissal

Dismissal from a program at MACU signifies that the student is no longer eligible to enroll or continue studies in the program. The consequences include:

- Ineligibility to reapply for admission to the program in the future.
- Conditions for readmission, if applicable, such as completing coursework at another institution to raise the CGPA or demonstrating significant academic improvement and readiness to succeed.
- Students dismissed from the program receive official notification from the Office of the Registrar outlining the dismissal terms and conditions.

Academic Periods of Enrollment

The academic year for the Traditional format is divided into two 16-week semesters plus a 10-week summer session.

The academic year for Online/Evening Accelerated undergraduate programs consists of at least 24 semester credit hours and 40 weeks of instructional time. This is typically structured as at least six semester credit hours over each 10-week term.

The graduate academic year includes at least 24 semester credit hours and 48 weeks of instructional time, generally delivered as at least six semester credit hours over each 12-week term.

Academic Terminology

Accelerated Bachelor's/Master's (4+1 or 4+3)

The 4+1 or 4+3 accelerated bachelor's and master's degrees are designed to provide select high-achieving undergraduate students with the opportunity to combine advanced undergraduate coursework with graduate coursework to accelerate graduate degree completion. These programs allow accelerated students to obtain a bachelor's degree and a master's degree within five years (seven years for MS Counseling). These programs are preapproved combinations and are internal to MACU.

Concentration/Emphasis

A concentration or emphasis is a structured plan of study within a program that defines a specialty area or specific field of study. The number of credit hours for a concentration/emphasis varies but is included within the required hours for the major. A concentration/emphasis must include at least 12 credit hours of specialized coursework. The concentration/emphasis appears on the official transcript. MACU uses the word concentration to depict a specialty area or field of study in undergraduate-level degree programs. The emphasis is used on the graduate level.

Discipline

Multidisciplinary and Interdisciplinary Studies options allow a unique opportunity for students interested in more than one academic discipline to choose from several program/discipline areas of study. These programs are designed to allow the student to participate in coherent, academically sound, and goal-oriented education directly relevant to the student's intellectual development and career aspirations. It is appropriate for those students who seek a thorough grounding in the traditional arts and sciences from several academic perspectives. Each student in a multidisciplinary or interdisciplinary studies program becomes an active partner in formulating their program of study, working in consultation with an academic advisor to devise an appropriate individual degree plan.

Major

A major represents the primary field of study of a degree-seeking student. A major is a structured plan of study requiring a minimum of 30 credit hours. It must be feasible for students to complete degree requirements within 120 credit hours. The major appears on the official transcript.

Accommodations Policy

At Mid-America Christian University, we desire to create an environment where all students are accepted and valued. Therefore, reasonable accommodations are provided for those students who qualify under the American Disabilities Act as having a disability. Disability includes two elements: (1) a physical or mental impairment which (2) substantially limits one or more of the major life activities of the person in question. Major life activities include but are not limited to walking, breathing, seeing, hearing, performing manual tasks, caring for oneself, learning, and working; has a record of physical or mental impairment; or is regarded as having a substantially limiting physical or mental impairment, even though the impairment is insubstantial or a reflection of the attitudes or others or nonexistent. A student must provide documentation of disability to the Office of Accommodations and Testing. This documentation would include diagnosis, recommendations, or requirements from a physician, therapist, counselor, previous schools, and others as pertinent and available. All diagnostic information is confidential; therefore, memos can be sent only at the student's request. Upon receipt of a request for special accommodations and documentation for our records, the Coordinator of Accommodations and Testing initiates the process of reviewing the accommodations request.

Alternative Certification in Teacher Education

The Alternative Certification in Teacher Education is designed for those with a degree who need a teaching license/certificate. Oklahoma requires at least two years of work experience in the field of their degree or one college-level course posted as a post-bachelor degree in

the teaching field or education.

Anyone seeking alternative certification must also pass the Oklahoma General Education Test (OGET) and an Oklahoma Subject Area Test (OSAT) based on their bachelor's degree field. The Oklahoma State Department of Education determines which OSAT must be passed and any additional education requirements that must be completed before licensure.

Each applicant must complete an application for alternative licensure, including a resume and official transcript. Also, applicants must pass an interview and background check. The Oklahoma State Department of Education website offers more details about alternative certifications.

Attendance/Participation

Any student who misses the first two weeks of academically related activities in any course will be administratively dropped on the census date for the current course for non-participation and receive a 100% refund for tuition and fees accrued for the course(s). The student will be considered administratively withdrawn and will need to contact the University to enroll in future courses.

Traditional (16-week term) Attendance Policy

Allotted Absences

Recognizing that unavoidable circumstances may result in an occasional absence, except for internships and practicums, a student is allowed some absences without penalty.

Number of Absences Allowed Without Penalty:

MWF classes = 4 absences
TR classes = 3 absences
M classes = 2 absences

Mid-America Christian University considers the maximum absences to be no more than four weeks of a *16-week* course and no more than one week of an *8-week* course. Any absences beyond the number allowed without penalty may result in a grade reduction if specified in the course syllabus. No student otherwise passing a course shall be given a failing grade solely due to exceeding the maximum number of absences allowed. However, attendance alone does not affect passing or failing grades for a course.

Maximum Number of Absences Allowed, Including University-Sponsored Events:

MWF classes =12 absences
TR classes = 8 absences
M classes = 4 absences

Note: All students are responsible for the content of any course they are officially enrolled in, including satisfying all course requirements.

University-Sponsored Absences for Athletics/Music/University-Sponsored Groups

Students participating in intercollegiate athletics, musical ensembles, or other university-sponsored groups must only be absent from classes that directly conflict with travel game/performance schedules. Attendance at practices alone does not justify missing scheduled classes. If conflicts due to university-sponsored events significantly affect attendance, students should consider scheduling the course at a more suitable time. Approval for all university-sponsored events affecting course attendance must be obtained from the Dean of Academic Instruction and Vice President of Academic Affairs/Chief Academic Officer.

Coaches and sponsors are required to notify the Dean of Academic Instruction's office at least one day ***in advance*** of any planned absence. The Dean of Academic Instruction's office will then notify instructors to ensure that all coursework is completed before the absence if specified in the syllabus or to establish a deadline for makeup work.

The deadline for withdrawing or dropping a class in any semester is two weeks before the last day of classroom instruction. Some classes may only be withdrawn from or dropped once without penalty; refer to Academic Programs, Core Completion – Special Requirements for details.

If a student faces a penalty due to absences and has valid, unavoidable circumstances, they may appeal in writing to the Academic Appeals Committee through the Office of the Registrar for a review.

- Students are responsible for keeping track of their absences.
- If a student wishes to appeal excessive absences, they must do so within 14 days after the first absence, which results in a grade reduction.
- Verifiable documentation, such as a doctor's excuse, is required as proof for absence appeals.
- The student remains accountable for all missed work and assignments during their absence.

Online/Evening Accelerated (10- to 12-week term) Participation Policy

Due to the concentrated scheduling and the emphasis on participatory learning, students must actively participate in academically related activities each week. Participation in academically related activities includes but is not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that the Instructor assigns;
- participating in an online discussion about academic matters.

Academically related activities do not include activities where a student may be present but not academically engaged, such as:

- living in institutional housing;
- participating in the school's meal plan;
- logging into an online class without active participation; or
- participating in academic counseling or advisement.

If one week of academically related activities is missed from an accelerated course, it is recognized as a significant loss of instructional and interaction time.

Any student missing academically related activities must contact the professor for makeup assignments. The acceptance of makeup work is at the sole discretion of the professor. Makeup work would include assignments missed and specifically designed work to include all contact class hours missed. Failure to complete the makeup work would prompt a review of the student's performance by Academic Affairs, which may result in probationary status affecting financial aid.

Class Standing

A student's class standing depends on their total academic credit.

Freshman	0 - 24 credit hours
Sophomore	25 - 48 credit hours
Junior	49 - 73 credit hours
Senior	74 + credit hours or more

Courses/Educational Model

Traditional On-Campus Student Experience

The Traditional (16-week term) provides a traditional on-campus student experience for recent high school graduates as well as more mature, daytime-commuting students. On-campus classes are taught in a traditional classroom setting, allowing face-to-face interaction with faculty and peers.

Online and On-Campus Accelerated Student Experience

The Online/Evening Accelerated (10- to 12-week term) provides a non-traditional student experience for busy, working adults that allows them to pursue a degree online, on campus through accelerated classroom formats, or a combination of both online and on campus. Online students interact with faculty and peers in online webinars, dialogues, and other forms of social media. On-campus students enjoy a traditional classroom setting with an accelerated format that allows them to meet only one evening per week.

Individualized Instruction

Individualized instruction is reserved for students who meet the following criteria:

- The content, requirements, and standards of the Individual Instruction Course shall be the same as those of the corresponding course.
- Individualized instruction allows a student to take an unscheduled course required to complete a program of study.
- The course must not be offered currently or again before the student's graduation.
- A student seeking individualized instruction may initiate the request by completing the Petition for Individualized Instruction form obtained from the office of the Registrar after preliminary discussions with the academic advisor.
- Students should submit this request only after exhausting such options as a substitution by the School Chair or substituting a similar course from another school or institution.
- Justification for a course through individual instruction is required.

If a student requests permission to study in an inter-departmental curriculum, the student should seek the approval of the department chair of the faculty member supervising the course.

Neither the Department Chair nor the Dean would approve a request which attempts to compensate for an inadequately planned schedule.

If permission is granted, the following regulations apply:

- The Individualized Instruction Form must be completed.
- The course requirements must be completed in one (1) semester/period of enrollment.
- The student must pay full tuition for each credit hour.
- The student must pay an individualized instruction fee of $60.00 per credit hour for undergraduate courses and the normal tuition charge.

Honor Studies

Honor studies are open to qualified students with initiative and capability for individual study and research. A course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The Dean of Academic Instruction must approve the offering of the course and its format, which must be completed within the regular semester as scheduled.

Disclaimer Regarding Academic Course Resources

The textbooks, articles, and related resources adopted and utilized in Mid-America Christian University (MACU) courses provide information consistent with the latest academic research regarding the subject area. MACU does not necessarily endorse specific personal, philosophical, cultural, or political positions found in these resources. The biblical and theological positions of the University are outlined in the sections entitled "General Information" and "The University".

Artificial Intelligence (AI) Use Policy

Mid-America Christian University (MACU) recognizes the growing role of Artificial Intelligence (AI) in academic environments. As a result, MACU has established clear guidelines for the use of generative AI tools (e.g., ChatGPT, DALL·E, Grammarly, etc.) in academic work. The level of AI use permitted varies by course and instructor, and students are expected to follow the guidance provided in each course syllabus.

Definition of AI Plagiarism

MACU defines AI plagiarism as submitting content created through AI or machine generation as one's own without appropriate credit or permission. This includes, but is not limited to, AI-generated words, ideas, data, code, or artistic renderings (e.g., images or designs created through tools like DALL·E).

Levels of AI Use

- **Full Use Permitted**
  In courses where full use is allowed, students may use AI tools for assignments, provided the AI-generated content is properly cited. Students must follow assignment instructions, disclose the AI tool used, the date of use, and prompts provided, where required. Students bear full responsibility for the accuracy, appropriateness, and academic integrity of any AI-assisted work submitted.
- **Partial Use Permitted (Assignment-Specific)**
  In some courses, AI use is permitted only for specific assignments, as directed by the instructor. When allowed, students must attribute and cite AI contributions appropriately. Use of AI in unapproved assignments constitutes a violation of the Academic Integrity policy.
- **No Use Permitted**
  In courses where AI use is prohibited, all submitted work must be original and reflect the student's own thoughts, research, and writing. Unauthorized use of AI tools in these courses is considered plagiarism and will result in penalties according to the Academic Integrity policy.

Original Work Requirement

MACU requires that students submit original work in their own words that reflects their individual thinking, analysis, and research. Any use of AI-generated content without instructor approval and proper attribution violates MACU's standards of academic integrity.

AI Detection and Submission Requirements

MACU utilizes AI-detection software and platforms to identify the use of AI-generated content. Students may be required to submit their work through designated platforms as part of the official submission process.

Proper Attribution Guidelines

When AI use is permitted, students must clearly indicate how and where AI tools were used. This includes:

1. **Explicit mention of the AI tool used**
   - e.g., "Summary generated using ChatGPT on June 1, 2025, with prompt: 'Summarize Piaget's theory of development.'"
2. **Distinction between AI and student-created content**
   - Clearly identify which portions were generated by AI and which are your original contributions.
3. **Formal citation in a bibliography or works cited section**
   - Follow the appropriate style guide based on your course (APA, MLA, Chicago/Turabian, etc.):
     - APA: https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074
     - MLA: https://lcc-ca.libguides.com/mla-citation-guide-9th-ed/ai
     - Chicago: https://guides.lib.wayne.edu/c.php?g=1368920&p=10302566

Student Responsibilities

- Understand and comply with the AI policy outlined in each course syllabus.

- Submit only original work unless AI use is clearly permitted.
- Properly cite and disclose AI tool usage when allowed.
- Ensure AI-generated content adheres to ethical standards, intellectual property laws, and MACU's Academic Freedom policy.
- Submit assignments through required platforms that screen for AI-generated content, if applicable.
- Failure to follow this policy will result in disciplinary action under MACU's Academic Integrity policy.

Course Cancellations

The University reserves the right to cancel any course with fewer than five (5) registered students.

Credit Hour Policy

The general rule provided by the U.S. Department of Education and regional accreditors is that one academic credit hour comprises 15 hours of direct instruction (50-60 minutes) and 30 hours of out-of-class student work (60-minute hours). In other words, a student will spend 45 hours on one (1) credit and 135 hours (45 hours of direct instruction and 90 hours of out-of-class student work) in a typical 3-credit class. Time per week calculations for various course lengths can be found further down the page.

There can be nuances in how this is applied depending on the course type. For example, for online courses, one must distinguish between direct instruction and student work "outside the classroom" see below. Student work expectations are replaced with cultural engagement time for study abroad courses. The distinction between direct instruction and out-of-class time is dropped in experiential courses. The time is combined to become 45 hours per credit.

When working with online and hybrid courses, it can become difficult to distinguish direct instruction from student work "outside the classroom." The following provides the following basic guidelines.

"Direct instruction" includes:

- Instructor's narrative
- In-class lecture (for hybrid courses)
- Text in a learning module
- Podcast
  - Video (instructor or departmentally created)
  - Video from other sources (equivalent to a guest speaker or a movie watched during class time)
  - Multimedia interaction (learning objects)
  - Discussions, blogs, wikis
  - Exams and quizzes
  - Any instructor-guided activity, including small group activities
  - Any assignment or activity you would traditionally do "in class"

"Out-of-class student work" includes:

- Readings
- Other media consumption
  - Videos or podcasts created by authors other than the instructor intended to replace readings
- Assignments
  - Papers
  - Projects
  - Prep of presentations
  - Research
- Group work that traditionally would be done "outside of class"

Course Time Per Week

The amount of time that should be offered in a course per week varies with the length of the course.

Time per week over 16-weeks:

1 Credit Course: 1 hr direct instruction, 2 hrs student work
3 Credit Course: 3 hrs direct instruction, 6 hrs student work

Time per week over 8-weeks:

1 Credit Course: ~2 hrs direct instruction, 4 hrs student work
3 Credit Course: ~6 hrs direct instruction, 12 hrs student work

Time per week over 5-weeks (see the section on Accelerated Courses below):

1 Credit Course: 3 hrs direct instruction, 6 hrs student work
3 Credit Course: 9 hrs direct instruction, 18 hrs student work

Time per week over 6-weeks (see the section on Accelerated Courses below):

1 Credit Course: 2.5 hrs direct instruction, 5 hrs student work
3 Credit Course: 7.5 hrs direct instruction, 15 hrs student work

Accelerated Courses

Accelerated courses are classes that are designed to cover the same material and content as traditional courses but at a faster pace. Accelerated courses are often favored by students who want to expedite their education or professionals looking to enhance their skills and knowledge more quickly. Accelerated format courses must contain sufficient content for students to meet the course outcomes, have regular and substantive instructor-initiated interaction, and use the same or similar key assessments as standard format courses, but do not need to meet the typical time-based credit hour requirements. These courses receive higher assessment scrutiny from the Department of Education. Thus, the Vice President of Academic Affairs Office must show a comparison between student performance data and standard deliveries of the course.

Note: 15 hours per credit of instruction must be provided in every course to meet the Department of Education's requirements (45 hours for a 3-credit hour course).

Course Review and Approval Process:

- Course developers would ensure that the required quantity of student learning per credit is the equivalent of forty-five (45) hours of coursework over a sixteen (16)-week semester through instructional activities that address and demonstrate student competencies in defined learning outcomes. These instructional activities should draw upon instructional practices approved by the University's Vice President of Academic Affairs/Chief Academic Officer and Dean of Academic Instruction.
- University Governance Bodies (e.g., the University Curriculum Committee, Faculty Committees, Academic Council, and University Senate) recommend to the Vice President of Academic Affairs/Chief Academic Officer and the President the appropriate semester credit hour definition and application according to the following guidelines:
    - The University's semester calendar does not violate any accreditation standards or federal guidelines;
    - The University's semester calendar would facilitate the educational attainment of the University, including the process for the award of transfer credit; and
    - A semester credit hour is consistent throughout all the University's academic programs.

Specific coursework is evaluated as follows:

Traditional Coursework – Based upon this definition, the University's traditional in-seat courses running 150 minutes per week for sixteen weeks conform to this standard, with students awarded three (3) credit hours for such coursework. Courses with relatively more or less weekly contact time between faculty and students are assigned appropriately more or fewer credit hours. By this standard, the University's laboratory and applied music classes also yield an equivalent and appropriate amount of credit, depending upon the amount of instructional time and student learning activity.

In addition, based upon the foundation of this accepted practice in higher education, the University defines the following equivalences for courses with a non-traditional structure, condensed format, or alternative mode of delivery:

Internships and Practicum – The University recognizes the educational value of the hands-on experience gained in an internship or practicum. Therefore, to earn three (3) semester credit hours, a student must receive a minimum of 135 clock hours of in-field experience during the term, with a commensurate amount of in-field time for internships yielding 6, 9, or 12 credit hours. In addition, the University expects the faculty internship supervisor to interact with the student regularly, reviewing the student observations or assessments from the faculty member or any on-site supervisor, and providing both formative and summative evaluations of student performance. For internships near campus, students normally interact with faculty in the classroom weekly. Faculty interaction for internships at a distance may occur less frequently. Such oversight may also use online connection technologies with a local professional serving as in-field supervisor and intermediary between campus faculty and intern. All internships adhere to standards outlined by the Higher Learning Commission and the U.S. Department of Fair Labor Standards Act.

Individual Instruction Classes - Instructors should adjust so that the total number of hours of work required by students is equivalent to that of a traditional class that meets face-to-face.

Condensed Courses (Accelerated) – The quantity and quality of student learning activities in condensed courses are expected to be equivalent to those experienced in traditional courses in the discipline, awarding the same number of credit hours. Therefore, courses offered in traditional and condensed or online formats must be structured around the same intended learning outcomes and organized around the same or complementary learning activities. In addition, similar assessments of student performance must be used, and similar data must be gathered for use in the course and program assessment. The Curriculum Committee ensures that these courses meet the credit hour definition at the time of review.

This equivalence of content, student activity, and evaluation enables the University to validate the parallel quality of the learning experience in these courses and the equivalence of the credit awarded in condensed courses compared with traditional coursework.

Online Courses – Whatever the length of term, students receiving three (3) credit hours for online coursework are expected to engage in online "classroom" activities and independent "homework" activities equivalent in quality and variety to a traditional in-seat course in the discipline at the same educational level. The Curriculum Committee is responsible for ensuring that these courses meet the credit hour definition at the time of review.

Graduate and Professional Studies - The required academic work normally would exceed three (3) hours per credit per week.

Ultimately, the responsibility for protecting the academic integrity of curricula, programs, and class schedules rests with the University's Vice President of Academic Affairs/Chief Academic Officer and Dean of Academic Instruction.

The University may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the criteria mentioned above.

The University grants semester credit hours for formalized instruction in various delivery modes, such as a lecture course, which also requires laboratory work or supervised independent study or field activities.

Regardless of the mode of instructional delivery or class schedule, the University would assign academic credit consistently across academic programs and transfer credit among accredited institutions of higher education. In all cases, the student learning outcomes must be equivalent.

Graduate Credits Earned by MACU Undergraduate Students – MACU students enrolled in an approved Accelerated Bachelor's/Master's degree program (commonly referred to as FastTrack, 4+1, or 4+3) may share MACU credit hours. Students must contact their MACU undergraduate advisor and graduate support staff to ensure proper sharing of credit hours.

Bachelor's/Master's students may earn up to 12 graduate credits during their undergraduate degree to be used later towards a master's degree. See program sheets for specific graduate courses allowed for each plan of study.

An undergraduate degree and a graduate degree may not be awarded during the same term of enrollment. Therefore, students must apply, be admitted, and be registered as graduate students to earn a master's degree at MACU.

Students not enrolled in an approved Bachelor's/Master's degree program are not eligible to utilize courses earned during the undergraduate degree program for a graduate degree.

Commencement and Graduation

Commencement

Students are invited to participate in the annual MACU Commencement Exercise held each spring. This exercise serves as a celebration of the students' great academic achievements that can be shared with family and friends. Students would indicate their intent to participate in Commencement when they submit their graduation application.

Regalia

Student regalia is distributed through the Office of the Registrar.

Students receive one set of regalia per degree. The graduation application fee covers standard regalia and includes the following items for each degree:

Bachelors:

- Black four-point "mortarboard" cap
- Black Bachelor's level gown
- Black tassel with year/Gold if receiving honors

Masters:

- Black Four-point "mortarboard" cap
- Black Master's level gown
- Program-specific color tassel with year
- Program-specific hood color with MACU school colors

Commencement Regalia Policy

- Candidates for degrees must wear robes appropriate to their degree.
- Graduate candidates for master's programs wear hoods around their necks and down their backs.
- Undergraduate degree candidates who would graduate with honors wear double cords. Graduates with honors wear the gold/red cords; the gold/silver cords are worn by graduates achieving high honors; and the gold/gold cords are awarded to graduates with the highest honors.
- Cords or stoles from the Mid-America Christian University and national honor societies with a University affiliation, from registered student organizations, and those distributed by the University are allowed.
- Undergraduates with a 4.0 grade point average and who have completed at least 60 credit hours of their degree credits at Mid-America Christian University graduate can wear their Academic Distinction medal.
- Undergraduate degree candidates place tassels on the right side of the mortarboard until their degrees are conferred at the University Commencement. Then, the tassels are switched to the left side as a part of the ceremony and are worn on that side at college and school ceremonies and any time after that.
- Mortarboards may only be decorated on the top and must be non-distracting to the ceremony and other graduates.
- Graduates are asked to remove any adornments that are offensive or do not comply with this policy before entering the arena floor.

Questions regarding academic regalia may be directed to the Office of the Vice President of Academic Affairs/Chief Academic Officer or the University Registrar.

Application for Graduation

All candidates for a degree are asked to fill out an Application for Graduation two semesters/enrollment period before their expected graduation date. No student is classified as a graduating senior or placed on the prospective graduation list until this application is filed in the Office of the Registrar. Once approved, this form constitutes a formal agreement between the student and the institution regarding completing degree requirements.

Deadlines for the Application of Graduation Acceptances

All Students who wish to participate in Commencement in May must apply through the MACU Portal no later than March 1st.

All students must apply for graduation through the MACU Portal or to the Office of the University Registrar no later than two months before their planned conferral date. For example, a student planning to graduate as of May 1st must submit their petition by March 1st.

Early Participation – "Walking Early"

Students may be interested in participating in a graduation ceremony before all degree requirements have been met. To qualify for Early Participation, the student ***must*** meet the following eligibility requirements and receive permission from the Office of the Registrar.

Graduating students are eligible for Early Participation if all program degree requirements are scheduled to be completed *before* the Application for Graduation deadline (March 1st) and must end *before the start* of the following fall term or August 15th, whichever falls later. These requirements include but are not limited to the following:

- Practicum/Internship/Student Teaching
- Subject Exams/Alternative Credit
- Courses

Graduation Conferral Periods

Degrees are conferred 14 times per year, on the 15th of every month for the Online/Evening Accelerated (10- to 12-week term) and the last day of each semester for the Traditional (16-week term).

A period of one month following each conferral date is required to review and post the conferral information. Official transcripts are available to order after the conferral information is posted. You can check your conferral through the MACU Portal Degree Progress tab, click on the Unofficial Transcript, and scroll down to the printer-friendly link.

Diplomas and Certificates

Only the degree, primary major, and honors are listed on the diploma. The diploma must be the graduate's legal name or within reason. For example, students can request their nickname rather than their full first name. Prefixes such as Mr., Dr., or Rev. are not printed on the diploma.

All diplomas and transcripts are issued and available via Parchment one month after the degree is conferred, provided the student has met all financial obligations. If a student has an outstanding balance on their account, their diploma will be held until the balance has been resolved. Students will receive a complimentary electronic copy of their diploma from Parchment, followed by a physical copy mailed to the address listed on their graduation application. Students who need a copy of their transcript can request it through Parchment.

Final Examination Week

Final examination week for the Traditional format spans four days and does not contribute to the required 16 weeks of instructional time. Students are expected to attend each class and take the final examination according to the published exam schedule. Final exams may not be given early or rescheduled except with prior approval from the instructor. Any student seeking an exception must obtain documented permission in advance.

The Online/Evening Accelerated (10- to 12-week term) does not have a final examination week due to the nature of the accelerated program.

Registration Policies

At Mid-America Christian University, students whose accounts are in good standing may register for the upcoming semester or enrollment period once the schedule of courses is posted. Students can access the schedule through their student portal.

Consultation with Advisors Required

Students **must** consult with their academic advisor before registering for classes. Advisors will ensure that students are enrolled in the correct courses that apply to their degree program. Students should not enroll themselves, as doing so may result in taking courses that do not count toward their degree and could affect their financial aid eligibility. The Office of the Registrar, Registration Academic Advisor, and Faculty Advisors are available to assist with course registration.

Auditing a Course

A student who wishes to attend a class but does not want to receive credit is considered an auditor. Audited courses are entered on the student's transcript with the "AUD" notation for a grade. The regulations governing audited courses are as follows:

- Permission to audit is granted only by the Dean of Academic Instruction and with permission from the class instructor.
- Instructors determine the requirements that apply to auditors. These requirements are explained when permission is granted for auditing.
- If permission is granted, the student must notify the Office of the Registrar using the forms provided. Audited courses are recorded on the transcript only when the instructor indicates that the student has fulfilled the audit requirements.
- A course taken for audit cannot be given credit after the add/drop period.

Note: The auditing process follows a different set of procedures from credit-based course registration, but students should consult their advisors before auditing a course to ensure it aligns with their academic plan.

Late Registration

Late registration is conducted through the Office of the Registrar. No late registrations are accepted after the first week of instruction. Students must have consulted with their advisor to ensure any late registration meets their degree requirements.

Prerequisites

Prerequisites for any course are listed in the course description section of the catalog and should be carefully observed. Prerequisites must be taken unless waived by the School Chair with the approval of the Dean of Academic Instruction. With approval, students may take a lower-division course concurrently with an advanced course.

Registration Changes During Add/Drop Period

Before the census date, students can modify their schedule via the www.my.macu.edu portal. However, students must consult with their academic advisor before making any changes to ensure the modifications meet program requirements and do not adversely affect future enrollment or financial aid eligibility. Students may add classes through the first week of the course period and may drop courses through the second week.

Cancellation of Enrollment during the Preliminary Enrollment Period

New students entering the Online/Evening Accelerated (10- to 12-week term) for the first time are enrolled under a preliminary status for the first 14 calendar days of their first term. During this period, students are not officially accepted into the University. If they post satisfactory participation as determined by the University, they will be retroactively accepted after the 15th day, and tuition and financial aid will apply.

Students who do not meet participation requirements or choose to cancel during this period will not incur any tuition or fee obligations. The Office of the Registrar grants final acceptance to the University.

Withdrawal Period

Withdrawal applies to any schedule, registration, or course changes made after the add/drop period. A non-punitive grade of "W" will be recorded on the student's official academic record.

Traditional (Traditional (16-week term))

- Students must consult with their academic advisor to initiate a withdrawal. The advisor will notify the Office of the Registrar on the student's behalf.
- The last day to withdraw from a course is two weeks before the last day of classroom instruction.

Accelerated Evening/Online (10- to 12-week term)

- Students must contact and notify Student Services or the Office of the Registrar to initiate a withdrawal.
- The last day to withdraw from a course is one week before the last day of the course.

Repeating Courses

Students may repeat any course to improve their grades. When repeating, the highest grade earned will be used in the cumulative GPA, and lower grades will be "forgiven" and excluded from the GPA calculation.

Withdrawal

Administrative Withdrawal/Drop

The University may administratively withdraw a student due to lack of participation or failure to meet enrollment requirements. Administrative withdrawal is noted in the student's academic record and is processed in accordance with participation and Attendance/Participation policy.

Administrative Dismissal

Administrative dismissal is the process by which the University dismisses a student from further class participation due to serious violations or failure to meet University policies.

A student may be administratively dismissed for due cause, including suspension or expulsion, in cases of academic dishonesty (refer to the Academic Honesty and Integrity Policy) or violations of disciplinary procedures outlined in the Student Handbook. Administrative dismissal may also occur after due process when a student fails to comply with any University policy. This dismissal will be noted on the student's permanent academic record.

The student is responsible for resolving any outstanding balance on their account, including tuition and fees, after all applicable credits have been applied.

A student who has been administratively dismissed may be eligible for reinstatement once the conditions that led to the dismissal have been fulfilled to the satisfaction of University officials, in accordance with the Readmission Policy. More information regarding student conduct violations and disciplinary procedures can be found in the Student Handbook.

Withdrawal/Transfer-Out from the University

If a student needs to withdraw from the University, they must follow the designated withdrawal process to protect their academic standing and future enrollment options. Failure to do so may result in academic and financial repercussions.

- Contact your Registration Academic Advisor, Faculty Advisor, or Program Chair to initiate the withdrawal process.
- Resolve any outstanding account balances with the Bursar's Office.
- F-1 visa students must also contact the Designated School Official.

Grades, Transcripts, and Student Records

Grades

Students' grades in all courses are filed in the Office of the Registrar and become a part of the University's official records.

- Passing grades used are A, B, C, D, and, under certain conditions, P and S. A grade of "P" (Pass) indicates satisfactory completion of coursework and is equivalent to a minimum grade of "C" or higher, as specified in the grading rubric.
- Non-passing grades are F and U.
- W, meaning withdrawal, is a neutral grade assigned.

Grade Point System

Each hour of A, B, C, D, and F carries a grade point value as follows: A=4, B=3, C=2, D=1, F=0, I=0.
Grades of P and S, as well as grades of U, AW, and W, carry no grade point value and are not included in the computation of a student's enrollment period or cumulative grade point average. However, a grade of "P" is equivalent to a grade of "C" or higher for eligibility and course completion purposes.

Grading Scale

When grades are calculated on a percentage basis and not on a curve, they are evaluated as follows unless different requirements are specified on class syllabi:

Undergraduate

90%	to 100%	= A	Excellent
80%	to 89%	= B	Good
70%	to 79%	= C	Average
60%	to 69%	= D	Below average
0%	to 59%	= F	Failure

Graduate

90%	to 100%	= A	Excellent
80%	to 89%	= B	Good
70%	to 79%	= C	Passing (must retake)
60%	to 69%	= D	No Graduate Degree Credit
0%	to 59%	= F	No Graduate Degree Credit

Note: A grade of "P" (Pass) equates to a minimum of "C" work or better.

Scholastic Achievement

Levels of scholastic achievement are determined by several means, including periodic testing, class participation, daily assignments, class attendance, and participation, projects, and a final examination at the course's end. Levels of achievement are recorded as follows:

A - Superior Scholarship. Indicates outstanding achievement in the:

- Completeness and accuracy of knowledge
- Comprehension
- Use of knowledge
- Originality and creativity of thought and expression.
- Ability to interrelate with other academic disciplines.

B - Above Average. Indicates above-average levels of achievement concerning some or all of the factors mentioned above.

C - Average. Indicates satisfactory and acceptable work. (A grade of "P" is considered equivalent to this level of performance or higher.)

D - Below Average. Indicates an unsatisfactory level of performance that falls below the minimum standard acceptable for graduation but is of sufficient quantity and quality to be counted in the points required for graduation, including credit hours, if balanced by superior work in other classes.

F - Failure. Indicates unsatisfactory performance and failure in a required course must be repeated.

CR – Credit granted. Indicates the student earned credit for the course without affecting their GPA. Typically used for prior learning credit or credit for prior learning.

W* - Withdrawal. Indicates that a course was commenced but that the student withdrew from the course before a final grade was awarded.

AW*- Administrative Withdrawal. Indicates a course was commenced, but the student had withdrawn administratively because of a lack of attendance or disciplinary measures before a final grade was awarded.

P* - Pass. P, meaning Pass, is a passing grade that signifies the satisfactory completion of coursework, equating to a minimum grade of "C" or higher. This equivalency is reflected in the University's grading rubric for compliance with eligibility requirements.

S* - Satisfactory. Indicates that a course was completed satisfactorily and credit hours earned.

U* - Unsatisfactory. Indicates that a course was commenced but was not completed satisfactorily. No credit hours have been earned.

I - Incomplete. When a course is not completed by the end of a semester or a summer session because of circumstances beyond the student's control, an "I" to indicate "Incomplete" may be given only with the approval of the Dean of Academic Instruction.

AUD*- Audit. Indicates that a course has been attended, but no hours have been attempted or earned.

IP*- Work in Progress. A temporary grade will be issued while the course is still in process.

These grades are not used to compute the grade point averages.

Incomplete Grades

A grade of Incomplete ("I") is not a substitute for a failing grade ("F"). The student receiving a grade of Incomplete may not be failing the course at the time an Incomplete is awarded. To qualify for an Incomplete, the student must have satisfactorily completed a substantial portion of the required coursework for the enrollment period before the unforeseen circumstances occurred.

The instructor will provide the student with an approved Incomplete form, outlining the coursework that must be completed and a deadline (not to exceed six months) appropriate to the circumstances. The form will then be submitted to the Office of the Registrar for processing. The student is fully responsible for completing the assigned work before the deadline.

After the student completes the required coursework, and the instructor evaluates and scores their work, the instructor will then re-calculate the student's final grade and submit a grade change, requesting that the Incomplete be changed to the earned grade. If the instructor does request the grade change within six months, the Incomplete will automatically change to an "F."

It is important to note that an Incomplete does not count as a failed grade during this period, and the grade remains "incomplete" until a final grade change is processed.

Students with two or more grades of Incomplete (“I”) that have not been changed to passing grades will not be allowed to enroll in another enrollment period without approval from the Dean of Academic Instruction.

Grade Point Average Calculations

In calculating grade point averages, the total number of grade points earned is divided by the total number of hours attempted. The grade of "P," "S," "U," ”AW,” "W," “AUD,” "IP," or the mark of "*" will not affect the grade point average. In addition, the following courses are excluded from GPA calculations: developmental courses and courses repeated (marked with an R). (See Repeating Courses)

Note: While a grade of "P" carries no grade point value, it signifies a minimum grade of "C" for eligibility and completion purposes.

Cumulative Grade Point Average

All MACU and transfer courses in which a student has a recorded grade are included in the calculation, excluding the courses described in the introductory paragraph.

Local Grade Point Average

This GPA is calculated in the same manner as the Cumulative GPA but includes only MACU (institutional) courses.

Transfer Grade Point Average

This GPA is calculated in the same manner as the Cumulative GPA but includes only transfer (non-MACU) courses.

Current Term/Semester Grade Point Average

This GPA is calculated in the same manner as the Cumulative GPA but includes only the courses for a single term/semester. Transcripts for students with enrollment from MACU and another institution during the same term will display two current term GPAs—one for each institution.

Participation, Early Progress, Mid-term Reports

Faculty must begin reporting student participation for all courses and formats by the 7th day of class. For 16-week semesters, early progress reports are due by the 15th day of class. Mid-term grades must be submitted by the end of the 7th week for 16-week courses, and by the 19th day of instruction for 5 to 8-week courses. Reporting mid-term grades provides timely feedback to help students succeed in the remainder of the course. These progress reports are available to students and their academic advisors on the MACU Portal.

Grade Reports

Reports of the final grades of all students are compiled shortly after the end of each semester and are made available electronically to the students, the student's advisors, and Academic Affairs via the MACU Portal.

Correcting Grades Reported in Error

The only permitted reasons for changing a final grade are to correct a grade that was reported in error, to remove an incomplete grade, or to change a grade at the direction of the Dean of Academic Instruction and Vice President of Academic Affairs/Chief Academic Officer (VPAA/CAO). An instructor may not allow students to perform extra work after the end of the course in order to raise their grade. Grade change requests must be submitted in writing to the Office of the Registrar and must have both the instructor's, Dean of Academic Instruction, and VPAA/CAO approvals. A grade may not be lowered after the student has graduated unless the degree has been revoked.

Grade Appeals

A student may appeal a grade given by an instructor in cases in which he or she believes the grade awarded is inconsistent with the announced grading policy. (See Academic Appeals Process or contact the Academic Chair.)

Academic Forgiveness

A student has the option to repeat a course, and the highest grade earned, regardless of the number of times the course is repeated, will be included in the calculation of the cumulative GPA. The original course(s) and grade(s) will remain on the transcript with a notation of a * indicating it is excluded from the cumulative GPA.

Official Transcripts

All official transcripts of the student's academic record at MACU are prepared and released by the Office of the Registrar. Copies of transcripts from other institutions cannot be furnished.

How to Obtain Academic Transcripts

Release of Transcripts

Students may obtain official copies of their transcripts from Parchment. Mid-America Christian University does not accept transcript requests via telephone, fax, or email. Students needing assistance with accessing Parchment are always welcome to contact the Solution Center at solutioncenter@macu.edu or (877) 569-3198. Unofficial copies of transcripts are available via the MACU Portal.

In accordance with federal regulations (34 CFR § 668.14(b)(34)) and the university's Transcript Holds for Student Debts policy, transcripts will be released for periods of enrollment where outstanding financial obligations have been resolved. For transcripts that include periods of enrollment not fully paid but covered by an approved payment plan, a release will be at the Bursar's discretion. For students who did not receive Title IV aid, transcripts will be released upon request once all financial obligations are settled.

Once the conditions are met, transcripts will be promptly processed, and students will be notified accordingly.

Transcript Holds for Student Debts

Per federal regulations outlined in 34 CFR § 668.14(b)(34), a student may not receive an official transcript with any periods of enrollment where any related charges or fines (current or otherwise) have not been settled. Mid-America Christian University limits the use of transcript holds for student debts, except under the following circumstances:

- **Non-Receipt of Title IV Aid:** A period of enrollment hold may be placed for students who did not receive Title IV aid.
- **Non-Payment of Institutional Charges:** A period of enrollment hold may be placed for students who received Title IV aid but did not pay all institutional charges for the period of enrollment and did not have a MACU payment plan in place at the time of the transcript request.

Procedure for Transcript Holds

When a student requests a transcript, and there are outstanding financial obligations meeting the criteria outlined above, Mid-America Christian University may place a hold on the associated enrollment period and only release a transcript with the period(s) of enrollment where the obligations are resolved.

Students will be notified promptly if a period of enrollment hold is placed and provided with information on how to resolve the outstanding obligations.

Appeals Process

Students who believe a hold was placed in error or wish to discuss alternative arrangements for resolving outstanding obligations may appeal to the Bursar's office.

Honors

Bachelor's Degree Graduation Honors

Students enrolled in a bachelor's degree program and meeting the following guidelines qualify for graduation honors. Any honor listed for the graduation ceremony is based on grades received before the spring term and is subject to change once final grades are submitted or upon completion of all degree requirements. Therefore, official graduation honors are awarded and applied to the transcript after the degree is completed and conferred.

- Summa Cum Laude (CGPA of 3.9-4.0)
- Magna Cum Laude (CGPA of 3.75-3.89)
- Cum Laude (CGPA of 3.55-3.74)
- Academic Distinction (CGPA of 4.0 and 60 MACU resident credit hours or more)

Commencement Honors

Students enrolled in a bachelor's degree program and who meet the following guidelines qualify to receive Commencement Honors. Commencement honors are based on grades received before the spring term. Commencement honors are subject to change once final

grades are submitted or upon completion of all degree requirements. Therefore, official graduation honors are awarded and applied to the transcript after the degree is completed and conferred.

- Summa Cum Laude (CGPA of 3.9-4.0)
- Magna Cum Laude (CGPA of 3.75-3.89)
- Cum Laude (CGPA of 3.55-3.74)
- Academic Distinction (CGPA of 4.0 and 60 MACU resident credit hours or more)

Undergraduate Dean's Honor Roll

To qualify for the University Dean's Roll, you must be enrolled full-time and have credit hours of letter-graded coursework with a 3.5 or higher term GPA.

Undergraduate President's Honor Roll

For the University President's List, you must be enrolled full-time and have credit hours of letter-graded coursework with a 4.00 term GPA. No U's or W's.

Note: *Undergraduate students enrolled full-time in the prior 16-week consecutive terms in the calendar year (spring to fall) are given special recognition in the following spring Awards Reception.*

Honor Societies

Alpha Sigma Lambda

Alpha Sigma Lambda (ASL) is a national honor society that partners with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. In addition, ASL is devoted to the advancement of scholarship and recognition of nontraditional students continuing their education in bachelor's degree programs. Gamma Tau Alpha is the Mid-America Christian University chapter of Alpha Sigma Lambda National Honor Society. The undergraduate candidate must complete at least twenty-four hours taken through and graded at Mid-America Christian University, have a minimum 3.75 GPA, and overall rank in the highest ten percent of their class. Candidates may join by invitation only.

Pi Alpha Alpha

The purpose of Pi Alpha Alpha, a National Honor Society for Public Affairs and Administration, is to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration, to promote the advancement of education and practice in the art and science of public affairs and administration, and to foster integrity, professionalism and creative performance in the conduct of government and related public service activities. Membership includes graduate level Public Administration students with at least a 3.7 GPA for 50% of required coursework (a minimum of 18 semester credit hours) and undergraduate Public Administration students with at least a 3.5 GPA in a minimum of 15 credit hours of public administration course work and a 3.0 GPA in all other course work.

Sigma Beta Delta

The purposes of Sigma Beta Delta (an International Honor Society in Business Management and Administration) are to encourage and recognize scholarship and achievement among business, management, and administration students and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. Students who have completed a minimum of one-half of the hours in their program of study and have a cumulative grade point average of 3.75 or above in undergraduate programs or 3.90 or above in graduate programs are invited to join this organization.

Sigma Tau Delta

Sigma Tau Delta's (an International English Honor Society) central purposes are to confer distinction upon students of the English language and literature and to promote interest in literature and the English language in surrounding communities. MACU Candidates for Sigma Tau Delta membership must have completed at least two college-level courses in English language or Literature beyond the University Core Requirements in English Composition. In addition, the candidate must have a minimum of a 3.0 GPA in English courses, a minimum of a 3.0 GPA in general scholarship or overall rank in the highest thirty-five percent of their class, and must have completed at least three semesters of college-level coursework. Candidates may join by invitation only.

Academic Support

Academic Advisement

Mid-America Christian University provides personalized academic advising to support student success in all programs, whether delivered on campus or in online/evening accelerated formats.

All students are assigned a program director based on their major. Program directors serve as mentors, offering support for academic planning as well as social and spiritual development. They help students make steady progress toward degree completion and program success.

In addition to program directors, Student Support Specialists are available to assist students in balancing school, work, and personal responsibilities. Faculty, school chairs, the registrar, and registrar associates may also assist with academic advising as needed to ensure students receive comprehensive guidance throughout their academic journey.

Student Rights and Responsibilities

Admission to Mid-America Christian University is a privilege, not a right. Therefore, every student is expected to observe the highest standards of conduct on and off campus. The University cannot accept responsibility for the education of any student who is not sympathetic to this institution's purposes and regulations.

The University reserves the right to dismiss any student whose conduct or academic standing is undesirable. In such cases, the fees due or have been paid in advance to the University are not remitted or refunded in whole or in part. Neither the University nor its officers shall be liable for such dismissal. Any student under disciplinary suspension or expulsion cannot be on campus for any reason except those approved by the Office of Student Life.

The University reserves the right to amend or add to any of the abovementioned regulations.

The process of appeals about students is outlined in the Student Handbook and is available to all students.

All stated objectives, requirements, and agreements with the student are made with the understanding that the student is an equal participant in the learning process and must share with the professors and administration the responsibility for completing their degree requirements. Each student is responsible for knowing and adhering to regulations governing registration, withdrawal, degree plans, graduation requirements, and the payment of tuition and other expenses of their education.

Chapel and Assembly Programs

The Chapel is the most significant community expression of corporate worship on campus for students, faculty, and staff. The Chapel meets twice a week during the academic year. In addition, chapel services are available via live stream for our extended community.

While everyone in the MACU family is welcome to attend Chapel, physical attendance is required for the Traditional (16-week term) students. Students who do not meet the Chapel attendance requirements are subject to disciplinary action, including possible suspension.

Further details regarding Chapel policies and procedures can be found in the MACU Student Handbook at MACU.edu.

Church Attendance

Christian fellowship and worship are a vital part of the Christian life. Therefore, students are encouraged to maintain regular attendance at church. The Church of God has many congregations in the immediate area, providing many avenues of service and fellowship for students of the University. The University recommends and prefers that students regularly participate in worship and ministry with a congregation of the same theological persuasion they were affiliated with before coming to MACU.

Community Service

Community Service is a requirement at MACU for all Traditional (16-week term) students. This requirement perpetuates the mission of the University by allowing students to choose places to serve. This opportunity offers a holistic learning experience that complements the formal education received in college. It equips students with essential life skills, social awareness, and a strong sense of responsibility, ultimately shaping them into well-rounded and compassionate individuals. It also provides real-world experience for students to create, collaborate, and innovate to solve local problems that benefit the community at large. (See the MACU Student Handbook at MACU.edu for more information and policies.)

Student Academic Records

Transcripts

Current MACU students can access final grades and unofficial transcripts through the MACU Portal.

Official Transcripts

The Office of the Registrar releases official transcripts upon the student's written request. However, MACU reserves the right to release or withhold period(s) of enrollment from the official transcript by federal regulations outlined in 34 CFR § 668.14(b)(34). See the section How to Obtain Academic Transcripts in this catalog.

Release of Student Information and Access to Student Records

Most information concerning a student's academic record is confidential and not released to anyone without the student's written authorization. However, the federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights concerning their education records, including the right to provide written consent before Mid-America Christian University discloses personally identifiable information other than "directory information" from the student's education record. See the **Release of Student Information** below for a complete statement of the MACU FERPA Policy.

Students can grant access to their MACU records in these ways:

- Students can authorize the release of their education record information to a third party on either a one-time or an ongoing basis. Authorizations for releasing information on an ongoing basis remain valid for one year following the student's last enrollment at Mid-America Christian University or until canceled in writing by the student at any time.
- Students can authorize access to their Bursar account through their portal.macu.edu.
- Students can authorize the Financial Aid Office to release information regarding their financial aid records by submitting a signed written request to that office.
- Students can send signed written consent to release documents associated with a record of an admonition or violation of the Academic Integrity policy filed with the University's Vice President of Academic Affairs/Chief Academic Officer and Dean of Academic Instruction.
- Students can provide signed written consent to disclose educational records maintained by the Student Affairs Office through that office.
- Students can authorize any MACU faculty/staff member to include personally identifiable education record information in letters of recommendation through the Dean of Academic Instruction's office. Students provide the Dean with written consent, and the faculty/staff member should keep it on file as documentation that the student authorized the release of their information.
- Students can authorize the Office of the Registrar to release their transcript, student and academic conduct records, housing, student employment, financial aid, and bursar information through that office's FERPA Release form (PDF).
- Students can provide consent to the disclosure of their academic standing through the Office of the Registrar FERPA Release form.

Parental Access to Student Education Records

Parents of a dependent student may have access to grades and other confidential academic information under guidelines provided in the Family Educational Rights and Privacy Act of 1974. However, access to this information is limited to parents who claim the student as an exemption on their federal income tax return.

Release of Student Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, affords students certain rights concerning their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day Mid-America Christian University receives a request for access. A student should submit to the Registrar, Dean of Academic Instruction, head of the academic department, or other appropriate officials a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Mid-America Christian University to amend a record should write the University official responsible for the record, clearly identify the part the student wants to be changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. When notified of the right to a hearing, additional information regarding the hearing procedures will be provided to the student.

The right to provide written consent before Mid-America Christian University discloses personally identifiable information, other than "directory information," from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Directory information, which may be disclosed without consent, includes the student's name, local and permanent addresses, email address, telephone number, college, major, classification, current enrollment status, participation in recognized student activities and sports, dates of attendance, degrees, and awards received and dates of receipt, posting of individual student grades, and interim class evaluations provided the information is identified by code numbers and does not The eligible parents, or student shall be afforded a full

and fair opportunity to present evidence relevant to the issues raised under subpart C, section 99.20 of the Family Educational Rights and Privacy Act of 1974.

Withholding Directory Information

A student may elect to withhold directory information by filling out the Request to Withhold Student Directory Information form (PDF) and submitting it to the Office of the Registrar. The hold will block the student's name, address, and email address from the MACU website directory; prevent the release of attendance, withdrawal, or graduation information, even after the student leaves the University (unless the student submits a written authorization to release it); and prevent the University from releasing contact information. For students who withhold directory information, University officials are prohibited from releasing any form of information without a written release from the student. The University requires this release before it will verify employment, enrollment, or the status of students who make applications for employment, auto loans, good student discounts, apartment leases, etc.

Without a directory hold, any member of the public, including individuals, organizations, and vendors, may obtain student directory information for purposes such as advertising and solicitation.

A student cannot place a hold on a portion of the information. A student can place a directory hold at any time. However, for information to be withheld from the printed directory, if a printed directory is produced, the hold must be on file by the end of the second week of the fall semester.

The University discloses education records without a student's written consent under the FERPA exceptions: disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); officials of schools to which the student seeks to transfer; the Comptroller General of the United States, the HEW Secretary, the administrative head of an educational agency, or State educational authorities; in connection with the student's application for, or receipt of, financial aid; State and local officials or authorities to which such information is specifically required to be reported under the State statute and adopted before November 19, 1974; organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; accrediting organizations; parents of a dependent student upon proof of dependency (exclusive of international students); in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons, and to comply with a judicial order or lawfully issued subpoena.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mid-America Christian University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information

Under FERPA, the following pieces of information are considered "directory" or public information. The institution may disclose such directory information for any purpose at its discretion. Mid-America Christian University, as a result of this, designates the following information as public or directory information:

- Student's name
- Date and place of birth
- Local and permanent address
- Telephone number
- E-mail addresses
- Dates of attendance at Mid-America Christian University
- Anticipated date of graduation
- Part- or full-time enrollment status
- Major(s), Minor(s) and field(s) of study
- Academic classification
- Degrees and awards granted
- Educational institutions previously attended
- Degree(s) held, date granted, and institution(s) granting such degree(s)
- Participation in officially recognized organizations, activities, and sports
- Photographs, including Student ID photographs for classroom use only

All other information regarding a student is considered private and can be released only with the student's permission. This information includes but is not limited to information about courses in which the student is enrolled, grades, course locations, academic standing information, financial aid information, and student account information.

Academic Appeals Process

If any student at Mid-America Christian University believes they have an academic grievance or that an action is unjust or infringes upon their academic rights, they have the option to submit their grievance through the Academic Appeals Process. Academic grievances may involve issues such as examinations, assessments or student outcomes, grades, requirements for satisfactory progress in a course, disciplinary actions for academic dishonesty or plagiarism, or exceeding the maximum number of allowed absences.

The procedure to be followed in processing an academic appeal is as follows:

- With good faith, the student seeks to resolve academic problems by directly appealing to the instructor or person(s) involved. However, if the issue is discussed with the instructor and a satisfactory resolution is not agreed upon, or the instructor is unavailable after the student makes a diligent effort to contact the instructor, the student may file a written academic appeal. Written academic appeals must be filed no later than sixty (60) business days after the course grade is posted or fourteen (14) business days after the maximum absences have been exceeded in an absence appeal.
- Requirements for an Academic Appeal
    - The written appeal should be addressed to the Academic Appeals Committee and delivered to the Registrar for delivery to the chair of the Academic Appeals Committee. Written appeals in electronic forms, such as e-mail attachments, are acceptable.
    - The written appeal shall include the course name and number, the instructor's name, the issue the student wants resolved, and a request for a remedy.
    - The written appeal shall include an explanation of the facts of the appeal and any other information the committee may need to resolve the issue, including, but not limited to, papers, examinations, completed assignments, or medical documentation.
    - Signed Student Consent Form.
- The student and instructor receive written or electronic notification of the date, time, and place to meet with the committee. The chair of the Academic Appeals Committee establishes a mutually satisfactory date for convening the hearing.
- At its discretion, the Academic Appeals Committee may hold such informal or formal hearings as necessary. The student and instructor can present witnesses and evidence relevant to the appeal. The Academic Appeals Committee considers information from any source the committee deems appropriate.
- The burden of proving grievances shall be upon the aggrieved student. The student must provide clear and convincing evidence for the committee to provide a remedy for the issue in question. In addition, the student is responsible for providing the committee with any necessary documentation needed to resolve the issue. The aggrieved student is entitled to counsel or witnesses if they choose.
- The committee determines whether to grant the appeal and provide a remedy. If the student is dissatisfied with the decision, they may further appeal to the Dean of Academic Instruction where the course is taught. The appeal must include the original appeal letter and any additional information the student believes is pertinent for the Dean's consideration. It must be submitted to the Dean within twenty (20) business days from the Academic Appeals Committee's decision.
- After the Dean of Academic Instruction decides, the student may appeal the dean's decision within twenty (20) business days of the dean's decision. The appeal should include the original appeal letter, information provided to the dean in the previous appeal, and only new information not previously available through due diligence at the time of the initial appeal to aid the Vice President of Academic Affairs/Chief Academic Officer in deciding.
- Any appeal regarding a decision made by an academic dean goes directly to the Vice President of Academic Affairs/Chief Academic Officer.
- All Vice President of Academic Affairs/Chief Academic Officer decisions shall be final and binding upon all parties involved.
- The Mid-America Christian University Academic Appeals Committee shall include the following:
    - A Chair appointed by the Vice President of Academic Affairs/Chief Academic Officer;
    - One faculty representative who primarily teaches in Traditional 16-week courses;
    - One faculty representative who primarily teaches in 5- to 6-week Online/Evening courses;
    - One Student Government Association President; and
    - The University Registrar.

Student Academic Honesty and Integrity Policy

- Mid-America Christian University expects faculty, staff, administrators, and students to live out the core values of academic honesty, integrity, and accountability in an honest community, which is essential to a Christ-like character. Therefore, the purpose of this Academic Honesty and Integrity Policy, referred to in this document as “this policy,” is twofold: (1) to uphold the core value of academic honesty and integrity while preserving academic freedom in research and scholarship and (2) to investigate suspected instances of violations and, when confirmed, to administer course and institutional remediation and consequences, in a consistent, just, and equitable manner. Provided, however, that as to faculty, staff, and administrators, disciplinary action is administered following relevant provisions in the Employee and Faculty Handbook, as applicable.
- All faculty, staff, administrators, and students engaging in research and scholarship are expected to do “original” work; that is, the work is independently created (as opposed to being copied from another’s work or the writer’s prior work) and includes the writer’s thoughts. Scholarly work is to exhibit sufficient modification from the original source to demonstrate comprehension of the material. A work may be original even though it closely resembles other works so long as the similarity is purely coincidental and unintended

and not the result of copying. A student may only submit academic work for credit once unless the current instructor grants permission.

- Guidelines for Writing Assignments
  - Students are predominantly to write the content by describing content *in their own words*, documenting the source of information, and minimizing the use of direct quotes as defined in writing by the instructor.
  - Unless the expressed purpose of an assignment is otherwise stated in writing, originality requires more than "reporting" the ideas or data of others or presenting another's position by copying passages.
  - The purpose of an academic assignment is for students to engage in the mental process of knowing, comprehending, applying, analyzing, synthesizing, and evaluating academic content and presenting conclusions or results using standard grammar, mechanics, and content in a coherent and organized fashion.
  - Quoting material written or published by another author must be shown as a quotation when it appears as a part of one's work.
  - Paraphrasing involves the rewording or restructuring of the material of others to fit one's writing style. However, the ideas contained therein are originally spoken or published by others. The reason for paraphrasing is twofold: (1) to put the idea into one's own words; (2) to give credibility and authority to one's idea.
  - All sources must be properly documented, whether directly quoted or paraphrased, according to the American Psychological Association (APA), with page numbers, unless otherwise specified or modified by the instructor in writing. Proper documentation includes in-text citations and complete bibliographic information.
  - Common knowledge, information the reader could find in general sources, may be documented at the writer's discretion.

- Violations of this policy include, but are not limited to, any form of dishonesty, cheating, or plagiarism on any coursework, research, or scholarly writing. In addition, any person who knowingly or intentionally assists another in violating this policy is equally responsible and subject to course and institutional remediation and consequences, as applicable. Examples include, but are not limited to, the following:
  - Submitting another's work as one's own or knowingly or carelessly enabling another to submit one's work as though it were their own.
  - Failure to properly acknowledge the work of others or authorities quoted, paraphrased, or consulted in preparing written work.
  - Unauthorized use of a textbook, notes, or other materials on an exam or assignment.
  - Receiving or giving unauthorized assistance on any coursework.
  - Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
  - Tampering with or destroying the work of others.
  - Lying, being deceptive, or withholding relevant academic information.
  - Falsifying or fabricating academic records, forms, or other documents.
  - Unauthorized access to computer systems or files.
  - Violations of copyright law.

- When a violation of this policy is confirmed in student coursework, instructors must notify students in writing before remediation and consequences and submit an electronic report outlining the violation of this policy through the Centralized Reporting System.
  - Course Remediation and Consequences. If the instructor determines that a violation of this policy has occurred, they may implement the following actions individually or in combination at their discretion:
    i. A grade of 0/F for the assignment.
    ii. A grade of 0/F for the assignment with the option to resubmit or complete an alternative assignment for full or partial credit.
    iii. A grade of F for the course. This score is recorded with the Registrar within two (2) business days of written notification to the student of violating this policy, preventing a withdrawal from the course.
    iv. A grade of F for the course with the option to resubmit the work for a grade change and avoid any further violation of this policy for the remainder of the course. **Note:** A grade of F is recorded with the Registrar within two (2) business days of written notification of the student of a violation of this policy, preventing a withdrawal from the course. The instructor would submit a Grade Change Form if no further violations occurred.
    v. Student completion of a designated online tutorial. The student must complete the Academic Integrity Tutorial, Plagiarism Tutorial, or module(s) on the offense at the instructor's discretion within the timeframe given by the University for such tutorial or module.
    vi. An educational discussion, relevant assigned reading, or other training designated by the instructor.
  - Institutional Remediation and Consequences. The Dean of Academic Instruction enforces institutional remediation and consequences for students pursuing a degree in their respective schools. The Dean may meet with the student for any violation of this policy. They would automatically do so upon a second and any subsequent violations. The Dean of Academic Instruction may designate an appropriate representative, such as the Program Director/School Chair, to meet with the student rather than meeting with the student personally. The Academic Dean or their representative may administer one or more of the following:

i. censure (private reprimand);
ii. probation;
iii. suspension; or
iv. recommend expulsion.

- Consequences may be increased or decreased based on evidence of aggravation or mitigation. For example, self-reporting, prompt and genuine acceptance of full responsibility, remorse, repentance, or remediation may be considered in mitigation. Stonewalling, false, misleading, incomplete statements, or rebellious, arrogant, condescending, or contemptuous attitude may be considered aggravation.

- All confirmed violations of this policy must be reported electronically through the Centralized Reporting System by the instructor within ten (10) business days of the written communication to the student regarding the policy violation. The following information must be submitted electronically through the Centralized Reporting System:
  - Date of Report Submission
  - Student Name
  - Class
  - Instructor Name
  - Date of Violation
  - Type of Violation
  - Explanation of Violation
  - Course Remediation and Consequences Taken
  - Copy of Written Communication with Student Regarding Violation
  - Copy of Assignment on which Violation Occurred
  - Copy of TurnItIn Report (for writing assignments uploaded through D2L)
  - Deadlines regarding remediation and consequences
- If any student of Mid-America Christian University believes they have an academic grievance or that an action is unjustified or violates their academic rights, they may submit their grievance according to the procedures outlined in the Academic Appeals Process in the University Catalog.

Formal Student Complaint Process

Mid-America Christian University values the process of resolving concerns that may arise and provides students with a formal, organized, and safe way to voice complaints pertaining to their MACU experience, **guarding against retaliation** at every step. When practiced well, resolving conflict in a biblical and respectful manner can be restorative for all parties involved.

"If your brother sins, go and show him his fault in private; if he listens to you, you have won your brother. But if he does not listen to you, take one or two more with you so that by the mouth of two or three witnesses every fact may be confirmed. If he refuses to listen to them, tell it to the church, and if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector."
— Matthew 18:15-17 (NASB)

With this in mind, MACU records and processes **formal** student complaints only after the student has first attempted to resolve the issue at the individual or departmental level. Once confirmed, the Division of Student Affairs will methodically process the written complaint and collaborate with all appropriate parties to pursue a redemptive resolution in the spirit of Matthew 18.

Steps

1. **Informal Resolution**
   Address your concern directly with the individual or department responsible. If you're unsure whom to contact, reach out to Student Services at **877-569-3198** or **studentservices@macu.edu** for guidance.
2. **Formal Complaint Submission**
   If Step 1 does not resolve your concern, complete the **Confidential Complaint Form** available under "Consumer Information" on MACU's main website.
3. **Mediation & Acknowledgment**
   The Division of Student Affairs will mediate between you and the party or parties named. Within **48 hours** of receiving your complaint, you will receive a written acknowledgment outlining the initial assessment. The acknowledgment will be sent to:
   - The student
   - The individual or office named in the complaint
   - The Vice President responsible for the area in question
   - The Dean of Student Development & Engagement
4. **Escalation**
   If the complaint remains unresolved after Steps 1–3, the **Dean of Student Development & Engagement**, in collaboration with the **Dean of Academic Instruction**, may pursue further actions to achieve resolution.

This policy ensures transparency, accountability, and a restorative approach to conflict resolution at MACU.

Student Life and Engagement

"Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths." Proverbs 3:5-6 (ESV)

Mid-America Christian University is committed to the preparation of students as whole persons. Through programs and events, students are encouraged to develop and refine their abilities in making responsible choices in all aspects of their lives based on Christian principles and philosophies. In addition, faculty and staff work together to help students grow. Thus, education at Mid-America Christian University is education with a specific purpose.

Campus Facilities

The MACU campus is comprised of eleven buildings, five athletic fields, and a nature reserve set on 65 acres just across the road from a 300-acre city park and golf course.

The main building covers nearly two acres under one roof and includes a 670-seat auditorium used for chapel, assemblies, and special sessions. Attached to the auditorium are two large lecture rooms. The Café 1412, which serves meals seven days a week, is designed for comfort and convenience. Additionally, the main building houses the Café 1412, Evangel Corner, classrooms, academic and administrative offices, and the MACU Student Center. The Student Center features gaming areas, a stage, pool and ping pong tables, the Campus Mailroom, and Student Services.

Kennedy Hall is a 32,000-square-foot education facility located east of the main building. Kennedy Hall houses a state-of-the-art learning resource center, classrooms, a computer lab, and faculty offices. In addition, the Learning Resource Center includes an Educational Resource Center, a Studio at MACU, and a computer lab. Kennedy Hall houses our severe weather safety shelter with enough space to secure our entire campus population.

MACU's three (3) residence halls are only a short walk from the main building. Harrington Hall offers suites with four private bedrooms, a large living area, and a bathroom. Southwest and McCutcheon sit near our Athletic fields and house nearly 230 students in double-occupancy suites, half of which are considered Grand Suites with additional living space. Each suite has wireless or direct-connect, high-speed Internet, and basic cable.

The Gaulke Activity Center is located to the west of the main building. It houses the Athletic Offices and is the practice and game venue for MACU's intercollegiate and intramural basketball and volleyball teams.

MACU has four athletic fields on campus, including the James Curtis Athletic Fields, which consist of a soccer field, two softball fields, and the MACU baseball field; the Bill Curry Softball Field, designed for men's slow pitch softball; and the Jack Allen Field, designed for women's fast pitch softball or men's slow pitch softball. The Mike and Helen Dill Soccer Complex houses our MACU Varsity Soccer field.

The O'Brien Training Center officially opened on July 7, 2021, with a public ribbon-cutting ceremony taking place on Sept. 2, 2021. The 18,600-foot state-of-the-art training facility holds wellness and weight training rooms, locker rooms for all of MACU's outdoor sports (baseball, softball, soccer), outdoor coaches' offices, conference room, laundry facility, training room and an indoor practice area with portable batting cages.

Renovated in August 2023, the Fowler Center is home to MACU Esports. It features three competition rooms, a film room, and coaches' offices.

A unique campus feature, the Nature Reserve is located on the east side of the campus grounds and is recognized by the State of Oklahoma as the home of various types of wildlife and vegetation.

Counseling and Guidance

The Scraper Counseling Center provides confidential, no-cost counseling services for MACU students (currently limited to Oklahoma residents) in a compassionate, supportive Christian environment. Serving both as a training site for future counseling professionals and as a wellness resource, the Center upholds all state and federal regulations as it guides clients toward healing and healthy decision-making (MACU).

Appointments—available on-campus and virtually—are provided by graduate interns in the Master of Science in Counseling program completing their practicum or internship. These interns are supervised by a licensed Site Supervisor and a MACU faculty Practicum Supervisor to ensure professional standards. Services include individual counseling, group therapy, cognitive behavioral therapy (CBT), and therapy dog sessions (MACU).

If you are in crisis or experiencing a life-threatening emergency (such as uncontrollable thoughts of harming yourself or others), call 911 or go to your local emergency department immediately, or dial 988 for the Suicide and Crisis Lifeline (MACU).

To make an appointment or learn more about services, contact the Scraper Counseling Center at **(405) 692-3151** or email **scrapercounseling@macu.edu**. The Center's hours are Monday–Thursday, 9 a.m.–6 p.m., and Friday, 9 a.m.–12 p.m. (MACU).

Throughout the year, the Center also offers small group therapy sessions and professional development workshops—such as the Pathways of Hope Counseling Conference and the Ethics and Supervision Workshop. Visit the Scraper Counseling Center website for details and registration links (MACU).

Food Service

The Café 1412 in the main building provides a relaxed dining atmosphere with WIFI and flat-screen TVs. The cafe is open weekdays from 7:30 a.m. to 7 p.m. It offers continuous service to meet the needs of various student schedules. Students have unlimited access to a deli, hot meals, salad, pizza, breakfast and dessert bars, and all-you-can-drink fountain drinks, tea, water, milk, and assorted fruit juices. The hours of operation on the weekend are Saturday lunch from 12:30 p.m. - 1:30 p.m. and Saturday dinner from 5:00 p.m. - 6:00 p.m. Sunday lunch is offered from 12:30 p.m. - 1:30 p.m. and Sunday dinner from 5:00 p.m. - 6:00 p.m.

All students living in the residence halls must purchase a meal plan. Students who have documented health issues from a physician or medical nutritionist may request accommodations through the Accommodations Request Process. Off-campus students may purchase a meal plan through the Bursar's office or purchase single meals in the cafe. For students on the go, the cafe offers takeout meals and works to accommodate various student schedules.

Healthcare

The Residence Life Staff or Cleveland County Sheriff's Office provides basic first aid for minor incidents. The campus is located approximately one and a half (1.5) miles northeast of St. Anthony Healthplex South, two (2) miles south of Community Hospital, and six (6) miles south of Integris Health Southwest Medical Center for incidents requiring the use of a hospital. Students attending on campus are asked to inform the Office of Student Life of any illnesses and medical attention sought. The Office of Student Life can refer area doctors but does not endorse a doctor's medical advice. Students are responsible for medical fees and have the discretion to follow the advice of the medical professional.

All students are encouraged to have healthcare insurance. It is not required for all students in the Traditional (16-week term), although International students are required to secure health insurance prior to acceptance for admission. Due to continual changes in healthcare, our student health insurance provider is no longer offering student plans. We recommend all individuals seeking student healthcare plans sign up through https://www.healthcare.gov/ or the healthcare exchange of their choice to purchase coverage.

Housing Policy

National research shows that students who live on campus during their undergraduate career experience higher academic success and are more likely to graduate. Additionally, living on campus is an important avenue for getting involved in campus life.

Individuals granted enrollment at MACU are students and thereby agree to support and abide by the MACU Student Code of Conduct, whether their physical presence is on or off campus.

For these reasons, MACU requires all Traditional (16-week term) students to live on campus. *MACU does recognize that, while it is generally better for students to live on campus, there are exceptions. The following students are eligible to live off-campus:

- Students enrolled in less than nine (9) credit hours per semester
- Students who are married
- Students who are graduating seniors
- Students living with their parents (not more than 40 miles from the MACU main campus). The residence must be the parent's main home, as defined by the IRS in Publication 523 (2012).
- Students who are at least 22 years of age.

* Our campus housing is designed for full-time Traditional (16-week term) students between the ages of 17 and 26. If seeking an exception to this policy, please complete the Special Housing Circumstances Form (available by emailing housing@macu.edu

All students who desire to live off campus must submit a Housing Exemption Form to the Office of Residential Housing. The form can be requested by emailing housing@macu.edu. If the request is granted, the student will be awarded a commuter status. Students should not secure alternative living arrangements prior to written approval from the Office of Residential Housing. It may take up to two weeks to receive approval. Securing a New Student Orientation

The University offers a new student orientation program designed to acquaint students with the University and effect an easy transition into a new life and environment. Evangel Days, orientation sessions, are offered before the fall and spring semesters begin.

Student Employment

Full-time and part-time employment opportunities can be found in the Oklahoma City area. Job opportunities are posted on Handshake and Student Success Center bulletin board. These opportunities are meant to aid students in their pursuit of work. Students who wish to apply for an on-campus position may do so through the MACU website. Students seeking employment may seek assistance from Human Resources. The Financial Aid Office verifies any questions concerning Federal Work Study.

Federal Work Study provides undergraduate and graduate students with part-time employment in an approved on or off-campus position.

These are Federal funds and are based on a student's need. A Federal Work Study offer does not guarantee an offer of employment. To apply, complete the Free Application for Federal Student Aid (FAFSA) and indicate on the FAFSA your interest in Federal Work Study.

Student Clubs and Organizations

Believing that students in a Christian University are provided the opportunity to enjoy a unique sense of community, our organizations and activities encourage fellowship among the student body. As a result, student life on campus is full of opportunities for Christian fellowship and the development of leadership qualities.

Athletics

Several activities of a recreational nature are arranged for general student participation. The University seeks to make activities available to students for their pleasure and well-being. The University provides for the involvement of females and males in its athletic programming.

Athletic experiences of competition are an essential part of the college experience. Varsity athletes at Mid-America Christian University participate in the Sooner Athletic Conference (SAC) in volleyball, basketball, baseball, softball, cross country, and soccer. SAC has maintained a long-standing tradition of its members fielding excellent athletic programs, with many teams and individuals going on to distinguish themselves on the national stage. SAC member institutions have collected over a hundred National Association of Intercollegiate Athletics (NAIA) team championships since the league formed in 1978. SAC continues to assist its member institutions in maintaining intercollegiate athletic programs that are compatible with the highest standards of the NAIA Division I Athletics.

Intramural competition is offered in basketball, volleyball, flag football, table tennis, and many other areas. Participation in these areas provides opportunities for on-campus competition and promotes students' health and physical development.

Campus Activity Board

Campus Activity Board is a student-run organization that organizes annual social events. CAB is an excellent opportunity for students to gain leadership and planning skills. In addition, CAB aims to create an engaging community for students to enjoy.

Esports

Varsity members of esports at Mid-America Christian University participate in the National Association of Collegiate Esports (NACE), the National Esports Collegiate Conference (NECC), and the Oklahoma Association of Collegiate Esports (OACE) in League of Legends, Overwatch 2, Rocket League, and Super Smash Bros. MACU Esports has won championships in various divisions since the program started in the fall of 2020.

MACU Esports provides campus-wide tournaments in Super Smash Bros., Mario Kart, Nintendo Switch Sports, and several other titles. The tournaments allow students, staff, and Faculty to engage in friendly video game matches and foster a deeper community across various social circles at MACU.

Going All "M" Ambassadors (GAMA) Team

Going All "M" Ambassadors (GAMA) Team is a student-run organization that exists to welcome new students to campus at the start of the fall and spring semesters. Students may apply to join the committee in the fall and spring of each year. This leadership opportunity is an exciting way to impact the lives of new students and set the expectation for what it means to be a part of the MACU community.

Missions Club

The Missions Club serves as an avenue of expression for those concerned with the worldwide responsibilities of the Church. In addition, the club seeks to promote an interest in worldwide evangelism.

Music and Gospel Choir

Music and Gospel Choirs are open to all students; however, auditions may be required. Any music and gospel choir is distinctly spiritual and aims at glorifying God through sacred music.

Student Government Association

The Student Government Association allows students to express opinions and cooperate in promoting the University's best interests. All new clubs on campus may seek official affiliation with the University through the Student Government Association. Official clubs can solicit funds from SGA for club activities and other benefits from University support. In addition, the SGA has a responsibility to promote fellowship, scholarship, leadership, and spiritual life within the University, to promote understanding between students and University personnel, and to inspire loyalty to the University and the principles for which it stands.

Student Ministerial Fellowship

This fellowship is organized to encourage those who feel a call to the Christian Ministry and to acquaint them with some of the practical aspects of Community Service.

Alumni Association

The Alumni Association is an important organization composed of graduates and former students of the University. Membership is granted to the Board of Trustees, the University administration, and faculty. The Alumni Executive Committee selects honorary members

based on outstanding service to the institution or the Alumni Association. The Association currently has a membership of more than 2,000.

The purpose of the Alumni Association is to produce continued alum interest in the welfare of the University and to develop a Christian fellowship among all former students. The importance of the alums to the University is invaluable. The association helps to publicize the University and promote worthy projects. The progress of the University is directly related to alum endorsement, prayer, and financial support.

Academic Program Requirements

Core completion – Special Requirements

Traditional (16-week term)

All full-time students must be enrolled in the following sequence of Bible/Theology courses at Mid-America Christian University. These classes are to be taken as follows. They may only be dropped one time each without affecting participation in extracurricular activities.

Non-Ministry Majors

The following classes are required of all degree-seeking non-ministry majors:

Take During the First Year of Enrollment:	**Take During the Second Year of Enrollment:**
BINT 1223 Intro. to the Bible (3)	BINT 3303 Romans (3)
THEO 1103 Biblical Life and Witness (3)	BINT 3733 Life and Ministry of Jesus (3)

Ministry Majors

The following classes are required of all degree-seeking ministry majors:

Take During the First Year of Enrollment:	**Take During the Second Year of Enrollment:**
BINT 1203 Intro. to the New Testament (3)	BINT 3303 Romans (3)
BIOT 1103 Intro. to the Old Testament (3)	THEO 2103 Systematic Theology I (3)
THEO 1103 Biblical Life and Witness (3)	THEO 2203 Systematic Theology II (3)

If a student fails to make a passing grade in any of these courses, the student must repeat the course at the first opportunity until the course is successfully completed.

English Composition

- ENGL 1113 English Composition I and ENGL 1213 English Composition II must be taken during the first year of classes at MACU.
- A "C" or higher grade in ENGL 1113 and ENGL 1213 is required to complete each class successfully.
- If a student fails to earn a passing grade of "C" or higher in either of these courses, the student must repeat the course at the first opportunity until the course is successfully completed.
- Transfer students who have not transferred credits to MACU for these courses must enroll in these courses as soon as they are offered.

Students who drop/withdraw from any of these courses more than once are immediately barred from University-sponsored extracurricular activities. These activities include representation of the University in activities such as camp teams, summer internships, traveling music groups, traveling choirs, intercollegiate athletics, convention appearances, etc.

To withdraw from any of these core courses, the student must have written verification from their course instructor that they have completed the 10th week of enrollment and have not exceeded the maximum number of absences allowable for the semester and approval from their academic advisor.

Online/Evening Accelerated Undergraduate (10-week term)

English Composition

- ENGL 1113 English Composition I and ENGL 1213 English Composition II must be taken in succession during the first year of classes at MACU.
- A "C" or higher grade in ENGL 1113 and ENGL 1213 is required to complete each class successfully.
- If a student fails to earn a passing grade of "C" or higher in either of these courses, the student must repeat the course at the first opportunity until the course is successfully completed.
- Transfer students who have not transferred credits to MACU for these courses must enroll in these courses as soon as they are offered.

Students who drop/withdraw from any of these courses more than once are immediately barred from University-sponsored extracurricular activities. These activities include representation of the University in activities such as camp teams, summer internships, traveling music groups, traveling choirs, intercollegiate athletics, convention appearances, etc.

To withdraw from any of these core courses, the student must have written verification from their course instructor that they have completed the course up to the last week to withdraw (the 10th week for a 16-week course or the 4th week for a 5 to 8-week course) and have not exceeded the maximum number of absences allowable for the course.

Remedial/Corequisite Courses

Remedial courses are zero-level courses designed to raise students' competency in a subject area to the collegiate level. These courses do not carry college credit or fulfill degree requirements. Corequisite courses are also designed to raise students' competency in a

subject area. However, the corequisite courses are taken at the collegiate level alongside the course subject they are not as proficient in.

Students who do not transfer English Composition I or English Composition II with a grade of a "C" or better or a three-credit hour college-level Mathematics course must take Reading, English, and Mathematics assessments to determine placement. Students who fail to take these assessments by the end of their first course must take subject-area remedial or corequisite courses.

Students with ACT scores below 17 in English or reading or below 16 in math must take a remedial or corequisite English or remedial Mathematics course in the subject area they are deficient in.

Requirements of a Specific Catalog

A student seeking a degree at MACU may complete all requirements for the degree according to the requirements specified in the catalog of the year in which they matriculate or by the requirements of the current official catalog at the time of graduation application. The catalog year shall be considered as beginning with the fall semester.

A student who interrupts their studies at the University for more than two consecutive semesters or one academic year before completing their degree objective and then returns is subject to the requirements outlined in the current catalog for that particular degree. To continue a program under a specific catalog, a student must take a minimum of six credit hours each semester/period of enrollment and complete all degree requirements within six years of the time they first matriculate at MACU.

The University reserves the right to change graduation requirements that may be necessary.

Completion of Requirements

The Office of the Registrar would confer students' programs who have completed all graduation requirements. Refer to the University Catalog under Commencement and Graduation for additional information.

When requested, the University would issue an official letter stating that an individual has completed the graduation requirements, if necessary, before the student has received their diploma. A student who completes graduation requirements is awarded the appropriate diploma with any attendant honors at the time of the next regular Commencement of the University, either in person or in absentia.

Academic Credential Requirements

Students may be awarded various academic credentials in recognition of their successful completion of specified programs of study. These credentials range from certificates to master's degrees. The minimum program lengths for credentials awarded at Mid-America Christian University are as follows:

Certificate—12 semester credit hours
Associate's Degree—60 semester credit hours
Bachelor's Degree—120 semester credit hours
Master's Degree—30 semester credit hours

Note: *These are minimum program lengths. Students should review their degree residency and specific requirements to ensure they meet all criteria for their degree to be awarded.*

Graduation Policy for Associate's Degrees

Students must meet the following requirements to earn an associate's degree from Mid-America Christian University:

Credit Hours
A minimum of 60 credit hours is required, which includes the prescribed hours for biblical studies. Some degree programs may **require more** than this minimum, so students should carefully review their specific program requirements to align with their vocational goals.

Good Standing
Students must be in good standing and not on provisional status. A cumulative grade point average (GPA) of no less than 2.00 ("C" average) is required for graduation.

Application for Graduation
Candidates for graduation in the forthcoming spring Commencement Services must pay any applicable graduation fees and file an Application for Graduation with the Registrar two semesters/periods of enrollment prior to their expected graduation date. This application verifies the name for the diploma, expected graduation date, and other pertinent information needed by the Registrar. Additionally, students must confirm their intention to attend and participate in the Commencement Services. Academic regalia must be ordered by the deadline established by the Office of the Registrar.

Residency Requirements
A minimum of fifteen (15) credit hours must be completed in residence at MACU.

Students who leave MACU and are not enrolled for two or more semesters/enrollment periods must adhere to the current catalog requirements for any degree program.

Course Requirements
Students must complete all requirements for English and the University Core Requirements specific to their program.

Statute of Limitation
All degree requirements must be completed within six years of matriculation. Any extensions to this statute of limitation for other programs require approval from the Dean of Academic Instruction, Program Chair, and Registrar.

Graduation Policy for Bachelor's Degrees

To earn a bachelor's degree from Mid-America Christian University, students must meet the following requirements:

Credit Hours
A minimum of 120 credit hours is required, including the prescribed hours for biblical studies. Some degree programs may require more than this minimum, so students should carefully review their specific program requirements to align with their vocational goals. Students enrolling in Multidisciplinary options may need to take additional electives to meet this undergraduate credit hour minimum requirement.

Good Standing
Students must be in good standing and not on provisional status. A cumulative grade point average (GPA) of no less than 2.00 ("C" average) is required for graduation.

Application for Graduation
Candidates for graduation in the forthcoming spring Commencement Services must pay any applicable graduation fees and file an Application for Graduation with the Registrar two semesters/periods of enrollment prior to their expected graduation date. This application verifies the name for the diploma, expected graduation date, and other pertinent information needed by the Registrar. Additionally, students must confirm their intention to attend and participate in the Commencement Services. Academic regalia must be ordered by the deadline established by the Office of the Registrar.

Residency Requirements
- A minimum of thirty (30) credit hours must be completed in residence at MACU.
- Students who have completed 30-64 hours in residence must complete 15 of the last 24 hours in residence at MACU.
- Students who have completed 65 or more hours in residence must complete 15 of the last 30 hours in residence at MACU.
- Pastoral Ministry and Specialized Ministries majors must complete at least 15 hours of Bible/Theology in residence at MACU.
- Students who leave MACU and are not enrolled for two or more semesters/enrollment periods must adhere to the current catalog requirements for any degree program.
- Senior students who choose to graduate under specific residency options must complete the last 15 hours and send a completed transcript to Mid-America Christian University within one year from the time they leave, or they must fulfill all the residency/graduation/degree requirements of the newest catalog.

Course Requirements
- At least 50 percent of the courses in any major must be upper-division level, and at least 40 hours in the entire program must be upper-division courses.
- Students must complete all requirements for English and the University Core Requirements specific to their program.

Statute of Limitation
All degree requirements must be completed within six years of matriculation. Extensions to this statute of limitation require approval from the Dean of Academic Instruction, Program Chair, and Registrar.

Second Bachelor's Degree

A student may wish to earn more than one bachelor's degree. To graduate with a second degree, the student must have received a bachelor's degree elsewhere or completed a bachelor's degree at Mid-America Christian University and must complete at least 30 additional credit hours beyond the requirements of the first degree. They must also fulfill all course requirements for the second degree. Courses cannot be counted toward both degrees unless specifically required by the catalog.

Additionally, a second bachelor's degree cannot be earned in the same major as the first degree, even if the concentration or option is different. For example, it is not possible to earn both a BS degree in Psychology with an option in Criminal Justice and a BS degree in Psychology with an option in Christian Ministries. Completion of requirements for more than one concentration may be noted on the official transcript, but a second degree will not be awarded.

Please note that the BS in Interdisciplinary Studies cannot be earned as a second or concurrent baccalaureate degree at MACU.

Double Majors

A student can earn a double major by fulfilling the degree requirements of both the primary major and the second major, including any additional departmental requirements from the second major's degree plan as determined by the program's Academic Chair. If general education courses are completed through one college, they do not need to be repeated for the second major if it belongs to a different college. The second major may not necessarily require additional credit hours beyond those required for the first major. The need for additional hours typically depends on the elective allowances of the first major and the extent of course overlap between the two majors.

All components of a student's academic program, including multiple majors, will be noted on the student's transcript while in progress. Students should contact their Academic Advisor or Academic Chair for guidance on adding or removing additional majors from their academic plan.

Accelerated Online/Evening 10- to 12-week term) Programs

Mid-America Christian University offers accelerated programs through the Online/Evening Accelerated (10- to 12-week term) designed to allow working adults with two or more years of college credit to complete a bachelor's degree in just over 18 months. Courses are offered in a one-night-a-week seminar format or 100% online. Both formats are designed to meet the needs of adult learners.

Accelerated Programs (4+1 or 4+3 Programs)

Students in 4+1 or 4+3 accelerated programs are considered undergraduate until all requirements are met. Undergraduate students enrolled in the accelerated program are eligible to enroll in graduate-level courses and seminars. However, they are not eligible for most graduate prerequisites, including teaching and research assistantships and related health insurance, financial aid, or graduate award programs until the undergraduate degree is completed.

Students are reviewed continuously to ensure academic progress in bachelor's and master's degree program requirements.

- Undergraduate students in an accelerated bachelor's/master's degree program before the awarding of their undergraduate degree must complete all of their bachelor's degree requirements and graduate with their undergraduate degree within 24 months of the first day of the semester for which they were admitted to the accelerated program.
- Undergraduate students must maintain a cumulative GPA of 3.00 from the time they apply to the program (at 49 credit hours completed in the undergraduate degree) until they begin taking graduate courses (at 62 credits completed in the undergraduate degree). Additionally, a student must maintain a 3.00 GPA in all coursework. If an undergraduate student's cumulative GPA falls below 3.00 between admission to the accelerated program and the start of coursework, their admission to the accelerated program may be revoked.
- If the student's cumulative, undergraduate, and graduate plan of study GPAs drop below the 3.00 GPA requirement after beginning the master's portion of the accelerated program, they are subject to the academic standing policy for graduate students. While they can still complete their undergraduate degree, they will no longer be eligible to complete the graduate degree as part of the accelerated program.

Deficiencies for students in accelerated programs

- Intended plan of study GPA less than 3.00
- Overall graduate GPA less than 3.00
- Cumulative GPA less than 3.00
- Earning a grade below a "C" in any required course*
- Earning a grade of "I" or "W" in a required course
- Failure to complete the undergraduate degree within 12 months of the first day of the semester for which the student was admitted to the accelerated program

*Students must repeat a course with a grade below a "C" the following semester it is offered and earn a "C" grade or better. Failure to achieve a "C" or better on the second attempt may result in a recommendation for dismissal from the program.

Master's Degree – Minimum Requirements

- A student must be in good standing and not on provisional/conditional status.
- A student must complete all degree requirements with a cumulative grade point average of 3.00 or greater.
- A student must repeat any course with a grade of C within nine (9) hours of receipt of such grade.
- Any grade of D or F must be repeated immediately before proceeding further in the program.
- Receipt of three (3) grades below a B in any given Master's program would result in automatic dismissal.
- A student may only transfer a maximum of six (6) credit hours toward their Master's degree. The School Chair must approve all transfer credits.
- A student must have completed at least twenty-four (24) hours in residence at MACU.
- All degree requirements must be completed within five years of matriculation. The Dean of Academic Instruction, Program Chair, and Registrar must approve any extension to the statute of limitation.

Second Graduate Degrees

The Oklahoma State Regents for Higher Education (OSRHE) does not allow students to obtain a second degree in the same "major" as the first degree, even if the options/concentrations are different. For example, it is not possible to earn both an MBA degree and an MBA degree with an emphasis in Communication. Additionally, because of the OSRHE requirement for a coursework common core within a master's degree options, it should not be assumed that obtaining an additional emphasis/option within the same degree program and level will be possible. Careful discussions and planning with the Enrollment Counselor prior to admission are imperative if such study is desired.

Certificate – Minimum Requirements

- A student must be in good standing and not in provisional/conditional status.
- A student must complete all certificate requirements with a cumulative grade point average of no less than 2.00 for undergraduate certificates and 3.00 for graduate certificates.
- Any grade of C or lower in a graduate certificate program must be repeated as soon as the next section is available.
- A student must have completed at least half the required residence hours at MACU.
- The school chair must approve all transfer credits for a graduate certificate.
- All degree requirements must be completed within five years of matriculation. The Dean of Academic Instruction, Program Chair, and Registrar must approve any extension to the statute of limitation.

Academic Core and Advisement

University Core Requirements

The general education courses establish a broad learning experience for students to build their continuing education progressively. Each student is allowed to build from the following courses to achieve a foundation of general knowledge that would serve them best in pursuing their degree. The courses listed below constitute the core requirements. The specific requirements of each program are given in the program course outline.

Bible and Theology – 6-12 hours
BINT 1203 Intro to the New Testament
BINT 1223 Intro to the Bible
BINT 2103 Basic Principles of Inductive Bible Study
BINT 2303 Survey of Romans
BINT 3713 Life and Teachings of Jesus
BINT 3733 Life and Ministry of Jesus
BINT 3303 Romans
BIOT 1103 Intro to the Old Testament
THEO 1103 Biblical Life and Witness
THEO 2303 Intro to Christian Theology

Communication - 9 hours
ENGL 1113 English Composition I*
ENGL 1213 English Composition II*
COMM 1103 Fundamentals of Public Speaking*

U.S. History and Government - 6 hours
POLS 1103 American Federal Government*
HIST 2103 American History I
HIST 2203 American History II

Science - 6 hours plus 1 hour of lab
BIOL 1013 Medical Terminology
BIOL 1133 General Nutrition
BIOL 2103 Environmental Science
BIOL 2104 Environmental Science and Lab
BIOL 3404 Ecology
BIOL 1113 General Biology (non-majors)
BIOL 1114 General Biology and Lab
BIOL 1441 University Science Lab
NATS 2501 Intro. to Meteorology Lab
NATS 2503 Intro. to Meteorology
NATS 2601 Astronomy Lab
NATS 2603 Astronomy
PHYS 1133 General Physics I
PHYS 1134 General Physics I (with Lab)

Math - 3 hours
MATH 1103 College Math
MATH 1513 College Algebra
MATH 2203 Math for Teachers I
MATH 2503 Business Math
MATH 3703 Introduction to Statistics

Social Sciences - 3 hours
PSYC 1103 Introduction to Psychology
SOCI 1103 Introduction to Sociology
SOCI 1203 Social Problems

Humanities - 6 hours (must take 3 hours of literature)
COMM 4103 Special Topics in Media Studies
ENGL 2103 British Lit. Survey: Middle Ages to Restoration and 18th Century
ENGL 2203 British Lit. Survey: Romantic Period to the Present
ENGL 2303 World Lit. Survey: The Ancient World to the Renaissance
ENGL 2403 World Lit. Survey: Renaissance to the Modern Era
ENGL 2503 American Lit. Survey: Before 1865
ENGL 2603 American Lit Survey: After 1865
GEOG 2603 Human World Geography
HIST 1103 History of World Civilization I
HIST 1203 History of World Civilization II
HUMN 2113 The African-American Experience
MUSI 1113 Appreciation of Music and Fine Arts
PHIL 1203 Critical Thinking
PHIL 2103 Introduction to Philosophy and Ethics
SOCI 2243 Introduction to Cultural Anthropology

Total 40 - 46 hours

***Indicates required course**

Students pursuing an Associate's degree must complete six (6) hours of Bible/Theology (THEO 1103 and BINT 1223).

Students pursuing a bachelor's degree must complete 12 hours of Bible/Theology.

- Traditional (16-week term) (Traditional (16-week term)) non-ministry major students must take BINT 1223, BINT 3303, BINT 3733, and THEO 1103.
- Online/Evening Accelerated (10- to 12-week term) (Online/Evening Accelerated (10- to 12-week term)) non-ministry major students may take any combination of Bible/Theology courses.
- All Traditional (16-week term) Ministry major students must take BIOT 1103, BINT 1203, BINT 3303, and THEO 1103/THEO 2303 (see degree sheet for more information).
- All Online/Evening Accelerated (10- to 12-week term) Ministry major students must take BIOT 1103, BINT 1203, BINT 2103, and THEO 2303 (see degree sheet for more information).

Students should consult their program course outline for degree-specific University Core Requirements.

Pre-Professional Academic Advisement

Whether you are considering a career in law, medicine, or health, MACU has academic advisement for each area. This advisement offers suggestions for helpful classes, specific courses, prerequisites, and general information about respective programs. The pre-professional advisement does not advise you regarding specific classes you must take for a specific major. Still, it would offer information about application to a professional school, the admission process, and writing personal statements. For semester-to-semester advising for your major plan of study, students need to visit the academic advisor in their degree-granting college for specific admissions requirements to that institution.

Focus

- Select a major you would enjoy and be happy with, even if you do not go to graduate school or if there is a gap between college and graduate school.
- Be bold in choosing your major. Unfortunately, there is no one-size-fits-all major for most graduate schools.
- Discuss your interests with your advisor.

Pre-Dental Advising

Important Factors for Admissions to Dental School:

- An undergraduate degree in science is recommended but not required
- Undergraduate Grade Point Average of 2.5 or higher
- Resume –experience shadowing in a dental office
- Dental Admissions Test (DAT) Score
- Letters of Recommendation
- Personal Statement/Interview

Pre-Dental Recommended Courses

BIOL 1214 Biology I
BIOL 1314 Biology II
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I lab
CHEM 3203 Organic Chemistry I
CHEM 3202 Organic Chemistry II lab
MATH 2114 Calculus I and Analytic Geometry
PHYS 1134 Physics I (with lab)
PHYS 1234 Physics II (with lab)

Pre-Engineering Advising

There are more than 25 different areas of study within the engineering discipline. There are also many sub-disciplines within each umbrella category as well. For example, the broad field of chemical engineering encompasses areas such as process engineering, corrosion engineering, and materials engineering. Naturally, these varying fields can involve very different courses of study. However, all engineering disciplines share certain core competencies that must be mastered to enter this highly competitive profession before transferring to an engineering college to complete their engineering degree of choice. However, many students opt to remain at MACU and finish a degree in mathematics. Then, they are eligible to do many of the engineers' jobs, or they can go to an engineering university and work on a master's degree. Since a mathematics degree is broader than an engineering degree, graduates would have more options for career choices if they graduate in mathematics.

Important Factors for Admissions to Engineering School:

- An undergraduate degree in mathematics is recommended
- Undergraduate Grade Point Average
- Resume –experience

Pre-Engineering Recommended Courses

Pre-Engineering All Tracks
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CMSC 4103 Introduction to R for Data Analytics
Engineering Course (3 hrs.)
Capstone/Internship in the field (3 hrs.)
PHYS 1134 Physics II with lab
Chemical and Environmental Engineering
Physical Chemistry with lab
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I lab
CHEM 3203 Organic Chemistry I
CHEM 3202 Organic Chemistry II lab
Biomedical Engineering
BIOL 1214 Biology I
BIOL 3354 Genetics
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I lab
CHEM 3203 Organic Chemistry I
CHEM 3202 Organic Chemistry II lab
CHEM 3123 Principles of Biochemistry

Pre-Law Advising

The American Bar Association (ABA) does not recommend any undergraduate majors or group of courses to prepare for legal education. Students admitted to law school from almost every academic discipline. You may choose to major in subjects that are considered to be traditional preparation for law schools, such as history, English, philosophy, political science, economics, or business, or you may focus your undergraduate studies in areas as diverse as art, music, science and mathematics, computer science, engineering, nursing or education. Whatever major you select, you are encouraged to pursue an area of study that interests and challenges you while taking advantage of opportunities to develop your research and writing skills. Taking a broad range of difficult courses from demanding instructors is excellent preparation for legal education. A sound legal education would build upon and further refine the skills, values, and knowledge that you already possess.

Important Factors for Admissions to Law School:

- Undergraduate Grade Point Average
- Law School Admission Test (LSAT) Score
- Resume
- Letters of Recommendation
- Personal Statement

Pre-Law Recommended Courses

ACCN 4623 Accounting Legal Environment
BUAD 3323 Legal Environment of Business
COMM 3233 Media Law and Ethics
CRJS 3303 Criminal Justice Philosophy and Practice
CRJS 3503 Criminal Law I
CRJS 3513 Criminal Law II
ECON 2503 Survey of Economics
ENGL 3503 Advanced Composition
ENGL 3703 Creative Writing
ENGL 4203 Modern Grammar
ENGL4303 Shakespeare

ENGL 4333 The Fiction Works of C.S. Lewis
ENGL 4353 The Apologetics Works of C.S. Lewis
ENGL 4503 History of the English Language
ENGL 4533 Critical Approaches to Literature
HC 3503 Legal Aspects of Healthcare Management
HIST 4103 Colonial Period
HIST 4203 19th Century United
HIST 4213 Twentieth Century United States History
HIST 4323 Directed Readings in US History
MATH 3403 Discrete Math
PHIL 3203 Making of the Modern Mind
PMIN 4233 Nonprofit and American Church Law

Pre-Med Advising

Important Factors for Admissions to Med School:

- Undergraduate degree, science or psychology major is preferred
- Undergraduate Grade Point Average (GPA) of 3.5 or higher and a 3.5 Science GPA
- Medical College Admission Test (MCAT) Score
- Letters of Recommendation

Pre-Med Courses

BIOL 1133 General Nutrition
BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 2114 General Zoology
BIOL 2214 General Botany
BIOL 3114 Human Anatomy
BIOL 3214 Human Physiology
BIOL 3305 Microbiology
BIOL 3334 Cell Biology **or**
BIOL 3354 Genetics
BIOL 4124 Histology
BIOL 4213 History of Science
BIOL 4314 Embryology
BIOL 4501 Biology Research
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3123 Principles of Biochemistry
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I Lab
CHEM 3203 Organic Chemistry II
CHEM 3202 Organic Chemistry II Lab
MATH 2114 Calculus I and Analytic Geometry
MATH 3703 Introduction to Statistics
PHYS 1134 Physics I (with Lab)
PHYS 1234 Physics II (with lab)
PSYC 4703 Psychology of Abnormal Behavior

Pre-Nursing Advising

Important Factors for Admissions to Nursing School:

- Undergraduate associate's degree
- Undergraduate Grade Point Average

Pre-Nursing Courses

BIOL 1133 General Nutrition
BIOL 1214 Biology I **or** *BIOL 1114 General Biology and Lab*
BIOL 1314 Biology II
BIOL 3305 Microbiology
CHEM 1105 General Chemistry I
PSYC 1103 Introduction to Psychology
Anatomy Options:
BIOL 3114 Human Anatomy ***and*** BIOL 3214 Human Physiology
(***or*** *BIOL 2314 Anatomy and Physiology I* ***and*** *BIOL 2324 Anatomy and Physiology II)*

Pre-Occupational Therapy Advising

Important Factors for Admissions to Occupational Therapy School:

- Undergraduate degree in any major, but science or psychology is preferred
- Undergraduate Grade Point Average of 3.0 or higher
- Resume – 40 hours of observation experience in an occupational therapy environment
- Graduate Record Examination (GRE) Score

Pre-Occupational Therapy Courses

BIOL 1013 Medical Terminology
BIOL 1214 Biology I
BIOL 3114 Human Anatomy
BIOL 3214 Human Physiology
CHEM 1105 General Chemistry I
MATH 3703 Introduction to Statistics
PHYS 1134 Physics I (with Lab)
PSYC 3303 Development Across the Lifespan
PSYC 4703 Psychology of Abnormal Behavior
SOCI 2243 Introduction to Cultural Anthropology

Pre-Optometry Advising

Important Factors for Admissions to Optometry School:

- Undergraduate degree in any major, but science is preferred
- Undergraduate Grade Point Average of 2.5 or higher
- Resume – 40 hours of observation experience in an optometry office

Pre-Optometry Courses

BIOL 3114 Human Anatomy
BIOL 3214 Human Physiology
BIOL 3305 Microbiology
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I lab
CHEM 3203 Organic Chemistry I
CHEM 3202 Organic Chemistry II lab
CHEM 3123 Principles of Biochemistry
MATH 2114 Calculus I and Analytic Geometry
MATH 3703 Introduction to Statistics
PHYS 1134 Physics I (with Lab)
PSYC 4703 Psychology of Abnormal Behavior

Pre-Pharmacy Advising

Important Factors for Admissions to Pharmacy School:

- Undergraduate Grade Point Average of 2.5 or higher

Pre-Pharmacy Recommended Courses

BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 3305 Microbiology
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I lab
CHEM 3203 Organic Chemistry I
CHEM 3202 Organic Chemistry II lab
MATH 2114 Calculus I and Analytic Geometry
PHYS 1134 Physics I (with Lab)

Pre-Physical Therapy Advising

Important Factors for Admissions to Physical Therapy School:

- Undergraduate degree in any major, but science or psychology is preferred
- Undergraduate Grade Point Average of 2.5 or higher
- Graduate Record Examination (GRE) Score
- Letters of Recommendation

Pre-Physical Therapy Courses

BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 3114 Human Anatomy
BIOL 3214 Human Physiology
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
MATH 3703 Introduction to Statistics
PHYS 1134 Physics I (with Lab)
PHYS 1234 Physics II (with lab)
PSYC 4703 Psychology of Abnormal Behavior

Pre-Physician Assistant Advising

Important Factors for Admissions to Physician Assistant School:

- Undergraduate degree in any major, but science or psychology is preferred
- Undergraduate Grade Point Average of 3.0 or higher
- Graduate Record Examination (GRE) Score
- Letters of Recommendation

Pre-Physician Assistant Courses

BIOL 1133 General Nutrition
BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 3114 Human Anatomy
BIOL 3214 Human Physiology
BIOL 3305 Microbiology
BIOL 3334 Cell Biology or
BIOL 3354 Genetics
BIOL 4314 Embryology
BIOL 4124 Histology
BIOL 4501 Biology Research
CHEM 3123 Principles of Biochemistry
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3123 Principles of Biochemistry
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I Lab
CHEM 3203 Organic Chemistry II
CHEM 3202 Organic Chemistry II Lab
MATH 2114 Calculus I & Analytic Geometry
MATH 3703 Introduction to Statistics
PHYS 1134 Physics I (with Lab)
PHYS 1234 Physics II (with lab)
PSYC 4703 Psychology of Abnormal Behavior

Pre-Veterinary Medicine Advising

Important Factors for Admissions to Veterinary Medicine School:

- Undergraduate degree in any major, but science or psychology is preferred
- Undergraduate Grade Point Average of 2.5 or higher
- Medical College Admission Test (MCAT) or Graduate Record Examination (GRE) Score
- Resume – 40 hours of observation experience working with animals
- Letters of Recommendation

Pre-Veterinary Medicine Courses

Animal Nutrition
BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 2114 General Zoology
BIOL 3305 Microbiology
BIOL 3354 Genetics
BIOL 4124 Histology
CHEM 3123 Principles of Biochemistry
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I Lab
CHEM 3203 Organic Chemistry II
CHEM 3202 Organic Chemistry II Lab
PHYS 1134 Physics I (with Lab)
PHYS 1234 Physics II (with lab)
PSYC 4703 Psychology of Abnormal Behavior or
SOCI 2243 Introduction to Cultural Anthropology

Interdisciplinary Studies

A bachelor in Interdisciplinary Studies (IDS) is an individualized major program that allows students with a specific field of study interest that is not covered by any available MACU major the opportunity to design their degree program. The student's assigned IDS academic advisor discusses and oversees this process, and all plans are reviewed through the Office of the Registrar. A student's major design should include a minimum of synthesizing content from two disciplines plus additional supporting courses to the selected field of study or a multidisciplinary concentration. A student may draw upon the resources of all programs of the University to create an individualized degree program.

Academic Advisors

Bland, Rebeccah, MA (2012)

Assistant Professor: School of English

BA, Southwestern Christian University; MA, University of Central Oklahoma

Castleberry, Garret, PhD (2017)

Co-Chair/Professor: School of Humanities and Social Sciences

BA, Southwestern Oklahoma State University; MA, University of North Texas; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

Specific courses may be required prerequisites for an area of study. Please consult your advisor to determine any prerequisites that you may need. See the Academic Program Requirements section of this Catalog for additional requirements.

MAJOR CORE (33 Hrs)		
Areas of Study require a minimum of 9 hours in upper-level courses. This may be taken in one Area of Study or split between various Areas of Study for a minimum of 18 hours in upper-level courses.		
Area of Study One		15
Area of Study Two		15
^ MGMT 4203	Managing Teams	3
May choose a third Area of Study. Each Area of Study should have a minimum of 15 credits, and the combined total should not exceed 45 credits.		
Upper-Division Electives/Third Area of Study		15
ELECTIVES (41 Hrs) (1 hour of upper-division may be needed to meet the minimum 40)		

^ Capstone course and should always be last in the program

Total University Core	**46**
Total Major	**33**
Total Electives/Third Area of Study	**41**
Total Required Hours	**120**

Interdisciplinary Major Areas of Study

In consultation with an advisor, each student devises the study plan for each discipline and selects at least 15 semester credit hours of coursework related to the topic, drawn from at least two academic disciplines. In addition to the two areas of discipline, the student may also wish to complete a third area of discipline.

The following disciplines are pulled from current MACU programs and provide a guide of recommended courses for each area of study.

Accounting Discipline Option (15 Hrs.)

For the bookkeeping path:

ACCN 2103 Accounting I: Financial Accounting

ACCN 2203 Accounting II: Managerial Accounting (**Prerequisite:** ACCN 2103)

ACCN 3953 Accounting Information Systems (**Prerequisite:** ACCN 3913)

ACCN ____ Accounting Upper-level Elective

ACCN ____ Accounting Upper-level Elective

For income tax path:

ACCN 3933 Income Tax I (**Prerequisite:** ACCN 3913)

ACCN 3943 Income Tax II (**Prerequisite:** ACCN 3933)

ACCN 4623 Accounting Legal Environment

ACCN ____ Accounting Elective

ACCN ____ Accounting Elective

Biology Discipline Option (15 Hrs.)

BIOL 1214 Biology I

BIOL 3404 Ecology (**Prerequisites:** MATH 1513, BIOL 1114 ***or*** *BIOL 1214*, BIOL 2104)

CHEM 1105 General Chemistry I (**Prerequisite:** ACT Math 22 or above, MATH 1513 College Algebra, or instructor approval)

BIOL/CHEM/NATS ___ Science Upper-level Elective

BIOL/CHEM/NATS ___ Science Upper-level Elective

Business Administration Discipline Option (15 Hrs.)

MGMT 2303 Management Principles

BUAD/MGMT ____ Business Elective

BUAD/MGMT ____ Business Upper-level Elective

BUAD/MGMT ____ Business Upper-level Elective

BUAD/MGMT ____ Business Upper-level Elective

Christian Ministries Discipline Option (15 Hrs.)

BINT 2103 Basic Principles of Inductive Bible Study

PMIN 3123 Evangelism and Discipleship

THEO 2303 Introduction to Christian Theology (**Prerequisites:** BINT 1203)

PMIN/BINT/BIOT/THEO - Ministry, Bible, or Theology Upper-level Elec

PMIN/BINT/BIOT/THEO - Ministry, Bible, or Theology Upper-level Elec

Criminal Justice Discipline Option (15 Hrs.)

Generalist Path:

CRJS 3103 Introduction to Criminal Justice

CRJS 3503 Criminal Law I

CRJS 3513 Criminal Law II

CRJS ____ Criminal Justice Elective

CRJS ____ Criminal Justice Elective

Investigations Path:

CRJS 4103 Identification, Collection, and Preservation of Evidence

CRJS 4113 Principles of Investigation

CRJS 4513 Interview and Interrogation Techniques (**Prerequisite:** COMM 1103)
CRJS ____ Criminal Justice Elective
CRJS ____ Criminal Justice Elective
Police Operations Path:
CRJS 4013 Human Trafficking
CRJS 4403 Police Administration
CRJS 4533 Anti-Terrorism and Homeland Security (**Prerequisite:** CRJS 3503)
CRJS ____ Criminal Justice Elective

Cybersecurity Discipline Option (15 Hrs.)
MISE 1203 Basics of Networking
MISE 2103 Client-Server Networks I
MISE 2303 Client-Server Networks II
CYBR 3003 Securing Information
CYBR ____ Cybersecurity Upper-level Elective

Data Analytics Discipline Option (15 Hrs.)
CMSC 1203 Foundations of Programming
MATH 3703 Introduction to Statistics
MISE 4643 Database Management
MATH/MISE/CMSC/MGMT ____ Computer Science, Math, or Management Information Upper-level Elective
MATH/MISE/CMSC/MGMT ____ Computer Science, Math, or Management Information Elective

English Discipline Option (15 Hrs.) ** Traditional Only**
Composition and Writing Path:
ENGL 3503 Advanced Composition
ENGL 3703 Creative Writing
ENGL 4203 Modern Grammar
ENGL ____ English Elective
ENGL ____ English Elective
Major Authors Path:
ENGL 4143 Women in Lit (**Prerequisites:** ENGL 1113 and ENGL 1213)
ENGL 4303 Shakespeare (**Prerequisite:** ENGL 1113 and ENGL 1213)
ENGL 4333 The Fiction Works of C.S. Lewis
ENGL ____ English/Literature Elective
ENGL ____ English/Literature Elective
Literature in American Culture Path:
ENGL 3713 Ethnic American Literature
ENGL 3733 Native American Lite
ENGL 3923 Cultural Theory and Popular Culture (**Prereq:** ENGL 1113/1213)
ENGL ____ English/Literature Elective
ENGL ____ English/Literature Elective

Healthcare Management Discipline Option (15 Hrs.)
HC 3203 Introduction to Healthcare Management
HC 3503 Legal Aspects of Healthcare Management
HC 4103 Healthcare Economics
HC 4303 Healthcare Information Systems
HC ____ Healthcare Elective

Management and Ethics Discipline Option (15 Hrs.)
MGMT 2303 Management Principles
MGMT/BUAD ____ Management/Business Elective
MGMT 4433 Managing Change
MGMT 4303 Accounting for Managers
MGMT/BUAD ____ Management/Business Upper-level Elective

Marketing Discipline Option (15 Hrs.)
MKTG 2273 Marketing Principles
MKTG 3143 Consumer Behavior
MKTG 3273 Professional Selling
MKTG 3253 Digital Marketing
MKTG 4233 Marketing Research Essentials

Mathematics Discipline Option (15 Hrs.)
MATH 2114 Calculus (**Prerequisites:** MATH 1513 or high school credit for Calculus)
MATH 3703 Introduction to Statistics
MATH 4113 Mathematical Modeling (**Prerequisite:** MATH 1513)
MATH ____ Mathematics Upper-level Elective
MATH ____ Mathematics Elective

Media Production and Communications Path: (15 Hrs.)
Choose one course from each COMM area or Communication Elective
Communication Studies (Generalist):
COMM 2113 Foundations of Communication and Media
COMM 3433 Research Design Methods
COMM 4603 Creating Social Media Presence and Strategic Interviewing
COMM ____ Media Production, Comm Upper-level Elective
COMM ____ Media Production, Communication Elective
Media Studies Path:
COMM 2113 Foundations of Communication and Media
COMM 4103 Special Topics in Media Studies
COMM 4413 Media Television History
COMM ____ Media Production, Comm Upper-level Elective
COMM ____ Media Production, Communication Elective
Public Relations Path:
COMM 2803 Multimedia Storytelling
COMM 3533 Advertising, Brand Management, and Audio Production
COMM 3903 Integrated Marketing and Public Relations
COMM ____ Media Production, Comm Upper-level Elective
COMM ____ Media Production, Communication Elective
Social Media Studies Path:
COMM 2123 Introduction to Computer-Mediated Communication
COMM 2143 Digital Media Literacy
COMM 2803 Multimedia Storytelling
COMM ____ Media Production, Comm Upper-level Elective
COMM ____ Media Production, Comm Upper-level Elective

Ministry Leadership Discipline Option (15 Hrs.)
BINT 3703 History of Christian Thought 1
PMIN 1103 Foundations of Ministry
PMIN 4303 Leadership Formation (**Prerequisites:** PMIN 1103)
PMIN/BINT/BIOT/THEO ____ Ministry, Bible, Theology Upper-level Elec
PMIN/BINT/BIOT/THEO ____ Ministry, Bible, Theology Elective

Pre-Nursing Discipline Option (16-17 Hrs.)
Please note that the laboratory components for the Anatomy & Physiology I & II, Microbiology, and Chemistry courses must be conducted at least 75% face-to-face. Additionally, students must earn a grade of 'C' or better in these laboratory courses to successfully complete them.
BIOL 1113/1214 General Biology/Biology I with Lab
BIOL 3114/2314 Human Anatomy/Anatomy & Physiology I
BIOL 3214/2324 Human Physiology/Anatomy & Physiology II
CHEM 1105 General Chemistry I (**Prerequisites:** ACT Math 22 or above, MATH 1513 College Algebra, or instructor approval)

Psychology Discipline Option (15 Hrs.)
PSYC 4703 Psychology of Abnormal Behavior (**Prerequisite**: PSYC 1103)
PSYC 3303 Development Across the Life Span (**Prerequisite**: PSYC 1103)
PSYC 3633 Psychology of Addictions and Substance Abuse (**Prerequisite:** PSYC 1103)
PSYC ____ Psychology Elective
PSYC ____ Psychology Elective

Sports Management and Ethics Discipline Option (15 Hrs.)
SMGT 3313 Sports Marketing
SMGT 3113 Leadership and Ethics in Sports
SMGT 3123 Sociology of Sports
SMGT ____ Sports Management Elective
SGMT ____ Sports Management Elective

Concentration Options

In addition to the areas of study, students may choose to complete a concentration from other current programs at MACU as electives. If the student does not wish to complete a concentration, the student may work with their advisor to select electives from any area of study.

The following concentrations are an advising guide for recommended courses in each study area. Students must work with their advisors to determine the courses for their concentration or electives.

Business Administration Concentration (18 Hrs.)
ACCN 2103 Accounting I: Financial Accounting
BUAD 3323 Legal Environment of Business
FINC 3403 Business Finance
MGMT 2303 Management Principles
MGMT 3323 Human Resource Management
MKTG 2273 Marketing Principles

Children's Ministry Concentration (18 Hrs.)
EDUC 4203 Instructional Strategies, Mgmt., and Assessment I
EDUC 4223 Students with Exceptionalities
PMIN 3303 Christian Worship
PMIN 4503 The Church's Ministry to Families
PSYC 3303 Development Across the Lifespan
Electives (3 Hrs.)
Choose 3 hours of electives.
The following are not required but recommended.
ECED 3103 Nutrition and Physical Development in Early Childhood
ECED 4103 Family & Community Relationships in Early Childhood Educ
PMIN 3313 Children's Ministry
PSYC 3623 Dynamics of the Family in Crisis

Communication Concentration (18 Hrs.)
COMM 2143 Digital Media Literacy
COMM 3213 Organizational and Professional Communication
COMM 3533 Advertising, Brand Management, and Audio Production
COMM 3903 Integrated Marketing and Public Relations
COMM 4103 Special Topics in Media Studies
COMM 4603 Creating Social Media Presence and Strategic Interviewing

Christian Ministries Concentration (18 Hrs.)
BINT 2103 Basic Principles of Inductive Bible Study
BINT 3103 Synoptic Gospels
PMIN 1103 Foundations of Ministry
PMIN 4303 Leadership Formation
THEO 3603 Spiritual Formation
THEO 4323 The Teachings of Wesleyan-Arminian Theology

Christian Worship Concentration (18 Hrs.)
BIOT 3113 Psalms and Poetic Literature
MUSI 4243 Music Ministry
MUSI 4603 Hymnology/Music Text
PMIN 3303 Christian Worship
PMIN 4113 Internship in Professional Ministries
MUSI/BIOT/BINT//PMIN/THEO ____ Music, Ministry, Bible, Theo Elective

Criminal Justice Concentration (18 Hrs.)
CRJS 3003 Victimology
CRJS 3103 Introduction to Criminal Justice
CRJS 3503 Criminal Law I
CRJS 3703 Criminal Procedures
CRJS 3813 Community Relations
CRJS 4513/4533 Interv & Interrog Tech//Anti-Terror & Homeland Security

Data Analytics Concentration (18 Hrs.)
CMSC 1203 Foundations of Programming
CMSC 3103 Analytics Management
CMSC 3463 Advanced Structured Query Language (SQL)
MATH 3703 Introduction to Statistics
MATH 4113 Math Modeling
MISE 4663 Business Intelligence/Data Analytics

Healthcare Management Concentration (18 Hrs.)
HC 3203 Introduction to Healthcare Management
HC 3223 Healthcare Marketing
HC 3313 Healthcare Human Resource Management
HC 3503 Legal Aspects of Healthcare Management
HC 4303 Healthcare Information Systems
^HC 4203 Healthcare Operations Management

Management Information Systems Concentration (18 Hrs.)
CMSC 1203 Foundations of Programming
MISE 4643 Database Management
MISE 4663 Business Intelligence/Data Analytics
Select 9 hours from the following:
CMSC 3123 Working with Data Structures
MISE 4213 Configuring E-Mail and Web Services
MISE 4513 Advanced Networks
CYBR 3003 Securing Information
CYBR 3103 Risk Management and IT Security
CYBR 3503 Securing Windows
CYBR 4503 Cloud Security

Marketing Concentration (18 Hrs.)
MKTG 2273 Marketing Principles
MKTG 3143 Consumer Behavior
MKTG 3273 Professional Selling
MKTG 3253 Digital Marketing
MKTG 4233 Marketing Research Essentials
MKTG ___ Marketing Elective

Pastoral Care Concentration (18 Hrs.)
PMIN 3643 Stephen Ministry
PMIN 3303 Christian Worship
PMIN 4973 Pastoral Care in the Local Church
PMIN 4983 Practicum in Pastoral Care II
PSYC 4813 Professional Ethics and Conduct
PMIN/BINT/BIOT/THEO ____ Ministry, Bible, Theology Elective

Psychology Concentration (18 Hrs.)
PSYC 3303 Development Across the Life Span
PSYC 3633 Psych of Addictions & Substance Abuse
PSYC 3903 Stress Management
PSYC 4703 Psychology of Abnormal Behavior
PSYC 4803 Personality Development
PSYC 4813 Professional Ethics & Conduct

Sports Management Concentration (18 Hrs.)
SMGT 3313 Sports Marketing
SMGT 3113 Leadership and Ethics in Sports
SMGT 3123 Sociology of Sports
SMGT 3513 Sports Fundraising and Sponsorship
SMGT 4123 Sports Facilities Management
SMGT 4223 Sports Law and Risk Management

Youth Ministry Concentration (18 Hrs.)
PMIN 3153 Youth Ministry Methods and Curriculum
PMIN 3303 Christian Worship
PMIN 3513 Youth Ministry
PMIN 4503 Church's Ministry to Families
PSYC 3633 Psychology of Addictions and Substance Abuse
PMIN/BINT/BIOT/THEO ____ Ministry, Bible, Theology Elective

Multidisciplinary Options

Multidisciplinary options allow a unique opportunity for students interested in more than one academic discipline to choose a current MACU program for the primary course of study and a secondary discipline of study. The courses required in the secondary discipline are taken in place of the primary program's electives. When the student designates the primary and secondary multidisciplinary course of study, they must be approved by the chairpersons of the two academic disciplines.

- When a Multidisciplinary course of study is requested, it must be approved by both chairpersons of each discipline.
- Additional electives may be required to meet the minimum degree requirements
- Degree Programs – Multidisciplinary options are available with the degree programs listed below:
  - Biology
  - Media Production and Communication
  - English
  - Mathematics
  - Ministry Leadership
  - Psychology

One of the following Multidisciplinary focus areas of study may be added to any of the above-listed Degree Programs.

Biology (34-37 Hrs.)

Choose one focus area: Cellular, Human, or Organismal.

Cellular (36 Hrs.)

BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 3305 Microbiology
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
CHEM 3103 Organic Chemistry I
CHEM 3102 Organic Chemistry I Lab
BIOL 3334 Cell Biology
BIOL 3354 Genetics
BIOL 4501 Biology Research

Human (36 Hrs.)

BIOL 1214 Biology I
BIOL 1314 Biology II
BIOL 3305 Microbiology
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
BIOL 4124 Histology
BIOL 4501 Biology Research
BIOL 3114/2314 Human Anatomy/Anatomy and Physiology I
BIOL 3214/2324 Human Physiology/Anatomy and Physiology II

Organismal (34-35 Hrs.)

BIOL 1214 Biology I
BIOL 1314 Biology II
CHEM 1105 General Chemistry I
CHEM 1205 General Chemistry II
BIOL 3214 Human Physiology
BIOL 4144 Plant Taxonomy
BIOL 4501 Biology Research Organismal Options
BIOL 2114/2214 General Zoology/General Botany
BIOL 3363/3404 Evolution/Ecology

Business Administration (30 Hrs.)

ACCN 2103 Accounting I: Financial Accounting
BUAD 2503 Business and Professional Communication
BUAD 3323 Legal Environment of Business
ECON 2503 Survey of Economics
FINC 3403 Business Finance
MGMT 2303 Management Principles
MGMT 3323 Human Resource Management
MKTG 2273 Marketing Principles
Select six (6) additional upper-division hours within the Business disciplines.

Data Analytics (30 Hrs.)

CMSC 1203 Foundations of Programming
CMSC 3103 Analytics Management and Presentation
CMSC 3463 Advanced Structured Query Language (SQL)
CMSC 4103 Introduction to R for Data Analytics
MATH 3103 Linear Algebra
MATH 3703 Introduction to Statistics
MATH 4113 Mathematical Modeling
MATH 4243 Regression Analysis
MISE 4643 Database Management
MISE 4663 Business Intelligence/Data Analytics

English (30 Hrs.)

ENGL 3703 Creative Writing
ENGL 3503 Advanced Composition
ENGL 4203 Modern Grammar
ENGL 4303 Shakespeare
ENGL 4503 History of English Language
ENGL 4533 Crit. Approach to Literature
Select 12 additional hours from other courses within the discipline:
ENGL 2103 British Literature Survey I
ENGL 2203 British Literature Survey II
ENGL 2303 World Lit Sur: Ancient World-Renaissance
ENGL 2403 World Lit Sur: Renaissance-Modern Era
ENGL 2503 American Lit Sur: Before 1865
ENGL 2603 American Lit Sur: Since 1865

Management and Ethics (30 Hrs.)

BUAD 2113 Business Software Applications
BUAD 2503 Business and Professional Communications
FINC 3403 Business Finance
MGMT 2303 Management Principles
MGMT 3323 Human Resource Management
MGMT 4203 Managing Teams
MGMT 4303 Accounting for Managers
MGMT 4433 Managing Change
MGMT ____ Management Upper-level course
MGMT ____ Management Upper-level course

Marketing (30 Hrs.)

MKTG 2273 Marketing Principles
MKTG 4253 Marketing Analytics
MKTG 3143 Consumer Behavior
MKTG 3273 Professional Selling
MKTG 3253 Digital Marketing
MKTG 4233 Marketing Research Essentials
MKTG 4533 Brand Management & Strategy
MKTG ____ Marketing Elective Upper-level course
MKTG ____ Marketing Elective Upper-level course
^MKTG 4843 Integrated Marketing Communications

Mathematics (32 Hrs.)

MATH 2114 Calculus I and Analytic Geometry
MATH 2214 Calculus II
MATH 2313 Calculus III
MATH 3103 Linear Algebra
MATH 3403 Discrete Math
MATH 4203 Mathematical Statistics
CMSC 1203 Foundations of Programming
Select nine (9) additional hours from courses within the Mathematics discipline.

Media Production and Communication (30 Hrs.)

COMM 2113 Foundations of Communication and Media
COMM 2143 Digital Media Literacy
COMM 2803 Multimedia Storytelling
COMM 3533 Advertising, Brand Management, and Audio Production
COMM 4603 Creating Social Media Presence and Strategic Interviewing
COMM 4803 Media Production and Communication Capstone
Select 12 additional hours from other courses within the discipline:
COMM 2123 Introduction to Computer-Mediated Communication
COMM 2243 Introduction to Virtual Reality
COMM 3213 Organizational and Professional Communication
COMM 3233 Media Law and Ethics
COMM 3433 Research Design Methods
COMM 3903 Integrated Marketing and Public Relations
COMM 4103 Special Topics in Media Studies
COMM 4413 Media Television History

Ministry Leadership (33 Hrs.)

PMIN 1103 Foundations of Ministry
PMIN 1203 Christian Formation
PMIN 3103 Homiletics I
PMIN 3123 Evangelism and Discipleship
PMIN 3713 Workshop in Pastoral Ministry
PMIN 4233 Nonprofit/American Church Law
PMIN 4303 Leadership Formation
THEO 2103 Systematic Theology I
THEO 2203 Systematic Theology II
Select three (3) additional hours of Inductive Bible Study Courses
BINT 3103 The Synoptic Gospels
BINT 3603 Hebrews and General Letters
BINT 3633 Pastoral Letters
Select three (3) additional hours from Applied Learning Courses
PMIN 3133 Introduction to Spiritual Direction
PMIN 3643 Stephen Ministry
PMIN 4113 Internship in Professional Ministry
PMIN 4893 Practicum in Pastoral Care I
PMIN 4983 Practicum in Pastoral Care II

Professional Education (30 Hrs.)

EDUC 2103 Foundations of Education for Alternative Certification
EDUC 3103 Educational Psychology
EDUC 3233 Probability and Statistics for Teachers
EDUC/PSYC 3303 Development Across the Life Span
EDUC 4223 Students with Exceptionalities
EDUC 4203 Instructional Strategies, Mgmt., and Assessment I
EDUC 4213 Instructional Strategies, Mgmt., and Assessment II
Select nine (9) additional hours from the following courses:
EDUC 3203 Teaching with Technology
EDUC 4543 Teaching with Trauma-Informed Practices
MATH 2203 Math for Teachers I
MATH 2303 Algebra for Teachers
ECED 3223 Literacy Methods for Early Childhood Ed
OR EDEL 3203 Methods of Reading in Intermediate Grades
OR ED 5173 Reading and Writing Across the Curriculum C&I
EDEL 3203 Methods for Teaching Intermediate Reading
EDEL 4304 Diagnostic and Prescriptive Reading

Psychology (30 Hrs.)

PSYC 3303 Development Across the Lifespan
PSYC 3113 History and Systems of Psychology
PSYC 3713/ MATH 3703 Psychological Statistics/Introduction to Statistics
PSYC 3803 Introduction to Research Methods
PSYC 3903 Stress Management
PSYC 4703 Abnormal Psychology
PSYC 4803 Personality Theory and Development
PSYC 4813 Professional Ethics and Conduct
Select six (6) additional hours from within the Psychology discipline

Schools and Programs of Study

School of Behavioral Science and Counseling

The MACU School of Behavioral Science and Counseling prepares you to turn your desire to help people and make a real difference in the lives of individuals and families into a reality. You will learn leading-edge mental health theories and treatment approaches from real-world counselors and psychology professionals who have made careers out of helping others in their own successful careers. You will learn through both practical theory and hands-on experiences, scholarly research, and more.

MACU is fully committed to our Christian faith, offering you a counseling degree program that is distinctly faith-based. We put an emphasis on healing the mind and the soul through psychological treatment and counseling. You'll find that your degree program is solidly rooted in both the science of human behavior and faith-based principles.

Program Student Learning Outcomes

Program Outcome 1: Foundational Knowledge: The graduate will demonstrate and integrate a foundational level of knowledge for the discipline of psychology within the areas of development, performance, personality, abnormal behavior, group processes, behavioral modification, and positive psychology through constructive engagement in learning processes which enhance learning capacities.

- **Student Learning Outcome 1.1:** The student will illustrate the application of psychological concepts and principles in course assignments and discussions.
- **Student Learning Outcome 1.2:** The student will employ supportive and positive communication skills to engage in classroom and course discussions.
- **Student Learning Outcome 1.3:** The student will effectively demonstrate the use of formal writing skills, correct APA formatting, and college-level grammar in course written language communications.

Program Outcome 2: Disciplined Thinking and Proficient Communication: The graduate will demonstrate and communicate a skillful level of disciplined thinking utilizing concepts and principles of psychology for analytical and practical applications of the methods and tools of the discipline.

- **Student Learning Outcome 2.1:** The student will demonstrate the ability to analyze, evaluate, plan, and think creatively to solve ethical dilemmas.
- **Student Learning Outcome 2.2:** The student will create reports or presentations that illustrate knowledge and expertise relevant to the field of Psychology.
- **Student Learning Outcome 2.3:** The student will demonstrate the capacity to integrate, synthesize, internalize, and personalize knowledge and practical application through positive instructor engagement and reflective feedback.
- **Student Learning Outcome 2.4:** The student, in collaboration with instructors, will engage in learning activities that pervasively add knowledge, value, and skills to academic and career development.
- **Student Learning Outcome 2.5:** The student will complete projects that require the use of study strategies to solve complex problems and situational dilemmas.

Program Outcome 3: Practical Application: The graduate will demonstrate realistic and practical skills applied in varied settings utilizing case studies and performance exercises.

- **Student Learning Outcome 3.1:** The student will comprehensively explain the application of psychological knowledge to real-world problems.
- **Student Learning Outcome 3.2:** The student will demonstrate the capacity to design proposed solutions to real-world problems.

Program Outcome 4: Research: The graduate will demonstrate accessing, comprehending, applying, and designing research within the discipline.

- **Student Learning Outcome 4.1:** The student will interpret and apply statistical methods and analyze research findings from psychological materials and case studies.
- **Student Learning Outcome 4.2:** The student will apply researched information from case analysis to solve personal, practical, local, and global concerns.

Program Outcome 5: Foundational Disposition: Character, Values, and Ethics: The graduate will demonstrate the internalization of the values, ethical principles, and psychological dispositions to be a positive presence in the workforce and/or for graduate school.

- **Student Learning Outcome 5.1:** The student will acquire and demonstrate the capacity to exhibit positive psychology principles to one's behavior to promote self-change.
- **Student Learning Outcome 5.2:** The student will explain the importance of integrating ethical principles into one's work and personal code of conduct.

Program Outcome 6: Diversity and Spirituality: The graduate will demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.

- **Student Learning Outcome 6.1:** The student will identify and personalize spiritual or Biblical principles in how they interpret life events.
- **Student Learning Outcome 6.2:** The student will compare and contrast psychological ideas, theories, and principles with spiritual criteria.
- **Student Learning Outcome 6.3:** The student will compare and contrast cultural and social differences to explain how these differences impact cognitive thinking.
- **Student Learning Outcome 6.4:** The student will explore and explain the role that diversity plays in how people interpret and function in their internal and external worlds.

Faculty and Content Specialists

Psychology, BS

Dr. Leon Renault DeSecottier, Co-Chair/Professor Emeritus, EdD (2012)
Dr. Kimberly Thomas, Co-Chair/Professor, DMin (2000)
Tyrone Milton, Assistant Professor, MA (2023)

Master of Science in Counseling

Dr. Larry Ford, Assistant Professor, DBH (2022)
Dr. Betsy Fowler, PhD (2025)
Dr. Gennifer Van Pelt, Assistant Professor, PhD (2024)

Psychology, BS

The BS in Psychology program provides students with an in-depth perspective of human behavior, psychological principles, and an introduction to common psychological issues, synthesizing knowledge from the areas of family life studies, psychology, and sociology with biblical studies and general education coursework to provide a solid foundation for understanding human relations in our complex society. This program, designed to equip students to positively impact their communities through human service careers within the education, social, government, or medical sectors, also lays the groundwork for advanced study in the fields of counseling, clinical psychology, experimental psychology, or industrial/organizational psychology and the pursuit of counseling licensure.

Faculty and Content Specialists

DeSecottier, Leon Renault, EdD (2012)
Co-Chair/Professor Emeritus: School of Behavioral Science and Counseling
BS, MS, EdD Texas Tech University

Milton, Tyrone, MA (2023)
Assistant Professor: School of Behavioral Science and Counseling
AA, Oklahoma City Community College; BS, Southern Nazarene University; MA, Southern Nazarene University

Thomas, Kimberly, DMin (2000)
Co-Chair/Professor: School of Behavioral Science and Counseling
BS, Gulf-Coast Bible College; MA, Texas Southern University; DMin Houston Graduate School of Theology

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required
\+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (36 Hrs)		
PSYC 3303	Development Across the Life Span	3
PSYC 3633	Psych of Addictions & Substance Abuse	3
PSYC 3713	Psychological Statistics	3
PSYC 3803	Introduction to Research Methods	3
PSYC 3813	Cognitive Psychology	3
PSYC 4213	Physiological Psychology & Neuroscience	3
PSYC 4313	Multicultural Psychology	3
PSYC 4333	Positive Psychology	3
PSYC 4343	Psychology of Motivation & Emotion	3
PSYC 4703	Psychology of Abnormal Behavior	3
PSYC 4803	Personality Development	3
PSYC 4813	Professional Ethics & Conduct	3
****ELECTIVES (38 Hrs)** (4 hours of upper-division courses may be needed to meet the minimum 40)		

Total University Core	**46**
Total Major	**36**
Total Electives	**38**
Total Required Hours	**120**

***Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

Master of Science in Counseling

The Master of Science in Counseling degree program prepares students to acquire professional competencies demonstrated within professional helping counseling dispositions. In addition, the program prepares students to identify with the counseling profession. Practice professional counseling with sensitivity to diversity and spirituality ethically and to develop results-oriented solid proficiencies in clinical mental health counseling; marital, couples, and family counseling; addictions counseling; or a collaborative approach to counsel from a spiritual perspective for the glory of God through Jesus Christ and applied behavioral science.

Each of the counseling program's emphases instructs students in the scientific method, enhances professional counseling skills, integrates the discipline's knowledge and a Christian faith-based perspective, and prepares students for success in the workplace and ministry settings.

Faculty and Content Specialists

DeSecottier, Leon Renault, EdD (2012)
Co-Chair/Professor Emeritus: School of Behavioral Science and Counseling
BS, MS, EdD Texas Tech University

Ford, Larry, DBH (2022)
Assistant Professor: School of Behavioral Science and Counseling
BS, Mid-America Christian University; MS, University of Oklahoma; DBH, Arizona State University

Fowler, Betsy, PhD (2025)
Associate Professor: School of Behavioral Science and Counseling
BS, Mid-America Christian University; MS, Palm Beach Atlantic University; PhD, Regent University

Van Pelt, Gennifer, PhD (2024)
Assistant Professor: School of Behavioral Science and Counseling
B S, MA, PhD, Liberty University

Admission Requirements

- State Residency
- Bachelor Degree
- GPA - Bachelor's Degree CGPA: 3.0 CGPA/3.0 in the last 60. If the student has 9 hours of psychological-based course work, the CGPA/Last 60 Requirement is 2.75

MS COUNSELING CORE (36 Hrs)

*COUN 5113	Psychopathology	3
*COUN 5713	Human Development	3
COUN 6233	Ethics and Professional Studies	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 6833	Group Dynamics and Counseling	3
COUN 6900	Fieldwork Orientation	0
*COUN 5123	Career Counseling and Development	3
COUN 5513	Marriage and Family Systems and Treatment	3
COUN 6133	Multi-Cultrl Couns. & Treatmnt for Individuals	3
COUN 5313	Individual Couns. & Psychotherapy Techniques	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
*COUN 5913	Research Methods	3
COUN 6433	Assessment of Indiv & Families in Counseling	3

Total Required Hours for Non-Licensure 36

Master of Science in Counseling (MSC) degree **without selecting an emphasis**. However, **students who graduate without an emphasis cannot return later as a degree-seeking student to add one**.

Dual Credit Option

Courses marked with an asterisk (*) are approved as dual credit or electives for students accepted into the **4+1 Accelerated Program**. Eligible students must apply during their junior year of their bachelor's degree and be enrolled in a **teacher education study plan**.

Academic Performance Policy

- Any course with a grade of **C** must be repeated within the next **9 credit hours**.
- Any grade of **D or F** must be repeated **immediately** before continuing in the program.
- Earning **three grades below a B** in the master's program will result in **automatic dismissal**.

Selecting an Emphasis

Students who wish to pursue an emphasis must declare one **before completing their first six (6) courses** in the MSC program. Early selection ensures students enroll only in courses required for their emphasis and avoid taking unnecessary classes.

MS COUNSELING CLINICAL MENTAL HEALTH (60 Hrs)

*COUN 5113	Psychopathology	3
*COUN 5713	Human Development	3
COUN 6233	Ethics and Professional Studies	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 6833	Group Dynamics and Counseling	3
COUN 6900	Fieldwork Orientation	0
*COUN 5123	Career Counseling and Development	3
COUN 5513	Marriage and Family Systems and Treatment	3
COUN 6133	Multi-Cultrl Couns. & Treatmnt for Individuals	3
COUN 5813	Tests and Measurement	3
COUN 5313	Individual Couns. & Psychotherapy Techniques	3
COUN 6973	Practicum (online format only)	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
COUN 6733	Child/Adol Psychopathology and Counseling	3
*COUN 5913	Research Methods	3
COUN 6633	Addiction and Chemical Dependency Counseling	3
COUN 6433	Assessment of Indiv & Families in Counseling	3
COUN 5563	Clinical Psychopharmacology in Counseling	3
COUN 5613	Marital and Family Treatment Techniques	3
COUN 6333	Adv Counseling and Psychotherapy Techniques	3
COUN 6983	Internship	3

Note: The following courses may be required for your state licensure. They are in addition to the abovementioned courses and would add 3-12 hours to the required course total.

COUN 6353	Human Sexuality in Counseling	3
COUN 6363	Community Counseling	3
COUN 6863	Psychopathology Diagnostics and Treatment Design	3
COUN 6993	Advanced Internship	3

MS COUNSELING MARITAL, COUPLES, AND FAMILY (60 Hrs)

*COUN 5113	Psychopathology	3
*COUN 5713	Human Development	3
COUN 6233	Ethics and Professional Studies	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 6833	Group Dynamics and Counseling	3
COUN 6900	Fieldwork Orientation	0
*COUN 5123	Career Counseling and Development	3
COUN 5513	Marriage and Family Systems and Treatment	3
COUN 6133	Multi-Cultrl Couns. & Treatmnt for Individuals	3
COUN 6463	Clinical Issues of Aging, Death and Dying	3
COUN 5313	Individual Couns. & Psychotherapy Techniques	3
COUN 6973	Practicum (online format only)	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
COUN 6733	Child/Adol Psychopathology and Counseling	3
*COUN 5913	Research Methods	3
COUN 6633	Addiction and Chemical Dependency Counseling	3
COUN 6433	Assessment of Indiv & Families in Counseling	3
COUN 6353	Human Sexuality in Counseling	3
COUN 5613	Marital and Family Treatment Techniques	3
COUN 5413	Psyc of Interpersonal Comm & Relationships	3
COUN 6983	Internship	3

MS COUNSELING ADDICTION & SUBSTANCE ABUSE (60 Hrs)		
*COUN 5113	Psychopathology	3
*COUN 5713	Human Development	3
COUN 6233	Ethics and Professional Studies	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 6833	Group Dynamics and Counseling	3
COUN 6900	Fieldwork Orientation	0
*COUN 5123	Career Counseling and Development	3
COUN 5513	Marriage and Family Systems and Treatment	3
COUN 6133	Multi-Cultrl Couns. & Treatmnt for Individuals	3
COUN 5233	Alcohol and Drug Addiction	3
COUN 5313	Individual Couns. & Psychotherapy Techniques	3
COUN 6973	Practicum (online format only)	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
COUN 5333	Addiction in the Family & Assessment Theory	3
*COUN 5913	Research Methods	3
COUN 5433	Addiction in the Family Counseling	3
COUN 6433	Assessment of Indiv & Families in Counseling	3
COUN 5533	Pharmacology of Drugs of Abuse	3
COUN 5643	Addictions & Substance Abuse Coun Thry & Tech	3
COUN 6333	Adv Counseling and Psychotherapy Techniques	3
COUN 6983	Internship	3

Total Counseling Core **36**
Total Counseling Emphasis **24**
Total Required Hours for Licensure **60**

Addiction and Substance Abuse Counseling Certificate

The Certificate Program in Addiction and Substance Abuse Counseling is for students with a master's degree in counseling-related areas and who wish to qualify for the Licensed Alcohol and Drug Counseling/Mental Health (LADC/MH). The program provides the necessary coursework to prepare students for the Licensed Alcohol and Drug Counseling (LADC) and the Licensed Alcohol and Drug Counseling / Mental Health (LADC/MH).

Prerequisites

- A Master's Degree qualifying for licensure as an LPC or LMFT.
- Good standing and deficiency letter from their state

Note: Prior to conferring the certificate, additional coursework to qualify for the LADC/MH license can be added to the certification program in addition to the basic requirements for certification. Documentation of these courses is required from the state licensing board before enrollment.

CERTIFICATE REQUIREMENTS (21 Hrs)		
COUN 5233	Alcohol and Drug Addiction	3
COUN 6973	Practicum (online format only)	3
COUN 5333	Addiction in the Family and Assessment Theory	3
COUN 5433	Addiction in the Family Counseling	3
COUN 5533	Pharmacology of Drugs of Abuse	3
COUN 5643	Addictions & Substance Abuse Couns Thry & Tech	3
COUN 6983	Internship	3

Total Required Hours for Certificate **21**

School of Business

Mission

Inspired by our Wesleyan heritage, the School of Business at Mid-America Christian University is dedicated to cultivating innovative, ethical, and skilled leaders equipped to address complex business challenges in a rapidly evolving world. Through a rigorous academic curriculum, experiential learning opportunities, and a spiritually enriching community, we prepare our students to create, collaborate, and lead with integrity. Our mission is to empower individuals to leverage business as a force for positive change, serving God's glory through Jesus Christ and the betterment of society.

Value Statement

At the School of Business at Mid-America Christian University, we are committed to fostering an environment of academic rigor, ethical stewardship, and transformative leadership. Our curriculum is meticulously designed to integrate cutting-edge business theories with practical, real-world applications, empowering our students to become agile decision-makers and socially responsible leaders. We prioritize a student-centric approach, enriched by faculty who are not just educators but industry experts, mentors, and lifelong learners. Our global network of alumni and partners is a testament to our enduring impact as we continue to contribute to advancing business knowledge, innovation, and community engagement. Here, you don't just earn a degree; you cultivate the skills, ethics, and vision to lead in an ever-evolving business landscape.

Program Student Learning Outcomes

Spiritual Formation: Integrate a Christian worldview within the decision-making process.

Ethical Leadership and Values: Employ an ethical framework in the decision-making process.

Local and Global Application: Analyze trends within a global context; Analyze issues related to diversity and inclusion within a business context that Inform ethical and socially responsible practices.

Effective Communication: Distinguish ideas clearly through speech, written communication, and/or technological tools.

Collaboration: Function within a group setting to achieve shared goals or objectives.

Examination and Adoption of Ideas: Demonstrate an integrated knowledge of qualitative program-specific concepts. (see below)

Creative Problem Solving & Entrepreneurship: Demonstrate an integrated knowledge of quantitative program-specific concepts. (see below)

Engagement in Scholarship: Engage in scholarly discussions that prove a deep understanding of course content.

Expertise in the Discipline:

Business Law: Examine concepts of law that relate to business.

Information Systems: Examine how information systems support business strategy and organizational goal implementation.

Management: Examine practical application of management practices and decision processes.

Marketing: Examine marketing concepts, practices, and/or strategies used in business.

Accounting: Examine accounting practices in the areas of financial and managerial accounting, financial statement auditing, and/or taxation.

Economics: Analyze micro and/or macroeconomics concepts used in the marketplace.

Finance: Analyze financial concepts, methods, and techniques to support management decision processes.

Business Analytics: Analyze data to problem-solve and/or make strategic decisions using statistical models.

Faculty and Content Specialists

Business Administration and Ethics, BBA

Dr. Sloan, Stephen, JD, Professor (1991)

Cybersecurity, BS

William McMurry, MBA, MLA, Interim Co-Chair/Assistant Professor (2015)

Healthcare Management and Ethics, BS

Dr. Danielle Philipson, EdD, Assistant Professor (2022)

Management and Ethics, BS

Laura Koch, MBA, Associate Professor (2023)

Marketing, BS

Lisa Bell, MBA, Associate Professor (2021)

Sports Management and Ethics, BS

Mark Robichaud, Program Director (2025)

Master of Business Administration

Professor Kelly Riesenmy, PhD, Interim Co-Chair/Professor (2018)

Accounting and Ethics, BBA

Designed to help prepare students for various accounting careers by providing a broad foundation of accounting procedures and theory covering vital areas, including taxation, auditing, managerial/cost accounting, financial and accounting law, ethical guidelines, and accounting information systems. The program provides the necessary coursework to meet the 30-hour accounting and 9-hour business requirements needed to sit for the Certified Public Accountant (CPA) or Certified Management Accountant (CMA) exams in Oklahoma. See www.ok.gov/oab for a complete list of requirements.

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

REQUIRED BEFORE MAJOR CORE (12 Hrs)		
BUAD 1103	Introduction to Business	3
BUAD 2503	Business and Professional Comm	3
ECON 2503	Survey of Economics	3
BUAD 2113	Business Software Applications	3
MAJOR CORE (45 Hrs)		
MGMT 3223	Human Resource Management	3
+ ACCN 2103	Accounting I: Financial Accounting	3
+ ACCN 2203	Accounting II: Managerial Accounting	3
+ ACCN 3903	Intermediate Accounting I	3
+ ACCN 3913	Intermediate Accounting II	3
ACCN 4443	Advanced Financial Accounting	3
ACCN 4633	Auditing	3
ACCN 3933	Income Tax Accounting I	3
ACCN 3943	Income Tax Accounting II	3
FINC 3403	Business Finance	3
BUAD 3503	Excel for Business Analytics	3
ACCN 3923	Cost Accounting	3
ACCN 3953	Accounting Information Systems	3
ACCN 4623	Accounting Legal Environment	3
ACCN 3963	Data Analytics for Accounting	3
ELECTIVES (17 Hrs)		

+ Prerequisite

Total University Core	**46**
Total Required Before Major	**12**
Total Major	**45**
Total Electives	**17**
Total Required Hours	**120**

Financial Core Accounting Certificate

This certificate program would prepare students for employment in an entry-level accounting position or for greater accounting responsibilities at work, prepare them for a more advanced degree in accounting, and satisfy the prerequisite course requirements for students wishing to enter the Master of Business Administration, CPA Accounting Emphasis degree without an undergraduate Accounting degree.

CERTIFICATE REQUIREMENTS (21 Hrs)		
+ ACCN 2103	Accounting I: Financial Accounting	3
+ ACCN 2203	Accounting II: Managerial Accounting	3
+ ACCN 3903	Intermediate Accounting I	3
+ ACCN 3913	Intermediate Accounting II	3
ACCN 3933	Income Tax Accounting I	3
ACCN 4443	Advanced Financial Accounting	3
ACCN 4633	Auditing	3
Total Certificate Required Hours		**21**

Business Administration and Ethics, BBA

Designed to prepare students to pursue a variety of positions in the field of business, the Business Administration and Ethics degree enhances students' understanding of business and features specific business dynamics and competencies that are critical to the success of any business or organization.

Faculty and Content Specialists
Sloan, Stephen, JD (1991)
Professor: School of Business
BA, MS, Southern Nazarene University; JD, University of Oklahoma College of Law

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

BUSINESS LOWER-DIVISION (6 Hrs)		
Lower-division course requirements may be waived and replaced with elective credit for students who transfer to MACU with junior standing.		
BUAD 1103	Introduction to Business	3
BUAD 2113	Business Software Applications	3
MAJOR CORE (36 Hrs)		
MGMT 2303	Management Principles	3
OR MGMT 3323	**OR** Human Resource Administration	
MKTG 2273	Marketing Principles	3
OR MKTG 3743	**OR** Global Marketing	
ECON 2503	Survey of Economics	3
BUAD 3323	Legal Environment of Business	3
+ACCN 2103	Accounting I: Financial Accounting	3
ACCN 2203	Accounting II: Managerial Acctg	3
OR MGMT 4303	**OR** Accounting for Managers	
BUAD 3353	Global Business and Ethics	3
MGMT 3113	Management Information Systems	3
BUAD 2503	Business and Professional Comm	3
OR MGMT 4203	**OR** Managing Teams	
BUAD 4313	Business Analytics	3
FINC 3403	Business Finance	3
^MGMT 4413	Strategic Management	3
ELECTIVES (32 Hrs) (22 hours of upper-division may be needed to meet the minimum 40)		

+ Prerequisite
^ Capstone course and should always be last in the program

Total University Core	**46**
Total Business Lower-Division	**6**
Total Major Core	**36**
Total Electives	**23**
Total Required Hours	**120**

Cybersecurity, BS

This program exposes students to the competencies required for information systems and cybersecurity professionals at an entry-level. The program introduces students to various aspects of cybersecurity, such as identifying the security needs of information systems, examining various risks to the security of information systems, implementing and maintaining security solutions, identifying the security issues in a legal context, using countermeasures to tackle hacking, and conducting security audits. Coursework is designed to teach skills and concepts needed to prepare for the Cisco Certified Entry Networking Technician (CCENT) and CompTIA CYSA+ Certification Exams.

Faculty and Content Specialists
McMurry, William, MBA, MLA (2015)
Interim Co-Chair/Assistant Professor: School of Business
BS, University of Central Oklahoma; MBA, University of Phoenix; MLA, Oklahoma City University

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)(Only 6 Hrs for AS)**		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required
+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (54 Hrs)		
MISE 1103	Hardware & Software Environment	3
+ MISE 1203	Basics of Networking	3
+ MISE 2103	Client-Server Networks I	3
MISE 2303	Client-Server Networks II	3
+ CMSC 1203	Foundations of Programming	3
MISE 2203	Physical Networks	3
+ CYBR 3003	Securing Information	3
CMSC 3123	Working with Data Structures	3
MISE 4213	Configuring Email and Web Services	3
+ MISE 4513	Advanced Networks (Routing & Switching)	3
CYBR 3103	Risk Management & IT Security	3
CYBR 3203	Network Comm, Infrastructure	3
CYBR 3303	Authorization & Access Security	3
CYBR 3503	Securing Windows	3
CYBR 4503	Cloud Security	3
CYBR 4303	Hacking Techniques & Countermeasures	3
CYBR 4403	Introduction to Cybercrime Forensics	3
^ CYBR 4993	Cybersecurity Analyst	3
ELECTIVES (20 Hrs)		

+ Prerequisite
^ Capstone course and should always be last in the program

Total University Core	**46**
Total Major Core	**54**
Total Electives	**20**
Total Required Hours	**120**

Network Management & Security, A.S.

The Associate of Science in Network Management & Security prepares students to begin careers as networking professionals with courses that familiarize them with computer operating systems, basic and advanced networking, programming and scripting, client-server software architecture, and information security aligned with preparation for Cybersecurity certificates.

NETWORK MGMT & SECURITY CORE (21 Hrs)		
MISE 1103	Hardware & Software Environment	3
+ MISE 1203	Basics of Networking	3
+ MISE 2103	Client-Server Networks I	3
MISE 2303	Client-Server Networks II	3
+ CMSC 1203	Foundations of Programming	3
MISE 2203	Physical Networks	3
+ CYBR 3003	Securing Information	3

+ Prerequisite

Total University Core (**only 6 hrs. of Bible/Theo)	**40**
Total Network Management & Security Major Core	**21**
Total Required Hours	**61**

Healthcare Management and Ethics, BS

As the healthcare sector continues to expand, organizations need healthcare managers more than ever – and this degree plan is designed to prepare students to enter the workforce with special knowledge and confidence. Focus is placed on the "hands-on" practice and business aspects of healthcare management systems to provide the student with knowledge and skills that can be immediately applied in various settings, such as private practices, clinics, auxiliary services, or hospitals. Courses such as Human Resources, Legal Environment, Medical Language, Operations, and Information Systems go beyond traditional business content to address the unique application of these topics within the healthcare industry. Consideration of Christian principles concerning ethical and moral dilemmas in healthcare is an important component of each course.

Faculty and Content Specialists

Philipson, Danielle, EdD (2022)

Assistant Professor: School of Business

BA, University of California, Irvine; MHA, Cornell University; EdD, Abilene Christian University

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

BUSINESS LOWER-DIVISION (15 Hrs) Lower-division course requirements may be waived and replaced with elective credit for students who transfer to MACU with junior standing.		
BUAD 1103	Introduction to Business	3
BUAD 2113	Business Software Applications	3
BUAD 2503	Business and Professional Comm	3
MGMT 2303	Management Principles	3
MKTG 2273	Marketing Principles	3
MAJOR CORE (36 Hrs)		
+ HC 3203	Introduction to Healthcare Management	3
HC 3313	Healthcare Human Resource Management	3
HC 3223	Healthcare Marketing	3
+ACCN 2103	Accounting I: Financial Accounting	3
ACCN 2203	Accounting II: Managerial Acctg	3
OR MGMT 4303	**OR** Accounting for Managers	
BUAD 3353	Global Business and Ethics	3
HC 3503	Legal Aspects of Healthcare Management	3
BUAD 4313	Business Analytics	3
FINC 3403	Business Finance	3
HC 4103	Healthcare Economics	3
HC 4303	Healthcare Information Systems	3
^HC 4203	Healthcare Operations Management	3
ELECTIVES (23 Hrs) (10 hours of upper-division may be needed to meet the minimum 40)		

^ Capstone course and should always be last in the program

Total University Core	**46**
Total Business Lower-Division	**15**
Total Major Core	**36**
Total Electives	**23**
Total Required Hours	**120**

Management and Ethics, BS

The BS in Management and Ethics program, designed to develop student's knowledge, analytical, and communication skills, prepares graduates to lead employees in various organizations so they may address future challenges and interpret and convey financial information.

Faculty and Content Specialists

Koch, Laura, MBA (2023)

Associate Professor: School of Business

BS, Public Relations, Oklahoma State University; BS, Marketing, Oklahoma State University; MBA, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

BUSINESS LOWER-DIVISION (12 Hrs) Lower-division course requirements may be waived and replaced with elective credit for students who transfer to MACU with junior standing.		
BUAD 1103	Introduction to Business	3
BUAD 2113	Business Software Applications	3
BUAD 2503	Business and Professional Comm	3
MGMT 2303	Management Principles	3
MAJOR CORE (45 Hrs)		
MGMT 3323	Human Resource Administration	3
ECON 2503	Survey of Economics	3
BUAD 3323	Legal Environment of Business	3
+ACCN 2103	Accounting I: Financial Accounting	3
ACCN 2203	Accounting II: Managerial Acctg	3
OR MGMT 4303	**OR** Accounting for Managers	
BUAD 3353	Global Business and Ethics	3
MGMT 3113	Management Information Systems	3
MGMT 4203	Managing Teams	3
BUAD 4313	Business Analytics	3
MKTG 2273	Marketing Principles	3
OR MKTG ____	**OR** Marketing Upper-division Elective	
FINC 3403	Business Finance	3
MGMT ____	Management Upper-division Elective	3
MGMT ____	Management Upper-division Elective	3
MGMT ____	Management Upper-division Elective	3
^MGMT 4413	Strategic Management	3
MANAGEMENT ELECTIVE COURSE OPTIONS Students must select **three (3) courses** from the list below to fulfill the **Major Core Management Electives** requirements above.		
MGMT 3243	Project Management	3
MGMT 3253	Managing Social Responsibility	3
MGMT 3353	Entrepreneurship	3
MGMT 3453	Negotiations	3
MGMT 4433	Managing Change	3
MGMT 4803	Management of Nonprofit Organizations	3
MGMT 4911-3	Management Internship I	1-3
MGMT 4921-3	Management Internship II	1-3
ELECTIVES (17 Hrs) (4 hours of upper-division may be needed to meet the minimum 40)		

^ Capstone course and should always be last in the program

Total University Core	**46**
Total Business Lower-Division	**12**
Total Major Core	**45**
Total Electives	**17**
Total Required Hours	**120**

Marketing, BS

The Bachelor of Science in Marketing equips students with a strong foundation in marketing strategy, consumer behavior, brand management, digital media, data analytics, and market research. Emphasizing both traditional and emerging marketing practices, the program prepares students to create value for organizations across diverse industries. Students will gain practical experience with tools and technologies used in modern marketing while developing critical thinking, communication, and analytical skills. This degree also provides a pathway to graduate studies in marketing, business, or related fields.

Faculty and Content Specialists
Bell, Lisa, MBA (2021)
Associate Professor: School of Business
AS, Oklahoma City Community College; BS, Mid-America Christian University, MBA, Mid-America Christian University

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

BUSINESS LOWER-DIVISION (12 Hrs) Lower-division course requirements may be waived and replaced with elective credit for students who transfer to MACU with junior standing.		
BUAD 1103	Introduction to Business	3
BUAD 2113	Business Software Applications	3
BUAD 2503	Business and Professional Comm	3
MGMT 2303	Management Principles	3
MAJOR CORE (45 Hrs)		
+MKTG 2273	Marketing Principles	3
ECON 2503	Survey of Economics	3
BUAD 3323	Legal Environment of Business	3
+ACCN 2103	Accounting I: Financial Accounting	3
ACCN 2203	Accounting II: Managerial Acctg	3
OR MGMT 4303	**OR** Accounting for Managers	
BUAD 3353	Global Business and Ethics	3
MGMT 3113	Management Information Systems	3
MKTG 4253	Marketing Analytics	3
FINC 3403	Business Finance	3
MKTG 3143	Consumer Behavior	3
MKTG 3273	Professional Selling	3
MKTG 3253	Digital Marketing	3
MKTG 4233	Marketing Research Essentials	3
MKTG 4533	Brand Management & Strategy	3
^MKTG 4843	Integrated Marketing Communications	3
ELECTIVES (17 Hrs) (4 hours of upper-division may be needed to meet the minimum 40)		
The following are not required but recommended:		
MKTG 3513	Personal Branding	3
MKTG 3713	Services Marketing	3
MKTG 3743	Global Marketing	3
MKTG 3763	Content Marketing	3
MKTG 4911-3	Marketing Internship I	1-3
MKTG 4921-3	Marketing Internship II	1-3

+ Prerequisite
^ Capstone course and should always be last in the program

Total University Core	**46**
Total Business Lower-Division	**12**
Total Major Core	**45**
Total Electives	**17**
Total Required Hours	**120**

Sports Management and Ethics, BS

The Bachelor of Science in Sports Management and Ethics is an extension of the current School of Business program offerings. It will consist of the Business Core that aligns with the Accreditation Council for Business Schools and Programs (ACBSP) common proficiency components and ensures that students graduating from this degree have a foundation in the functional (Marketing, Business Finance, Accounting, and Management), environmental (Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, and Business Communications), technical skills (Information Systems and Quantitative Techniques), and integrative areas of Business (Business Policies). This degree will prepare students for entry-level positions within sports business, management, or marketing, and the sports industry employment options are predicted to grow "faster than the average for all occupations from 2022 to 2032" (U.S. Bureau of Labor Statistics, 2024). Data obtained from https://www.bls.gov/ooh/entertaimnent-and-sports/home.htm.

Faculty and Content Specialists
Robichaud, Mark, MPE (2024)
Director of Sports Management and Ethics Program: School of Business
BS; MPE, Springfield College

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH 3703	Introduction to Statistics	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

BUSINESS LOWER-DIVISION (15 Hrs)		
Lower-division course requirements may be waived and replaced with elective credit for students who transfer to MACU with junior standing.		
BUAD 1103	Introduction to Business	3
BUAD 2113	Business Software Applications	3
BUAD 2503	Business and Professional Comm	3
MGMT 2303	Management Principles	3
MKTG 2273	Marketing Principles	3
MAJOR CORE (39 Hrs)		
SMGT 3123	Sociology of Sports	3
SMGT 3313	Sports Marketing	3
ECON 2503	Survey of Economics	3
SMGT 4223	Sports Law and Risk Management	3
+ACCN 2103	Accounting I: Financial Accounting	3
ACCN 2203	Accounting II: Managerial Acctg	3
OR MGMT 4303	**OR** Accounting for Managers	
SMGT 3113	Leadership and Ethics in Sports	3
MGMT 3113	Management Information Systems	3
BUAD 4313	Business Analytics	3
SMGT 3513	Sports Fundraising and Sponsorship	3
SMGT 4123	Sports Facilities Management	3
FINC 3403	Business Finance	3
^MGMT 4413	Strategic Management	3
ELECTIVES (20 Hrs) (10 hours of upper-division may be needed to meet the minimum 40)		

^ Capstone course and should always be last in the program

Total University Core	**46**
Total Business Lower-Division	**15**
Total Major Core	**39**
Total Electives	**20**
Total Required Hours	**120**

Master of Business Administration

The Master of Business Administration (MBA) program is a dynamic course of study geared toward today's rapidly changing business environment. The program, grounded in traditional business theory, is integrated with practical application, timeless biblical principles, and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations.

Faculty and Content Specialists
Riesenmy, Kelly, PhD (2018)
Interim Co-Chair/Professor: School of Business
BA; MA, University of Missouri-Kansas City; PhD, Regent University

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 2.75 CGPA/2.75 in the last 60

Students who complete the thirty (30) hours of Master of Business Administration (MBA) Core courses may choose to graduate without an emphasis. However, once you graduate with the core only, you may not return to add an emphasis as a degree-seeking student. If you wish to take emphasis courses after earning the MBA Core, you can enroll in one of the MBA Certificates.

MBA CORE (30 Hrs)		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
ELECTIVES (6 Hrs)		
COMM 5113	Global Marketing and Strategic Networking	3
ECON 5223	Managerial Economics	3
MGMT 6443	International Business Strategies	3
MGMT 6433	Executive Seminar Series: International Business	3
Total Required Hours for MBA Core		**36**

Master of Business Administration (MBA) degree **without selecting an emphasis**. However, **students who graduate without an emphasis cannot return later as a degree-seeking student to add one**.

Dual Credit Option
Courses marked with an asterisk (*) are approved as dual credit or electives for students accepted into the **4+1 Accelerated Program**. Eligible students must apply during their junior year of their bachelor's degree and be enrolled in a **teacher education study plan**.

Academic Performance Policy

- Any course with a grade of **C** must be repeated within the next **9 credit hours**.
- Any grade of **D or F** must be repeated **immediately** before continuing in the program.
- Earning **three grades below a B** in the master's program will result in **automatic dismissal**.

Selecting an Emphasis

Students who wish to pursue an emphasis must declare one **before completing their first six (6) courses** in the MBA program. Early selection ensures students enroll only in courses required for their emphasis and avoid taking unnecessary classes.

MBA CPA Accounting (39 Hrs)

The program provides the necessary coursework to meet the educational requirements needed to sit for Oklahoma's Certified Public Accountant (CPA) exam. See www.ok.gov/oab for a complete list of requirements.

Prerequisite: A bachelor's degree majoring in Accounting, Financial Core Accounting Certificate, **OR** the following courses:
ACCN 2103 Accounting I: Financial Accounting
ACCN 2203 Accounting II: Managerial Accounting
ACCN 3903 Intermediate Accounting I
ACCN 3913 Intermediate Accounting II
ACCN 3933 Income Tax Accounting I
ACCN 4443 Advanced Financial Accounting
ACCN 4633 Auditing

*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
ACCN 5153	Advanced Accounting Information Systems	3
ACCN 6113	Advanced Theories of Financial Accounting	3
ACCN 5163	Business Taxation	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
ACCN 5173	Advanced Auditing	3
ACCN 5143	Advanced Cost Accounting	3

MBA COMMUNICATION (39 Hrs)

*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
COMM 5113	Global Marketing and Strategic Networking	3
COMM 5213	Media Methods and Content Creation	3
COMM 5233	Graphic Design and Portfolio Management	3

MBA HEALTHCARE MANAGEMENT (42 Hrs)

*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
HC 5213	Healthcare Management	3
HC 5223	Healthcare Legal Environment	3
HC 5243	Healthcare Information Systems	3
HC 5233	Healthcare Finance	3

MBA HUMAN RESOURCE MANAGEMENT (45 Hrs)		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Legal Environment and Ethics	3
*MGMT 5323	Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
HR 5213	Compensation and Benefit Administration	3
HR 5223	Human Resource Development	3
HR 5233	Recruiting and Selection	3
HR 5243	Labor-Law and Employee Relations	3
HR 6213	Knowledge for Professional Certification	3

MBA INTERNATIONAL BUSINESS (42 Hrs)		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
COMM 5113	Global Marketing and Strategic Networking	3
MGMT 6403	International Business Law	3
MGMT 6443	International Business Strategies	3
ECON 5233	International Economics	3

MBA MANAGEMENT ACCOUNTING (42 Hrs)		
The program does not provide the necessary coursework to meet the educational requirements needed to sit for Oklahoma's Certified Public Accountant (CPA) exam. See www.ok.gov/oab for a complete list of requirements.		
Prerequisite: A bachelor's degree majoring in Accounting, Financial Core Accounting Certificate, **OR** the following courses: ACCN 2103 Accounting I: Financial Accounting ACCN 2203 Accounting II: Managerial Accounting ACCN 3903 Intermediate Accounting I ACCN 3913 Intermediate Accounting II		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
*MGMT 5413	Law and Ethics	3
*MGMT 5323	Strategic Human Resource Management	3
ACCN 5133	Managerial Accounting	3
FINC 5333	Modern Corporate Finance	3
MKTG 5233	Marketing Management	3
ACCN 5153	Advanced Accounting Information Systems	3
ACCN 5163	Business Taxation	3
ACCN 5173	Advanced Auditing	3
ACCN 5143	Advanced Cost Accounting	3
MGMT 6313	Management Science	3
MGMT 6423	Strategic Business Management I	3
MGMT 6453	Strategic Business Management II	3
Total Required Hours for MBA Emphasis		**36-42**

Master of Business Administration Certificates

These 18-hour certificate programs expose students to advanced concepts specific to each area, providing a valuable credential demonstrating graduate-level training in the discipline. The Certificate may be earned as part of a Master's Degree program or used later to satisfy the requirements of a graduate degree in the selected discipline.

Admission Requirements
• Bachelor Degree
• GPA - Bachelor Degree CGPA: 2.75 CGPA/2.75 in the last 60

HEALTHCARE CERTIFICATE (18 Hrs)		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
HC 5213	Healthcare Management	3
HC 5223	Healthcare Legal Environment	3
HC 5243	Healthcare Information Systems	3
HC 5233	Healthcare Finance	3

HUMAN RESOURCE MGMT CERTIFICATE (18 Hrs)		
*MGMT 5113	Organizational Behavior	3
HR 5213	Compensation and Benefit Administration	3
HR 5223	Human Resource Development	3
HR 5233	Recruiting and Selection	3
HR 5243	Labor-Law and Employee Relations	3
HR 6213	Knowledge for Professional Certification	3

INTERNATIONAL BUSINESS CERTIFICATE (18 Hrs)		
*BUAD 5103	Graduate Business Foundations	3
*MGMT 5113	Organizational Behavior	3
COMM 5113	Global Marketing and Strategic Networking	3
MGMT 6403	International Business Law	3
MGMT 6443	International Business Strategies	3
ECON 5233	International Economics	3

MANAGEMENT ACCOUNTING CERTIFICATE (18 Hrs)		
Prerequisite: A bachelor's degree majoring in Accounting, Financial Core Accounting Certificate, **OR** the following courses: ACCN 2103 Accounting I: Financial Accounting ACCN 2203 Accounting II: Managerial Accounting ACCN 3903 Intermediate Accounting I ACCN 3913 Intermediate Accounting II		
ACCN 5133	Managerial Accounting	3
MKTG 5233	Marketing Management	3
ACCN 5153	Advanced Accounting Information Systems	3
ACCN 5163	Business Taxation	3
ACCN 5173	Advanced Auditing	3
ACCN 5143	Advanced Cost Accounting	3
Total Certificate Required Hours		**18**

School of English

In the MACU School of English, you'll study a diverse mix of American, English and world literature, building on your knowledge of literature as well as its profound impact on cultural development. Our professors combine the theoretical with the practical and modern, focusing on traditional literary study as well as cultural anthropology, cross-culture communication, and how literature and the arts impact different ethnic groups.

We ask thought-provoking questions about indigeneity, race, religion, economics, genre and form, writing and grammar techniques, and the global world we live in today.

English, BA Program Student Learning Outcomes

Program Outcome 1: The graduate will understand the history, structure, and development of the English language.

- **Student Learning Outcome 1.1:** The student will demonstrate knowledge of the structure of the English language.
- **Student Learning Outcome 1.2:** The student will explore the history of the English language and the impact of varying contexts on language.
- **Student Learning Outcome 1.3:** The student will explain the processes of language acquisition and development.

Program Outcome 2: The graduate will be able to compose a variety of print and non-print texts.

- **Student Learning Outcome 2.1:** The student will compose written, verbal, and visual texts using rhetorical analysis of audience and purpose.
- **Student Learning Outcome 2.2:** The student will illustrate the influence of language and visual images on thinking and composing.
- **Student Learning Outcome 2.3:** The student will employ various compositional strategies.

Program Outcome 3: The graduate will be able to analyze texts using multiple interpretive and evaluative strategies.

- **Student Learning Outcome 3.1:** The student will critique texts using an array of critical approaches.
- **Student Learning Outcome 3.2:** The student will construct meaning from literary texts.
- **Student Learning Outcome 3.3:** The student will evaluate textual sophistication.

Program Outcome 4: The graduate will be able to analyze texts from diverse origins using a variety of critical lenses.

- **Student Learning Outcome 4.1:** The student will critique texts from a wide spectrum of geographic, historical, and cultural origins.
- **Student Learning Outcome 4.2:** The student will engage with texts of various genres written by authors of diverse ages, genders, and ethnicities.
- **Student Learning Outcome 4.3:** The student will comprehend a range of theoretical approaches to literature.

Program Outcome 5: The graduate will be able to analyze digital media and other non-print texts critically.

- **Student Learning Outcome 5.1:** The student will discern the meaning and impact of digital media and other non-print texts.
- **Student Learning Outcome 5.2:** The student will engage with a range of digital media and other non-print genres.

Program Outcome 6: The graduate will be able to critically analyze how cultural production (e.g., Literature, film, visual art, and other cultural practices) represents and critiques systems of power and provokes social change.

- **Student Learning Outcome 6.1:** The student will generate and interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).

Student Learning Outcome 6.2: The student will generate and interpret cultural texts in consideration of components of identity (e.g., Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).

Faculty and Content Specialists

Dr. Mark S Pickens Jr, Chair/Professor, PhD (2011)
Bland, Rebeccah, Assistant Professor, MA (2012)
Mark S Harris, Associate Professor, MS, MA (2001)

English, BA

The BA in English focuses on literary analysis, cultural criticism and theory, language, and writing skills. Students may choose between a Literary and Cultural Studies Track, a Pre-Law Track, or a Multidisciplinary option to complete the degree.

Faculty and Content Specialists

Bland, Rebeccah, MA (2012)
Assistant Professor: School of English
BA, Southwestern Christian University; MA, University of Central Oklahoma

Pickens Jr, Mark S, PhD (2011)
Chair/Professor: School of English
BA, Oklahoma City University; MA, University of Oklahoma; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
*/+ ENGL 1113	English Comp I	3
*/+ ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2303	Wrld Lit: The Ancient Wrld to the Renaiss	3
GEOG 2603	Human World Geography	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (47 Hrs)		
ENGL 2103	British Literature Survey I	3
ENGL 2203	British Literature Survey II	3
ENGL 2403	Wrld Lit: The Renaiss to the Modern Era	3
ENGL 2503	American Literature Survey: Before 1865	3
ENGL 2603	American Literature Survey: Since 1865	3
ENGL 3503	Advanced Composition	3
ENGL 3513	Major Figures	3
ENGL 3703	Creative Writing	3
ENGL 3923	Cultural Theory and Popular Culture	3
+ ENGL 4203	Modern Grammar	3
ENGL 4303	Shakespeare	3
ENGL 4503	History of the English Language	3
ENGL 4533	Critical Approaches to Literature	3
Foreign Language (8 Hrs)		
Eight (8) hours in the same language and consecutive.		
FRGN	Foreign Language I Elective	4
FRGN	Foreign Language II Elective	4
****ELECTIVES (27 Hrs)**		

Total University Core	**46**
Total Major Core	**47**
Total Electives	**27**
Total Required Hours	**120**

***Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options or Specialization Track. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog or the Specialization Track Options below.*

Literary and Cultural Studies (33 Hrs)		
This track focuses on a multidisciplinary approach to cultural analysis by emphasizing literary study and examining other cultural texts. It draws from related fields such as communications, sociology, and the broader humanities.		
ENGL 3523	Special Topics	3
ENGL 3713	Ethnic American Literature	3
ENGL 3733	Native American Literature	3
ENGL 4333	The Fiction Works of C.S. Lewis	3
ENGL 4543	Language and Popular Culture	3
ENGL 4803	Form and Genre in Literature	3
Electives (15 Hrs)		
Choose fifteen (15) hours from the following Literary and Cultural Studies Electives:		
ENGL 3513	Major Figures	3
ENGL 3523	Special Topics	3
ENGL 3543	Studies in Poetry	3
ENGL 3723	Nobel Prize-Winning Authors	3
ENGL 4143	Women in Literature	3
ENGL 4523	Young Adult Literature	3
ENGL 4353	The Apologetics of C.S. Lewis	3
^ ENGL 4653	Capstone Research	3
ENGL 4993	Honor Studies	3
MISS 3403	Cross-Cultural Communications	3
PMIN 3023	World Religion and Heretical Move.	3
SOCI 2243	Intro to Cultural Anthropology	3
COMM 4103	Special Topics in Media Studies	3
COMM 4123	Media Production Techniques	3
COMM 4413	Media Television History	3

^ Capstone course and should always be last in the program

Total University Core	**46**
Total Major Core	**47**
Total Literary and Cultural Studies	**33**
Total Required Hours	**126**

Pre-Law (33 Hrs)		
This track offers choices from among content fields the American Bar Association considers traditional preparation for law school.		
ACCN 4623	Accounting Legal Environment	3
BUAD 3323	Legal Environment of Business	3
COMM 3233	Media Law and Ethics	3
CRJS 3303	Criminal Justice Philosophy and Practice	3
CRJS 3503	Criminal Law I	3
CRJS 3513	Criminal Law II	3
ECON 2503	Survey of Economics	3
HC 3503	Legal Aspects of Healthcare Management	3
HIST 4103	Colonial Period	3
HIST 4203	19th Century United States History	3
HIST 4213	Twentieth Century United States History	3

Total University Core	**46**
Total Major Core	**47**
Total Pre-Law	**33**
Total Required Hours	**126**

School of Humanities and Social Sciences

MACU’s School of Humanities and Social Sciences offers several diverse degree options for both traditional high school graduates and busy adult learners who want to finish their degree or get started for the first time. Our accredited degrees are available 100% online or on-campus through traditional 16-week or accelerated programs for adults.

You’ll get the quality Christian education you desire from experienced instructors who share your strong Christian faith. No matter what degree you pursue, you’ll find that each of our distinct schools offers a faith-based education that will prepare you not only for your chosen degree field but for your life.

Faculty and Content Specialists

Dr. Kenneth Schell, Co-Chair/Associate Professor, PhD (2019)

General Studies, AA

Trina Arnold, Assistant Professor, MBA (2016)

Criminal Justice Administration and Ethics, BS

Marvin Akers, Associate Professor, MA (2018)

Media Production and Communication, BS

Dr. Garret Castleberry, Co-Chair/Professor, PhD (2017)

General Studies, AA Program Student Learning Outcomes

Program Outcome 1: The graduate will apply Christian principles and ethics, through a Wesleyan perspective, to academic, professional, and personal experiences.

Student Learning Outcome 1.1: The student will understand the Wesleyan perspective of ethics.

Student Learning Outcome 1.2: The student will recognize ethical issues.

Student Learning Outcome 1.3: The student will apply the Wesleyan perspective and concepts to ethical issues.

Program Outcome 2: The graduate will develop effective and audience-appropriate oral, written, and digital communication.

A: Written

Student Learning Outcome 2.1.a: Written: The student will use appropriate, relevant, and compelling content to illustrate mastery of the subject.

Student Learning Outcome 2.1.b: Written: The student will demonstrate skillful use of high-quality, credible, relevant sources.

Student Learning Outcome 2.1.c: Written: The student will use graceful language that skillfully communicates meaning to readers with clarity and fluency.

B: Oral

Student Learning Outcome 2.2.a: Oral: The student’s communication is clearly organized.

Student Learning Outcome 2.2.b: Oral: The student’s oral communication is delivered with quality.

Student Learning Outcome 2.2.c: Oral: The student’s oral communication has a clear central message.

C: Digital

Student Learning Outcome 2.3.a: Digital: The student will demonstrate mastery of the use of the medium.

Student Learning Outcome 2.3.b: Digital: The student’s digital communication is clearly organized.

Student Learning Outcome 2.3.c: Digital: The student’s presentation clearly communicates to the target audience.

Program Outcome 3: The graduate will effectively compile and consume information to apply higher-level thinking for the purpose of acquiring knowledge.

Student Learning Outcome 3.1: The student will evaluate information and its sources critically.

Student Learning Outcome 3.2: The student will use information to accomplish a specific purpose.

Student Learning Outcome 3.3: The student will access and use information ethically and legally.

Program Outcome 4: The graduate will be able to develop and propose innovative solutions to local and global problems.

Student Learning Outcome 4.1: The student will demonstrate the ability to define problems.

Student Learning Outcome 4.2: The student will identify strategies for solving problems.

Student Learning Outcome 4.3: The student will propose effective solutions to presented problems.

Student Learning Outcome 4.4: The student will evaluate proposed solutions to presented problems.

Program Outcome 5: The graduate will be able to collaborate effectively with peers and other stakeholders to achieve goals.

Student Learning Outcome 5.1: The student will contribute to the team planning process.

Student Learning Outcome 5.2: The student will facilitate the contributions of other team members.

Student Learning Outcome 5.3: The student will complete assigned tasks on time and with quality.

Student Learning Outcome 5.4: The student will support a constructive team climate.

Program Outcome 6: The graduate will be able to evaluate cultural elements from a global perspective.

Student Learning Outcome 6.1: The student will demonstrate awareness of global issues.

Student Learning Outcome 6.2: The student will demonstrate the ability to apply diverse perspectives to complex subjects.

Student Learning Outcome 6.3: The student will demonstrate an understanding of cultural diversity.

Student Learning Outcome 6.4: The student will apply knowledge to contemporary global contexts.

General Studies, AA

The Associate of Arts in General Studies provides a program for students desiring a general education degree that prepares them for continued study in a four-year degree program. This degree helps students develop skills and knowledge through a broad-based liberal arts curriculum that includes biblical studies and reflects a Wesleyan Christian worldview.

Faculty and Content Specialists

Arnold, Trina, MBA (2016)
Assistant Professor: School of Humanities and Social Sciences
BS, University of Central Oklahoma; MEd, University of Central Oklahoma; MBA, Southern Nazarene University

Schell, Kenneth, PhD (2019)
Co-Chair/Associate Professor: School of Humanities and Social Sciences
BA, Mid-America Christian University; MA, Arizona State University; PhD, Liberty University

UNIVERSITY CORE REQUIREMENTS (40 Hrs)		
BIBLE/THEOLOGY (6 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3
ELECTIVES (20 Hrs)		

* Minimum grade of C required

Total University Core	**40**
Total Electives	**20**
Total Required Hours	**60**

General Studies Pre-Nursing Track, AA

Students must complete all University Core, Orientation, Pre-Nursing, and Electives (62 hours).

UNIVERSITY CORE REQUIREMENTS (40 Hrs)		
BIBLE/THEOLOGY (6 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
*/+ BIOL 1133	General Nutrition	3
*/+ BIOL 1214	Biology I	4
MATHEMATICS (3 Hrs)		
*/+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3
PRE-NURSING COURSES (18 Hrs)		
Please note the labs for Anatomy & Physiology I & II, Microbiology, and Chemistry courses must be 75% face-to-face.		
*BIOL 3114/2314	Human Anatomy/Anatomy & Physiology I	4
*BIOL 3214/2324	Human Physiology/Anatomy & Physiology II	4
*/+ CHEM 1105	General Chemistry I	5
*BIOL 3305	Microbiology	5
ELECTIVES (3 Hrs)		

* Minimum grade of C required
\+ Prerequisite

Total University Core	**40**
Total Pre-Nursing Courses	**18**
Total Electives	**3**
Total Required Hours	**61**

Criminal Justice Administration and Ethics, BS Program Student Learning Outcomes

Program Outcome 1: The graduate will identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.

Student Learning Outcome 1.1: The student will identify applicable case law.

Student Learning Outcome 1.2: The student will identify Constitutional requirements as they pertain to legal precedent.

Student Learning Outcome 1.3: The student will explain legal procedures as they apply to criminal justice procedures.

Program Outcome 2: The graduate will identify the development of criminal law in the United States, including the elements of due process, the rule of law, and the role of the Constitution in protecting rights.

Student Learning Outcome 2.1: The student will develop and apply a personal understanding of diversity and the way it impacts work in criminology and criminal justice.

Student Learning Outcome 2.2: The student will understand the interaction of race, class, and gender with the criminal justice system.

Student Learning Outcome 2.3: The student will understand the impact of diversity as it applies to community policing, criminal justice management, and supervision.

Program Outcome 3: The graduate will demonstrate an understanding of the investigative process by providing a thorough overview of the fundamentals of criminal investigation and by demonstrating the ability to identify all elements of the criminal act.

Student Learning Outcome 3.1: The student will explain the fundamental process of criminal investigations.

Student Learning Outcome 3.2: The student will identify the elements of a criminal act.

Student Learning Outcome 3.3: The student will identify the importance of initial response and securing of crime scenes, major incidents, and accidents.

Program Outcome 4: The graduate will demonstrate an understanding of contemporary concepts and practices for supervisors in law enforcement, with an emphasis on character, motivation, teamwork, and conflict resolution.

Student Learning Outcome 4.1: The student will be able to explain the supervisor's role in the criminal justice system.

Student Learning Outcome 4.2.a: The student will explain the importance of the following as it relates to the concept of supervision - Character.

Student Learning Outcome 4.2.b: The student will explain the importance of the following as it relates to the concept of supervision - Motivation.

Student Learning Outcome 4.2.c: The student will explain the importance of the following as it relates to the concept of supervision - Teamwork.

Student Learning Outcome 4.2.d: The student will explain the importance of the following as it relates to the concept of supervision - Conflict Resolution.

Program Outcome 5: The graduate will demonstrate the ability to communicate effectively both orally and in writing, including the ability to use appropriate style, grammar, and mechanics in writing assignments and to conduct academic research.

Student Learning Outcome 5.1: The student will demonstrate the ability to communicate clearly both orally and in writing.

Student Learning Outcome 5.2: The student will be able to explain the role of proficient writing in criminal justice.

Criminal Justice Administration and Ethics, BS

The Criminal Justice Administration and Ethics program prepares students for the principles, application, and operations of today's high tempo of law enforcement duties. Students will learn the aspects of being the best criminal justice professional they can be, as well as management, community policing, investigations, law, corrections, crime scenes, and the many facets of CJ.

Faculty and Content Specialists

Akers, Marvin, MA (2018)

Associate Professor: School of Humanities and Social Sciences

AS, Community College of the Air Force; BS, MA, Mid-America Christian University

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

\+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (30 Hrs)		
CRJS 3103	Introduction to Criminal Justice	3
CRJS 3503	Criminal Law I	3
CRJS 3513	Criminal Law II	3
CRJS 3703	Criminal Procedure	3
CRJS 3813	Community Relations	3
CRJS 4003	Cult Div: Color of Justice, Race, Ethn, & Crime in Amer.	3
CRJS 4113	Principles of Investigation	3
CRJS 4403	Police Administration	3
CRJS 4513	Interview and Interrogation	3
CRJS 4533	Anti-Terrorism and Homeland Security	3
****ELECTIVES (44 Hrs)**		

Total University Core	**46**
Total Major	**30**
Total Electives	**44**
Total Required Hours	**120**

***Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

Crime Scene Investigations Certificate

The Crime Scene Investigations (CSI) certificate is a 21-credit-hour Criminal Justice academic certificate that focuses on understanding the statutes, procedures, and policies associated with criminal investigations within the United States. This certificate is for those interested in CSI or currently working in law enforcement or a similar setting. CSI certificate graduates will have the basic knowledge needed to work within an investigative environment. This certificate is the industry standard in higher education for personnel desiring to work in the capacity of a CSI. The certificate will enhance the student's ability to work in the field of CSI. In addition to completing our program, students must obtain further certification from their respective state authorities to meet the required standards. For example, in Oklahoma, students interested in CSI must complete an 80-hour course mandated by the Council on Law Enforcement Education and Training (CLEET), which is necessary for certification by individual police departments. CSI certification programs at the undergraduate level may not require a prior degree or education.

Prerequisites

- Sophomore Standing (25 or more successfully completed college-level credits)
- English Composition I and II

CERTIFICATE REQUIREMENTS (21 Hrs)		
CRJS 3103	Introduction to Criminal Justice	3
CRJS 3503	Criminal Law I	3
CRJS 3513	Criminal Law II	3
CRJS 3703	Criminal Procedure	3
CRJS 4103	Identification, Collection, and Preservation of Evidence	3
CRJS 4113	Principles of Investigation	3
CRJS 4513	Interview and Interrogation	3
Total Certificate Required Hours		**21**

Media Production and Communication, BS Program Student Learning Outcomes

Program Outcome 1: The graduates will have strong digital communication skills translatable to innumerable professional positions.

Student Learning Outcome 1.1: The student will produce appropriate, relevant video content that combines original ideas with course content in a logical fashion.

Student Learning Outcome 1.2: The student will demonstrate reasonable use of credible, relevant sources to support ideas that are situated within the discipline and genre of the course or assigned text or ideas.

Student Learning Outcome 1.3: The student will use straightforward language that conveys general meaning to audiences. The oratory style is smooth, with minimal fillers.

Program Outcome 2: The graduates will be able to perform critical thinking in a variety of situations.

Student Learning Outcome 2.1: The student will identify issues and respond to problems in the form of video/discussion prompts, short essays, and longer research projects.

Student Learning Outcome 2.2: The student will recognize the value of academic research and demonstrate rigor through growth or consistent work, providing research in-text citations and reference pages of a quality nature.

Student Learning Outcome 2.3: The student will consistently apply course readings, theories, methods, and practical and logical decision-making as logical evidence to inform their responses in video/written discussion short and long assignments.

Program Outcome 3: The graduates will have low communication apprehension toward public speaking in an online or digital domain.

Student Learning Outcome 3.1: The student will report an increase in online oral communication experience.

Student Learning Outcome 3.2: The student will report overcoming issues with content control, organizational skills, or mental readiness for the task of digital oral communication.

Student Learning Outcome 3.3: The student will report a recognizable decrease in communication anxiety either prior to or during an oral presentation performed across a digital platform.

Program Outcome 4: The graduates will have experience producing a variety of professional writing styles across numerous digital platforms.

Student Learning Outcome 4.1: The student will demonstrate a wide range of communication and media-related projects, written/typed documents, and writing styles.

Student Learning Outcome 4.2: The student will apply a healthy amount of cited sources in various forms of digital content creation (writing, infographics, journals, etc.).

Student Learning Outcome 4.3: The student will showcase student growth in the level of assignment depth, quality of writing, and completion of portfolio near or at the end of the degree.

Program Outcome 5: The graduates will use active modes of critical thinking.

Student Learning Outcome 5.1: The student will use appropriate software to construct a compelling infographic that explores or extends ideas within the context of the spreadable media model.

Student Learning Outcome 5.2: The student will demonstrate consistent use of credible, relevant sources to support ideas that are situated within assignments or related course readings.

Student Learning Outcome 5.3: The student will use straightforward language that generally conveys meaning to readers. The language in the work has a few errors.

Program Outcome 6: The graduates will perform close readings and complete analyses of media content across a variety of mediums and contexts.

Student Learning Outcome 6.1: The student will identify and understand a theory or method and produce an oral or written document in which they apply it to a text or artifact in a way that produces or demonstrates new meaning between the two.

Student Learning Outcome 6.2: The student will recognize the value of scholarly or well-informed research, apply credible findings to various works, and add educational value that can assist in the completion of academic assignments but also extend to real-world ideas, problems, and solutions.

Student Learning Outcome 6.3: The student will complete assigned prompts, papers, or larger projects using organization and oral/written style that is clear, grammatically polished, and logically sound.

Media Production and Communication, BS

The BS in Media Production and Communication prepares students for the necessary oral, written, and digital engagement to navigate an increasingly digital personal and professional world. Majors would come to appreciate the overlapping and even contradictory procedures and practices that go into media production and consumption, ultimately leading to the creation of culture and its social persuasion in societies. Courses examine communication's roles in producing mass media that is used to entertain, advertise, engage, and persuade. Furthermore, students will study media and transition into disciplined and ethical content creators capable of communicating content to numerous communities, stakeholders, and audiences. A key development in critical media literacy would translate passive leisure habits into dynamic time management skills and new media training. Ultimately, students would be exposed to the strategic areas of Media Studies, Public Relations, and Social Media within the Communication Studies discipline.

Faculty and Content Specialists

Castleberry, Garret, PhD (2017)

Co-Chair/Professor: School of Humanities and Social Sciences

BA, Southwestern Oklahoma State University; MA, University of North Texas; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
*COMM 4103	Special Topics in Media Studies	3

* Minimum grade of C required

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (33 Hrs)		
COMM 2113	Foundations of Communication and Media	3
COMM 2133	Introduction to Podcasting	3
COMM 2803	Multimedia Storytelling	3
COMM 2143	Digital Media Literacy	3
COMM 3233	Media Law and Ethics	3
COMM 4413	Media and Television History	3
COMM 3533	Advertising, Brand Mgmt, & Audio Production	3
COMM 4513	Rhetoric, Persuasion, and Argumentation	3
COMM 4603	Creating Social Media Presence & Strat Intvw	3
^ COMM 4803	Media Production & Communication Capstone	3
COMM 4123	Media Production Techniques	3
****ELECTIVES (41 Hrs)** (16 hours of upper-division courses may be needed to meet the minimum 40)		
The following are not required but recommended:		
COMM 2123	Intro to Computer-Mediated Communication	3
COMM 2243	Introduction to Virtual Reality	3
+ COMM 3143	Internship	3
+ COMM 3153	Internship II	3
COMM 3213	Organizational and Professional Communication	3
+ COMM 3343	Directed Readings	3
COMM 3423	Veterans in Media	3
COMM 3433	Research Design Methods	3
+ COMM 3443	Special Project	3
COMM 3603	Mass Communication Perspectives	3
COMM 3613	Intercultural and Cybercultural Communication	3
COMM 3903	Integrated Marketing and Public Relations	3

^ Capstone course and should always be last in the program

+ Requires permission from the Program Director and a clear negotiated plan for success between student and instructor.

Total University Core	**46**
Total Major	**33**
Total Electives	**41**
Total Required Hours	**120**

*** Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

School of Ministry

Ministry is at the heart of everything we do at Mid-America Christian University (MACU). Our accredited School of Ministry provides training for those who have heard God call them to ministry. If you've sensed God is leading you towards ministry work, you'll find our degree programs are designed to prepare you to impact the world in the local church and across the globe.

The MACU School of Ministry integrates biblical foundations of Christian faith and values with accredited academic studies. Our goal is to develop lifelong ministry scholars and practitioners, thus supporting our university mission of producing effective servant leaders who will go out and change the world for Christ....

Faculty and Content Specialists

Dr. Justin Key, Chair/Professor, PhD (2012)

Christian Ministries, BS

Michael Hurdman, Associate Professor, MS (2015)
Dr. Julie Nance, Associate Professor, PhD (2013)

Ministry Leadership, BS

Pamela Barton, Assistant Professor, MA (2016)
Dr. Michael Sanders, Professor, DMin (2021)
Dr. Wendell Sutton, Professor, JD (2004)

Master of Ministry/Master of Arts in Christian Ministry

Dr. Justin Key, Chair/Professor, PhD (2012)
Dr. Michael Sanders, Professor, DMin (2021)
Dr. Wendell Sutton, Professor, JD (2004)

Christian Ministries, BS Program and Student Outcomes

Program Outcome 1: Core Knowledge - The graduate will acquire knowledge consistent with the discipline.

Student Learning Outcome 1.1: The student will explore abilities, gifts, or talents for ministry and leadership practices.

Student Learning Outcome 1.2: The student will identify the basic themes of the Bible in the Old and New Testaments.

Student Learning Outcome 1.3: The student will define the authority of Scripture.

Student Learning Outcome 1.4: The student will explain the Christian faith from a classic Wesleyan-Arminian perspective.

Student Learning Outcome 1.5: The student will identify key legal rights, duties, and liabilities of nonprofit organizations and churches.

Program Outcome 2: Core Communication - The graduate will demonstrate the ability to communicate verbally and in writing, think critically, and research.

Student Learning Outcome 2.1: The student will demonstrate effective verbal skills.

Student Learning Outcome 2.2: The student will demonstrate effective writing skills.

Student Learning Outcome 2.3: The student will demonstrate critical thinking skills.

Student Learning Outcome 2.4: The student will demonstrate research skills.

Program Outcome 3: Core Practices - The graduate will be able to perform the core ministry practices of Inductive Bible Study, preaching, leading, and caring.

Student Learning Outcome 3.1: The student will demonstrate Inductive Bible Study skills using the historical-grammatical approach.

Student Learning Outcome 3.2: The student will demonstrate the ability to preach or teach.

Student Learning Outcome 3.3: The student will demonstrate an understanding and/or practice of leadership.

Student Learning Outcome 3.4: The student will demonstrate an understanding and practice of Christian caregiving.

Student Learning Outcome 3.5: The student will demonstrate the ability to identify orthodox theological truths and/or distinguish heterodox assertions using the Wesleyan Quadrilateral.

Program Outcome 4: Core Values - The graduate will demonstrate Christ-like values in the pursuit of holiness.

Student Learning Outcome 4.1: The student will demonstrate humility and a teachable spirit.

Student Learning Outcome 4.2: The student will engage in constructive dialogue and respect others holding an opposing viewpoint.

Student Learning Outcome 4.3: The student will engage in the means of grace informed by a classic Wesleyan perspective.

Christian Ministries, BS

This program prepares students with a foundation in biblical and theological studies from a Wesleyan perspective. In addition, the program prepares and equips students for entry-level church ministry, work in parachurch or nonprofit organizations, and graduate-level and ministry-related studies.

Faculty and Content Specialists

Hurdman, Michael, MS (2015)
Associate Professor: School of Ministry
AA, Nazarene Bible College; BS, MS, Southwestern Christian University

Nance, Julie, PhD (2013)
Associate Professor: School of Ministry
BA, Anderson College; MDiv, Louisville Seminary; PhD, International Seminary

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		
+ BIOT 1103	Intro to the Old Testament	3
+ BINT 1203	Intro to the New Testament	3
+ BINT 2103	Basic Principles of Inductive Bible Study	3
+ THEO 2303	Intro to Christian Theology	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
+ COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
+ PHIL 1203	Critical Thinking	3

* Minimum grade of C required
\+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (36 Hrs)		
+ PMIN 1103	Foundations of Ministry	3
BINT 3103	Synoptic Gospels	3
BINT 3303	Romans	3
BIOT 3713	Prophetic Books/Eschatology	3
+ PMIN 3103	Homiletics I	3
THEO 3403	The Person and Work of the Holy Spirit	3
THEO 3603	Spiritual Formation and Ministry	3
PMIN 3023	World Religions and Heretical Movements	3
THEO 4323	The Teachings of Wesleyan-Arminian Theology	3
PMIN 4303	Leadership Formation	3
PMIN 3123	Evangelism and Discipleship	3
PMIN 4623	Spiritual and Congregational Care	3
****ELECTIVES (38 Hrs)**		
The following are not required but recommended:		
PMIN 2603	Christian Education Ministry and Discipleship	3
PMIN 3303	Christian Worship	3
PMIN 4233	Nonprofit and American Church Law	3
THEO 4403	Theology of Ministry	3

Total University Core	**46**
Total Major	**36**
Total Electives	**38**
Total Required Hours	**120**

***Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

Care and Support Ministry Certificate

The Care and Support Ministry Certificate is a 24-hour certificate program designed to equip students with skills to provide care and support for individuals experiencing mental and behavioral health challenges. While this certificate does not lead to licensure or meet PEER qualifications, it offers foundational courses and knowledge beneficial for pastors, volunteers, and nonprofits assisting licensed professionals in caring for those facing life challenges.

Prerequisites

- **Academic Standing**: Sophomore level or higher (25 or more successfully completed college-level credits), or one year of verifiable ministry experience as an alternative pathway.
- **Foundational Coursework**:
  - ENGL 1113 and ENGL 1213: English Composition I and II
  - COMM 1103: Fundamentals of Public Speaking
  - PMIN 3103: Homiletics I

CERTIFICATE REQUIREMENTS (24 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
+ PMIN 4223	Conflict Management	3
PSYC 3633	Psychology of Addictions & Substance Abuse	3
PSYC 3903	Stress Management	3
PMIN 3713	Workshop in Pastoral Ministry	3
PSYC 3623	Dynamics of the Family in Crisis	3
PMIN 4623	Spiritual & Congregational Care	3
PSYC 4333	Positive Psychology	3

\+ Prerequisite

Total Certificate Required Hours **24**

Christian Leadership Certificate

The Christian Leadership Certificate program will equip those desiring to be Christian leaders with basic knowledge of the Bible, individual and collective leadership skills, management of self and others, effective communication skills, conflict management, decision-making skills, and an awareness of essential information that addresses church tax and law standards.

Prerequisites

- **Academic Standing**: Sophomore level or higher (25 or more successfully completed college-level credits), or one year of verifiable ministry experience as an alternative pathway.
- **Foundational Coursework**:
  - ENGL 1113 and ENGL 1213: English Composition I and I

CERTIFICATE REQUIREMENTS (24 Hrs)		
BIOT 3613	Foundation of Ethics: Hebrew Wisdom Literature	3
MGMT 4203	Managing Teams	3
+ PMIN 1103	Foundations of Ministry	3
PMIN 4223	Conflict Management	3
PMIN 4233	Nonprofit and American Church Law	3
PMIN 4303	Leadership Formation	3
PMIN 4803	Professional Staff Relationships	3
THEO 3813/3823	Judeo-Christian Ethics/Bib. Concepts of Ldrshp	3

\+ Prerequisite

Total Certificate Required Hours **24**

Deacon Alternative Pathway Certificate

The Deacon Alternative Pathway Certificate is a course of study designed and delivered from a Wesleyan perspective to prepare individuals for ordination as Deacons across various denominations, including the Global Methodist Church (GMC). The program consists of Bible, theology, and pastoral ministry courses that align with ordination requirements commonly recognized by many denominations, with specific alignment to the GMC Book of Discipline for those pursuing ordination within the GMC.

Prerequisites

- **Academic Standing**: Sophomore level or higher (25 or more successfully completed college-level credits), or one year of verifiable ministry experience as an alternative pathway.
- **Foundational Coursework**:
  - ENGL 1113 and ENGL 1213: English Composition I and II
  - COMM 1103: Fundamentals of Public Speaking
  - PMIN 3103: Homiletics I

CERTIFICATE REQUIREMENTS (33 Hrs)		
+ BIOT 1103	Intro to the Old Testament	3
+ BINT 1203	Intro to the New Testament	3
+ PMIN 3103	Homiletics I	3
PMIN 4303	Leadership Formation	3
THEO 4323	The Teachings of Wesleyan-Arminian Theology	3
PMIN 4323	Wesleyan Polity and Practices	3
ELECTIVES (15 Hrs)		
Once the Deacon candidate is ordained, they must complete five (5) elective courses. They can select from the following courses:		
BINT 2103	Basic Principles of Inductive Bible Study	3
PMIN 2603	Christian Education Ministry and Discipleship	3
PMIN 3023	World Religions and Heretical Movements	3
PMIN 3123	Evangelism and Discipleship	3
PMIN 3713	Workshop in Pastoral Ministry	3
PMIN 4233	Nonprofit and American Church Law	3
PMIN 4623	Spiritual & Congregational Care	3
THEO 3813	Judeo-Christian Ethics	3

+ Prerequisite

Total Certificate Required Hours **33**

Women in Ministry Leadership Certificate

The Women in Ministry Leadership Certificate program encourages and empowers students to define and develop their calling to bi-vocational or vocational ministry. Students would explore the unique roles of people in the Bible, investigate historical and contemporary influential leaders, be challenged to assess their gifts, talents, and skills for leadership and service in the church and ministry/work setting, and foster study skills to better prepare oneself for teaching and preaching. In addition, students may apply credit hours earned to the Christian Ministries bachelor's degree program.

Prerequisites

- **Academic Standing**: Sophomore level or higher (25 or more successfully completed college-level credits), or one year of verifiable ministry experience as an alternative pathway.
- **Foundational Coursework**:
  - ENGL 1113 and ENGL 1213: English Composition I and I

CERTIFICATE REQUIREMENTS (24 Hrs)		
BINT 2103	Basic Principles of Inductive Bible Study	3
BINT 2303	Survey of Romans	3
BINT 3713	Foundations of Ethics: Life and Teachings of Jesus	3
PHED 1303	Health and Wellness	3
+ PMIN 1103	Foundations of Ministry	3
PMIN 2913	Women in Ministry	3
PMIN 4303	Leadership Formation	3
THEO 3813	Judeo-Christian Ethics	3

+ Prerequisite

Total Certificate Required Hours **24**

Elder Alternative Pathway Certificate

The Elder Alternative Pathway Certificate is a Wesleyan-oriented course of study designed to prepare aspiring Elders for ordination across various denominations, including the Global Methodist Church (GMC). This program includes Bible, theology, and pastoral ministry courses that align with commonly recognized ordination requirements, with specific alignment to the Global Methodist Church Book of Discipline for those pursuing ordination within the GMC.

Prerequisites

- **Academic Standing**: Sophomore level or higher (25 or more successfully completed college-level credits), or one year of verifiable ministry experience as an alternative pathway.
- **Foundational Coursework**:
  - ENGL 1113 and ENGL 1213: English Composition I and II
  - BINT 1203 Introduction to the New Testament
  - PMIN 1103 Foundations of Ministry (for THEO 3603 only)

CERTIFICATE REQUIREMENTS (30 Hrs)		
BINT 3303	Romans	3
BINT 3703	History of the Christian Thought 1	3
BINT 3803	History of the Christian Thought 2	3
BIOT 3613	Foundations of Ethics: Hebrew Wisdom Literature	3
PMIN 4233	Nonprofit and American Church Law	3
THEO 2303	Introduction to Christian Theology	3
ELECTIVES (12 Hrs)		
Once the Elder candidate is ordained, they must complete four (4) elective courses within seven (7) years of ordination. They can select from the following courses:		
BINT 3103	Synoptic Gospels	3
COMM 2143	Digital Media Literacy	3
COMM 2803	Multimedia Storytelling	3
PHIL 2103	Introduction to Philosophy and Ethics	3
THEO 3403	Person and Work of the Holy Spirit	3
THEO 3603	Spiritual Formation and Ministry	3

Total Certificate Required Hours **30**

Ministry Leadership, BS Program, and Student Outcomes

Program Outcome 1: Core Knowledge - The graduate will acquire knowledge consistent with the discipline.

Student Learning Outcome 1.1: The student will explore abilities, gifts, or talents for ministry and leadership practices.

Student Learning Outcome 1.2: The student will identify the basic themes of the Bible in the Old and New Testaments.

Student Learning Outcome 1.3: The student will define the authority of Scripture.

Student Learning Outcome 1.4: The student will explain the Christian faith from a classic Wesleyan-Arminian perspective.

Student Learning Outcome 1.5: The student will identify key legal rights, duties, and liabilities of nonprofit organizations and churches.

Program Outcome 2: Core Communication - The graduate will demonstrate the ability to communicate verbally and in writing, think critically, and research.

Student Learning Outcome 2.1: The student will demonstrate effective verbal skills.

Student Learning Outcome 2.2: The student will demonstrate effective writing skills.

Student Learning Outcome 2.3: The student will demonstrate critical thinking skills.

Student Learning Outcome 2.4: The student will demonstrate research skills.

Program Outcome 3: Core Practices - The graduate will be able to perform the core ministry practices of Inductive Bible Study, preaching, leading, and caring.

Student Learning Outcome 3.1: The student will demonstrate Inductive Bible Study skills using the historical-grammatical approach.

Student Learning Outcome 3.2: The student will demonstrate the ability to preach or teach.

Student Learning Outcome 3.3: The student will demonstrate an understanding and/or practice of leadership.

Student Learning Outcome 3.4: The student will demonstrate an understanding and practice of Christian caregiving.

Student Learning Outcome 3.5: The student will demonstrate the ability to identify orthodox theological truths and/or distinguish heterodox assertions using the Wesleyan Quadrilateral.

Program Outcome 4: Core Values - The graduate will demonstrate Christ-like values in the pursuit of holiness.

Student Learning Outcome 4.1: The student will demonstrate humility and a teachable spirit.

Student Learning Outcome 4.2: The student will engage in constructive dialogue and respect others holding an opposing viewpoint.

Student Learning Outcome 4.3: The student will engage in the means of grace informed by a classic Wesleyan perspective.

Ministry Leadership, BS

This degree prepares students to communicate, lead, care, and think biblically and theologically as they begin entry-level ministry positions. Students may fulfill various roles within church ministry and nonprofit or parachurch organizations, including the pastor, teacher, leader, and administrator, or pursue graduate studies. In addition to the foundational Bible and theology courses, other courses would address Christian formation, evangelism and discipleship, worship, homiletics, youth ministry, church administration, pastoral care, inductive Bible study methodology, Church of God (Anderson) and Wesleyan theology, nonprofit and American church law, and experiential learning opportunities.

Faculty and Content Specialists

Barton, Pamela, MA (2016)
Assistant Professor: School of Ministry
BS, University of Central Oklahoma; MA, Friends University

Key, Justin, PhD (2012)
Chair/Professor: School of Ministry
BA, Mid-America Christian University; MDiv, Asbury Theological Seminary; PhD, Southwestern Baptist Theological Seminary

Sanders, Michael, DMin (2021)
Professor: School of Ministry
BS, Gulf-Coast Bible College; MAR, Asbury Theological Seminary; DMin, Anderson University School of Theology

Sutton, Wendell, JD (2004)
Professor: School of Ministry
BS, Oklahoma State University; MA, Southern Nazarene University; JD, University of Oklahoma College of Law

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		
+ BIOT 1103	Intro to the Old Testament	3
+ BINT 1203	Intro to the New Testament	3
+ BINT 2103	Basic Principles of Inductive Bible Study	3
+ THEO 1103	Biblical Life and Witness	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
+ COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
MATH/BUAD	Intro to Stats/College Math/Bus Math	3
SOCIAL SCIENCES (3 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
+ PHIL 2103	Introduction to Philosophy and Ethics	3

* Minimum grade of C required
+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (57 Hrs)		
Bible/Theology (30 Hrs)		
BINT 3103/3603	Synoptic Gospels/Hebrews and General Letters	3
BINT 3633	Pastoral Letters	3
BINT 3703	History of Christian Thought 1	3
BIOT 3513/3903	Isaiah/The Pentateuch	3
THEO 2103	Systematic Theology I	3
THEO 2203	Systematic Theology II	3
THEO 3403	The Person and Work of the Holy Spirit	3
THEO 4303	Church of God Theology	3
THEO 4403	Theology of Ministry	3
THEO 4923	Special Topics in Theology	3
Professional Ministry (27 Hrs)		
+ PMIN 1103	Foundations of Ministry	3
+ PMIN 1203	Christian Formation	3
+ PMIN 3103	Homiletics I	3
PMIN 3123	Evangelism and Discipleship	3
PMIN 3203	Homiletics II	3
PMIN 3713	Workshop in Pastoral Ministry	3
PMIN 4233	Nonprofit and American Church Law	3
PMIN 4303	Leadership Formation	3
PMIN 4893	Practicum in Pastoral Care I	3
****ELECTIVES (17 Hrs)**		
The following are not required but recommended:		
ENGL 3503	Advanced Composition	3
ENGL 4303	Shakespeare	3
ENGL 4313	Life and Teachings of C.S. Lewis	3
PMIN 4973	Pastoral Care in the Local Church	3
PSYC 4813	Professional Ethics and Conduct	3
PSYC 3303	Development Across the Lifespan	3
PSYC 3633	Psychology of Addictions and Substance Abuse	3
PSYC 3903	Stress Management	3
PSYC 4343	Psychology of Motivation and Emotions	3
^ PMIN 3133	Introduction to Spiritual Direction	3
^ PMIN 3643	Stephen Ministry	3
^ PMIN 4113	Internship in Professional Ministries	3
+/^ PMIN 4893	Practicum in Pastoral Care I	3
^ PMIN 4983	Practicum in Pastoral Care II	3

^ Applied Learning Courses

Total University Core	**46**
Total Major	**57**
Total Electives	**21**
Total Required Hours	**120**

***Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

Master of Ministry Program and Student Outcomes

Program Outcome 1: The graduate will interpret and apply Scripture accurately, relevantly, and effectively in teaching, preaching, writing, counseling, and leadership.

Student Learning Outcome 1.1: The student will apply the Wesleyan understanding of theory, the Bible, and the theology of leadership to a variety of contexts.

Student Learning Outcome 1.2: The student will utilize analytical skills that apply the use of the Inductive method of studying the Bible.

Student Learning Outcome 1.3: The student will explore, differentiate, and communicate biblical and theological essential questions from generalizations.

Student Learning Outcome 1.4: The student will implement lessons, sermons, and curricula that encourage the audience toward spiritual growth and responsibility.

Program Outcome 2: The graduate will articulate and model a cohesive, biblical worldview that serves as the foundation for ministerial leadership in both personal life and public service.

Student Learning Outcome 2.1: The student will demonstrate a personal walk with God characterized by engaging in healthy, loving relationships with those in one's family and the community of faith.

Student Learning Outcome 2.2: The student will model a lifestyle reflective of spiritual dispositions that are characteristic of a disciplined life, both ethically and morally.

Student Learning Outcome 2.3: The student will respect other leaders and colleagues and maintain appropriate boundaries.

Student Learning Outcome 2.4: The student will create policies, procedures, and professional practices that operate from ethical and moral principles.

Program Outcome 3: The graduate will skillfully practice serving in general areas of ministerial leadership at the local, national, and/or global level.

Student Learning Outcome 3.1: The student will integrate applied, practical, and experiential knowledge to develop and lead a team toward mutual accomplishments of organizational and/or spiritual goals.

Student Learning Outcome 3.2: The student will apply analytical skills to access needs and problems within the church/organization from a realism of history, tradition, and economic and social constraints.

Student Learning Outcome 3.3: The student will combine knowledge of individual and community needs to design lessons, sermons, curricula, and programs that reflect the diversity of age, gender, learning needs, and culture.

Student Learning Outcome 3.4: The student will apply the principles of leadership that include a primary desire to serve others, as well as the ability to support and encourage others when not leading.

Student Learning Outcome 3.5: The student will demonstrate effective communication (in teaching, preaching, and leading) and relational skills necessary for facilitating spiritual maturity.

Program Outcome 4: The graduate will articulate a commitment to be a life-long learner.

Student Learning Outcome 4.1: The student will consistently engage in self-reflection and find ways to develop and improve in one's spiritual development, intellectual knowledge, and practice of ministry.

Student Learning Outcome 4.2: The student will participate in opportunities that provide professional, ministerial, and personal development.

Student Learning Outcome 4.3: The student will be open to the diversity of culture, needs, values, skills, and abilities of others, yet maintain a commitment to follow and seek after Biblical truths.

Student Learning Outcome 4.4: The student will reflect a disposition that is positive, supportive, and teachable.

Program Outcome 5: The graduate will demonstrate leadership that exemplifies the model and example of Jesus Christ locally, nationally, and/or globally.

Student Learning Outcome 5.1: The student will define and apply theological concepts of Christ's leadership to one's life.

Student Learning Outcome 5.2: The student will articulate how the role of the Holy Spirit prepares and guides one for service to one's life and ministry.

Student Learning Outcome 5.3: The student will utilize diverse tools in teaching and preaching to a diverse audience to illustrate the message of the Bible.

Master of Ministry

Designed for pastors, lay leaders, and those dedicated to serving others through Christian ministry, the Master of Ministry degree develops a theological foundation in biblical Exegesis, spiritual formation, and church history while delving into contemporary leadership, strategic planning, and evangelism techniques that can immediately be applied. Required practicums allow students to apply their newfound knowledge within a church setting. This degree is not for those seeking to teach theology at the University level. Still, rather, it prepares students to effectively teach, mentor, preach, evangelize, disciple, and serve as administrators within the local church, para-church, or other church-related ministry as they train and encourage others in Christian service.

Faculty and Content Specialists

Key, Justin, PhD (2012)
Chair/Professor: School of Ministry
BA, Mid-America Christian University; MDiv, Asbury Theological Seminary; PhD, Southwestern Baptist Theological Seminary

Sanders, Michael, DMin (2021)
Professor: School of Ministry
BS, Gulf-Coast Bible College; MAR, Asbury Theological Seminary; DMin, Anderson University School of Theology

Sutton, Wendell, JD (2004)
Professor: School of Ministry
BS, Oklahoma State University; MA, Southern Nazarene University; JD, University of Oklahoma College of Law

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 2.75 CGPA/2.75 in the last 60

MASTER OF MINISTRY (36 Hrs)

*THEO 5233	Spiritual Form from a Wesleyan Perspective	3
*BINT 5023	Inductive Methodology	3
BIOT 5133	Selective Genres of Old and New Testaments	3
*PMIN 5333	Church History and Christian Movements	3
*THEO 5213	Wesleyan-Arminian Theology	3
*PMIN 5463	Evangelism in a Post-Modern Era	3
PMIN 5343	Wesleyan Polity and Practices	3
OR PMIN 5453	**OR** Church of God Distinctives	
PMIN 5033	Churches Ministry to Families	3
PMIN 5903	How to Teach the Bible	3
PMIN 5473	Leading Strategic Change	3
PMIN 5323	Biblical Leadership, Coaching, and Ethics	3
PMIN 6933	Integrative Ministry Practicum	3
Total Required Hours for MMin		**36**

Students may complete the 36 credit hours required for the Master of Ministry (MMin) degree **without selecting an emphasis**. However, **students who graduate without an emphasis cannot return later as a degree-seeking student to add one**.

Dual Credit Option
Courses marked with an asterisk (*) are approved as dual credit or electives for students accepted into the **4+1 Accelerated Program**. Eligible students must apply during their junior year of their bachelor's degree and be enrolled in a **teacher education study plan**.

Academic Performance Policy

- Any course with a grade of **C** must be repeated within the next **9 credit hours**.
- Any grade of **D or F** must be repeated **immediately** before continuing in the program.
- Earning **three grades below a B** in the master's program will result in **automatic dismissal**.

Selecting an Emphasis
Students who wish to pursue an emphasis must declare one **before completing their first six (6) courses** in the MMin program. Early selection ensures students enroll only in courses required for their emphasis and avoid taking unnecessary classes.

MASTER OF MINISTRY LEADERSHIP (36 Hrs)

THEO 5233	Spiritual Form from a Wesleyan Perspective	3
BINT 5023	Inductive Methodology	3
BIOT 5133	Selective Genres of Old and New Testaments	3
PMIN 5333	Church History and Christian Movements	3
THEO 5213	Wesleyan-Arminian Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
COMM 5103	Adv Professional Comm & Leadership Practicum	3
MGMT 5113	Organizational Behavior	3
ML 5143	Leadership Theory and Practice	3
ML 5243	Leading Change and Innovation	3
ML 5273	Non-profit Leadership	3
ML 6023	Integrative Leadership Project	3

MASTER OF MINISTRY PASTORAL STUDIES (48 Hrs)

THEO 5233	Spiritual Form from a Wesleyan Perspective	3
BINT 5023	Inductive Methodology	3
BIOT 5133	Selective Genres of Old and New Testaments	3
PMIN 5333	Church History and Christian Movements	3
THEO 5213	Wesleyan-Arminian Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
PMIN 5343	Wesleyan Polity and Practices	3
OR PMIN 5453	**OR** Church of God Distinctives	
PMIN 5033	Churches Ministry to Families	3
PMIN 5903	How to Teach the Bible	3
PMIN 5323	Biblical Leadership, Coaching, and Ethics	3
PMIN 5473	Leading Strategic Change	3
THEO 5223	Theological Method	3
PMIN 5313	Homiletics	3
ML 5273	Non-Profit Leadership	3
PMIN 5803	Congregational Care	3
PMIN 6933	Integrative Ministry Practicum	3

MMIN PASTORAL AND CRISIS CARE (36 Hrs)

THEO 5233	Spiritual Form from a Wesleyan Perspective	3
BINT 5023	Inductive Methodology	3
BIOT 5133	Selective Genres of Old and New Testaments	3
PMIN 5333	Church History and Christian Movements	3
THEO 5213	Wesleyan-Arminian Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
COUN 5713	Human Development	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 5233	Alcohol and Drug Addiction	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
PMIN 6946	Clinical Pastoral Education (CPE) Unit 1	6
Total MMin with Emphasis Required Hours		**36-48**

Master of Arts in Christian Leadership Program and Student Outcomes

Program Outcome 1: Acquiring, analyzing, and evaluating core knowledge of historic, orthodox Christianity by engaging the biblical narrative, doctrines, theological principles, and employing Methodology to interpret and articulate meaning in the work of ministry.

Student Learning Outcome 1.1: Students will analyze and evaluate biblical themes across the Old and New Testaments, synthesizing them into a coherent framework for the practice of ministry.

Student Learning Outcome 1.2: Students will analyze and evaluate biblical doctrines and theological principles, articulating an understanding of the Christian faith for the practice of ministry.

Student Learning Outcome 1.2: Students will employ methodology to interpret and articulate the meaning of the Biblical text for the work of ministry.

Program Outcome 2: Effective creation and performance of core practices by integrating biblical, theological, and ethical principles in the work of Christian ministry.

Student Learning Outcome 2.1: Students will analyze and synthesize biblical, theological, and ethical principles to create and deliver effective communication strategies that articulate the Gospel and cultivate faith in diverse ministry contexts.

Student Learning Outcome 2.2: Students will evaluate the pastoral needs of individuals and communities, integrating biblical and ethical principles to design and perform ministry practices that foster healing, support, and spiritual growth.

Student Learning Outcome 2.3: Students will assess leadership demands within Christian ministry, synthesizing Biblical, theological, and ethical insights to develop and execute innovative leading practices that guide congregations toward mission and maturity.

Program Outcome 3: Demonstrate Christlikeness in pursuit of holiness.

Student Learning Outcome 3.1: The student will display ongoing commitment to spiritual growth resulting in Christ like character.

Student Learning Outcome 3.2: The student will engage and facilitate in constructive dialogue with others holding an opposing viewpoint.

Student Learning Outcome 3.3: The student will participate in and facilitate the means of grace informed by a classic, Wesleyan perspective.

The Master of Arts in Christian Ministry (MACM) program is fully accredited by the Higher Learning Commission and has applied for U.S. Department of Education Title IV federal financial aid eligibility; until Department of Education approval is granted, Title IV funds are not available to students enrolling in this program.

Master of Arts in Christian Ministry

The Master of Arts in Christian Ministry (MACM) is designed to further equip those called to serve in Christian ministry by strengthening their Biblical, theological, historical, and ministerial foundations. This degree features training in exegesis/Inductive Bible Study, systematic and Wesleyan-Arminian theology, and church history, as well as spiritual formation, pastoral care, communicating the gospel (preaching, teaching, evangelism), contemporary leadership, discipleship, and apologetics. Students completing this degree with any of its emphases will be able to effectively lead within the local church and/or other Christian, faith-based organizations.

Faculty and Content Specialists

Key, Justin, PhD (2012)
Chair/Professor: School of Ministry
BA, Mid-America Christian University; MDiv, Asbury Theological Seminary; PhD, Southwestern Baptist Theological Seminary

Sanders, Michael, DMin (2021)
Professor: School of Ministry
BS, Gulf-Coast Bible College; MAR, Asbury Theological Seminary; DMin, Anderson University School of Theology

Sutton, Wendell, JD (2004)
Professor: School of Ministry
BS, Oklahoma State University; MA, Southern Nazarene University; JD, University of Oklahoma College of Law

Admission Requirements
• Bachelor Degree
• GPA - Bachelor Degree CGPA: 2.75 CGPA/2.75 in the last 60

Core (18 credit hours)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3

Emphasis Selection:

- Choose one emphasis before completing your sixth core course.
- This guarantees you only enroll in courses required for that emphasis.
- Once your MACM is conferred with an emphasis, you may not return as a degree-seeking student to add another.

Academic Progression Note:

- Any C must be repeated within 9 credit hours; a D or F must be repeated immediately.
- Earning three grades below a B triggers automatic dismissal.

MASTER OF ARTS IN CHRISTIAN MINISTRY, MINISTRY LEADERSHIP (60 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
THEO 5213	Wesleyan-Arminian Theology	3
PMIN 5343	Wesleyan Polity and Practices	3
OR PMIN 5453	**OR** Church of God Distinctives	
PMIN 5903	How to Teach the Bible	3
PMIN 5803	Congregational Care	3
THEO 5313	History of Christian Thought I	3
THEO 5323	History of Christian Thought II	3
THEO 5333	Apologetics	3
PMIN 5303	Christian Worship from a Wesleyan Perspective	3
PMIN 5473	Leading Strategic Change	3
THEO 5403	Personal and Work of the Holy Spirit	3
BINT 5133	The Gospels	3
BIOT 5903	The Pentateuch	3
PMIN ____	Christian Ministry Elective	3
PMIN ____	Christian Ministry Elective	3

\+ Prerequisite

Total MACM with Ministry Leadership Required Hours 60

MASTER OF ARTS IN CHRISTIAN MINISTRY, PASTORAL STUDIES (36 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
PMIN 5903	How to Teach the Bible	3
PMIN 5803	Congregational Care	3
PMIN 5303	Christian Worship from a Wesleyan Perspective	3
PMIN 5473	Leading Strategic Change	3
PMIN 5343	Wesleyan Polity and Practices	3
OR PMIN 5453	**OR** Church of God Distinctives	
PMIN 6933	Integrative Ministry Practicum	3

MASTER OF ARTS IN CHRISTIAN MINISTRY, CHRISTIAN LEADERSHIP (36 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
COMM 5103	Adv Professional Comm & Leadership Practicum	3
MGMT 5113	Organizational Behavior	3
ML 5143	Leadership Theory and Practice	3
ML 5243	Leading Change and Innovation	3
ML 5273	Non-profit Leadership	3
ML 6023	Integrative Leadership Project	3

MASTER OF ARTS IN CHRISTIAN MINISTRY, PASTORAL CARE AND CRISIS (36 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
COUN 5713	Human Development	3
COUN 5213	Theories of Counseling and Psychotherapy	3
COUN 5233	Alcohol and Drug Addiction	3
COUN 6533	Intervntn of Indiv & Families in Crisis & Trauma	3
PMIN 6946	Clinical Pastoral Education (CPE) Unit 1	6
OR PMIN 5803	**OR** Congregational Care	
AND PMIN 5033	**AND** Church's Ministry to Families	

MASTER OF ARTS IN CHRISTIAN MINISTRY, THEOLOGICAL STUDIES (36 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
THEO 5213	Wesleyan -Arminian Theology	3
THEO 5223	Theological Method	3
THEO 5403	Personal and Work of the Holy Spirit	3
THEO 5313	History of Christian Thought I	3
THEO 5323	History of Christian Thought II	3
THEO 5333	Apologetics	3

Total MACM with Emphasis Required Hours 36

MASTER OF ARTS IN CHRISTIAN MINISTRY, BIBLICAL STUDIES (36 Hrs)		
+BIOT 5113	Old Testament Studies	3
+BINT 5203	New Testament Studies	3
BINT 5023	Inductive Methodology	3
THEO 5113	Systematic Theology	3
PMIN 5463	Evangelism in a Post-Modern Era	3
THEO 5233	Spiritual Formation from a Wesleyan Perspective	3
BINT 5133	The Gospels	3
BINT 5503	Pauline Epistles	3
BIOT 5903	The Pentateuch	3
BIOT 5303	Wisdom Literature	3
BILA 5203	Concise Greek	3
BILA 5303	Concise Hebrew	3
Total MACM with Emphasis Required Hours		**36**

School of Nursing

The Mid-America Christian University (MACU) School of Nursing prepares students to deliver compassionate, patient-centered care rooted in Christian values. With a strong emphasis on ethical decision-making, spiritual development, and professional integrity, the School of Nursing integrates clinical excellence with leadership and service to meet the needs of a rapidly evolving healthcare environment.

Through a blend of classroom instruction, hands-on clinical experiences, and mentorship from experienced faculty, students are equipped to think critically, communicate effectively, and provide safe, competent care across a variety of healthcare settings.

MACU offers two degrees for nursing education:

- **Associate of Applied Science (AAS) in Nursing**
  Please Note: Mid-America Christian University's AAS in Nursing program has been submitted to the accreditor and is pending Higher Learning Commission (HLC) approval in the coming weeks.
  Designed to build foundational nursing skills, this program emphasizes ethical, spiritual, and professional growth. Graduates are prepared to take the NCLEX-RN exam and pursue licensure as Registered Nurses. The program focuses on preparing students to provide quality care and to embrace lifelong learning in a variety of clinical environments, including hospitals, clinics, and long-term care facilities.

- **Bachelor of Science in Nursing (RN-to-BSN)**
  Tailored for licensed RNs who hold an associate's degree or diploma in nursing, this fully online program deepens understanding of nursing theory, leadership, research, and evidence-based practice. Students engage with advanced healthcare topics and complete personalized clinical experiences and capstone projects, helping them expand their roles in the profession and better serve their communities.

The School of Nursing supports MACU's broader mission of academic excellence and Christian leadership by equipping nursing professionals with the knowledge and character to impact healthcare with compassion and purpose.

Faculty and Content Specialists

Medrano, Saundra, Director/Associate Professor, PhD, MSN, CNE, RN, (2024)

Allen, Jennifer, Director/Assistant Professor, MSN, CNE, RN, (2025)

Wilson, Gina, Assistant Director/Associate Professor, DNP, MSN, CNE, RN, (2025)

Nursing Program Student Learning Outcomes

Associate of Applied Science (AAS) in Nursing

Graduates of the AAS in Nursing program will be able to:

1 **Demonstrate Clinical Competence**
- Apply foundational nursing knowledge and skills to deliver safe, evidence-based care.
- Successfully pass the NCLEX-RN exam and obtain licensure as a registered nurse.

2 **Provide Compassionate, Patient-Centered Care**
- Deliver holistic care that addresses the physical, emotional, and spiritual needs of patients across the lifespan.
- Practice in a variety of healthcare settings including hospitals, clinics, and long-term care facilities.

3 **Exhibit Professionalism and Ethical Behavior**
- Uphold ethical standards, Christian values, and professional conduct in all nursing interactions.
- Understand the role and responsibility of the nurse within legal and ethical frameworks.

4 **Develop Critical Thinking and Communication Skills**
- Use sound judgment and clinical reasoning in nursing practice.
- Communicate effectively with patients, families, and members of the healthcare team.

5 **Embrace Lifelong Learning**
- Recognize the value of continued education and personal growth within the nursing profession.

Bachelor of Science in Nursing (RN-to-BSN)

Graduates of the BS in Nursing program will be able to:

1 **Enhance Clinical Competence**
- Apply evidence-based practice in complex clinical scenarios.
- Strengthen decision-making and critical thinking skills through advanced coursework and practical application.

2 **Develop Leadership and Management Skills**
- Assume leadership roles within healthcare teams and organizations.
- Analyze healthcare policies, ethical dilemmas, and legal frameworks that influence practice.

3 **Promote Lifelong Learning and Professional Development**
- Pursue advanced certifications, graduate studies, and active involvement in professional organizations.
- Commit to continuous improvement in nursing knowledge and skills.

4 **Improve Patient Outcomes and Population Health**
- Implement strategies to enhance care quality and safety.
- Address health promotion, disease prevention, and chronic disease management across diverse populations.

5 **Foster Effective Communication and Collaboration**
- Lead and engage in effective communication within interdisciplinary teams.
- Promote collaboration to improve care coordination and outcomes.

6 **Integrate Technology and Informatics**
- Use healthcare technology and informatics tools, including electronic health records and telehealth systems.
- Analyze and apply data to support clinical decisions and improve patient care.

7 **Cultivate Cultural Competence and Inclusivity**
- Deliver culturally responsive care that acknowledges the values and needs of diverse populations.
- Advocate for health equity and work to reduce disparities in healthcare access and outcomes

Nursing, AAS

Please Note: Mid-America Christian University's AAS in Nursing program has been submitted to the accreditor and is pending Higher Learning Commission (HLC) approval in the coming weeks.

Mid-America Christian University's Associate of Applied Science in Nursing is a two-year, hands-on degree program designed to prepare you for licensure and a rewarding career as a registered nurse (RN). Through a blend of dynamic classroom instruction, high-fidelity simulation lab experiences, and diverse clinical rotations, you'll gain practical skills and critical knowledge in areas such as anatomy, physiology, pharmacology, nursing theory, and patient care. Rooted in MACU's commitment to Christ-centered education, this program not only trains you to provide excellent medical care but also empowers you to serve with compassion, integrity, and purpose in today's healthcare environment.

Faculty and Content Specialists

Medrano, Saundra, PhD, MSN, CNE, RN (2024)
Director/Associate Professor: School of Nursing
BSN, MSN, University of Oklahoma; PhD, Capella University

Wilson, Gina, DNP, MSN, CNE, RN, (2025)
Assistant Director/Associate Professor: School of Nursing
DNP, American Sentinel College of Nursing and Health Sciences at Post University, MSN, BSN, University of Oklahoma

Allen, Jennifer, MSN, CNE, RN, (2025)
Assistant Professor: School of Nursing
MSN, Southwestern Oklahoma State University, BSN, Oklahoma State University

Prerequisites

All required immunizations will be due upon admission to the program. See the Nursing Program-Specific Requirements Admissions section.

Prerequisite courses recommended but not required:

PSYC 1103 Introduction to Psychology
* ENGL 1213 English Comp II
*/+ BIOL 1133 General Nutrition

UNIVERSITY CORE REQUIREMENTS (28 Hrs)		
BIBLE/THEOLOGY (3 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
COMMUNICATION (3 Hrs)		
* ENGL 1113	English Comp I	3
U.S. HISTORY AND GOVERNMENT (3 Hrs)		
HIST 2103	American History I	3
SCIENCE (12 Hrs plus 4 Hrs of lab)		
*/+ BIOL 1113/1214	General Biology/Biology I with Lab	3
*/+ BIOL 3114/2314	Human Anatomy/Anatomy & Physiology I	4
*/+ BIOL 3214/2324	Human Physiology/Anatomy & Physiology II	4
*/+ CHEM 1105	General Chemistry I	5
MATHEMATICS (3 Hrs)		
*/+ MATH 1513	College Algebra	3

* Minimum grade of C required
+ Prerequisite

NURSING Courses (41 Hrs)		
Please note the labs for Anatomy & Physiology I & II, Microbiology, and Chemistry courses must be 75% face-to-face.		
NURS 1116	Nursing 1: Foundations of Nursing I	6
NURS 2213	Nursing 2: MedSurg 1A	3
NURS 2313	Nursing 2: MedSurg 1B	3
NURS 2416	Nursing 3: Mental Health	6
NURS 3513	Nursing 4: Pediatrics	3
NURS 3523	Nursing 5: OB	3
NURS 3616	Nursing 6: MedSurg 2	6
NURS 3713	Nursing 7: Leadership	3
NURS 3723	Nursing 8: Immersion	3
BIOL 3305	Microbiology	5

* Minimum grade of C required
+ Prerequisite

Total University Core	**28**
Total Nursing Courses	**41**
Total Required Hours	**69**

Nursing, BS (RN-to-BSN)

The Mid-America Christian University School of Nursing prepares students to provide compassionate, patient-centered care rooted in Christian values. The nursing program emphasizes a holistic approach to healthcare, integrating clinical excellence with ethical decision-making, leadership, and service. Through a combination of classroom instruction, hands-on clinical experiences, and mentorship from experienced faculty, students are equipped to meet the challenges of modern healthcare environments.

The Bachelor of Science in Nursing (RN-to-BSN) program is designed for Registered Nurses (RNs) who hold an associate degree or diploma in nursing and want to advance their education and career by earning a bachelor's degree. Building on the foundational knowledge and clinical experience that RNs already possess, this program deepens understanding of nursing theory, research methods, and evidence-based practice. The curriculum incorporates advanced clinical concepts, leadership development, and contemporary healthcare issues, all while emphasizing critical thinking, effective communication, and collaborative care.

Courses are delivered online to accommodate the busy schedules of working nurses. Clinical experiences and capstone projects are customized to each student's interests and career goals, ensuring that learning is directly applicable to real-world practice.

Aligned with MACU's mission to promote academic excellence and Christian leadership, the School of Nursing prepares graduates to make a meaningful impact in their communities and the healthcare field.

Faculty and Content Specialists

Medrano, Saundra, PhD, MSN, CNE, RN (2024)
Director/Associate Professor: School of Nursing
BSN, MSN, University of Oklahoma; PhD, Capella University

Wilson, Gina, DNP, MSN, CNE, RN, (2025)
Assistant Director/Associate Professor: School of Nursing
DNP, American Sentinel College of Nursing and Health Sciences at Post University, MSN, BSN, University of Oklahoma

Allen, Jennifer, MSN, CNE, RN, (2025)
Assistant Professor: School of Nursing
MSN, Southwestern Oklahoma State University, BSN, Oklahoma State University

Admission Requirements

- Active U.S. RN license – Unencumbered Registered Nurse license from the United States
- Nursing Education:
  - Associate Degree in Nursing (ADN) from a regionally accredited program – minimum 2.0 CGPA; **OR**
  - Nursing Diploma from a nationally accredited program

The following University Core Requirements, except for the **Bible/Theology** course, may be met with an Associate's Degree in Nursing (ADN).

UNIVERSITY CORE REQUIREMENTS (45 Hrs)		
BIBLE/THEOLOGY (3 Hrs)		**Hrs**
Bible Elective	+Bible/Theology Course	3
COMMUNICATION (6 Hrs)		
ENGL 1113	English Comp I	3
ENGL 1213	English Comp II	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2103/2203	American History I/II	3
SCIENCE (24 Hrs)		
*/+ BIOL 1133	General Nutrition	3
*/+ BIOL 1113/1214	General Biology/Biology I with Lab	3
*/+ BIOL 3114/2314	Human Anatomy/Anatomy & Physiology I	4
*/+ BIOL 3214/2324	Human Physiology/Anatomy & Physiology II	4
*/+ CHEM 1105	General Chemistry I	5
*/+ BIOL 3305	Microbiology	5
MATHEMATICS (3 Hrs)		
*/+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC 1103	Introduction to Psychology	3

* Minimum grade of C required
\+ Prerequisite

To earn a bachelor's degree, students must complete a total of **40 upper-level credits**. Of those, at least 19 credits may need to come from electives, which can be satisfied through transfer credits or additional electives taken at MACU.

MAJOR CORE (36 Hrs)		
NURS XXX1	Nursing Course from ADN	3
NURS XXX2	Nursing Course from ADN	3
NURS XXX3	Nursing Course from ADN	3
NURS XXX4	Nursing Course from ADN	3
NURS XXX5	Nursing Course from ADN	3
NURS XXX6	Nursing Course from ADN	3
NURS 3823	Family Assessment	3
NURS 3843	Community Health Nursing	3
NURS 3943	Nursing Theory and Professional Practice	3
NURS 4133	Nursing Research and Evidence-based Practice	3
NURS 4153	Nursing Leadership	3
NURS 4273	Population and Global Health	3

Electives (39 Hrs)

The program requires 39 credit hours of electives. Some of these credits may come from unused nursing courses completed as part of your Associate Degree in Nursing (ADN). If you have at least two years of nursing experience and hold relevant certifications, you may also be eligible to earn up to 21 elective hours through our Prior Learning Assessment process. To meet graduation requirements, the remaining 18 elective hours must be upper-division (junior or senior level), contributing to the 40 upper-division hours required for a bachelor's degree.

Total University Core	**45**
Total Nursing Courses	**36**
Total Electives	**39**
Total Required Hours	**120**

School of Science and Mathematics

Today's rapidly-changing workplace demands that you have the knowledge and skill sets to keep pace with new challenges. At Mid-America Christian University's (MACU) School of Science and Mathematics, we provide a transformative education to help you become a productive, creative leader who can make a significant impact in any STEM (Science, Technology, Engineering, and Math) career.

If working with numbers comes naturally to you, a degree in math from MACU is a path to a variety of high-paying careers in STEM fields, teaching, financial planning, statistics, and more. Our Bachelor of Science in Mathematics program not only positions students for jobs with high-earning potential but also provides a solid foundation for those who wish to pursue graduate studies. For instance, the U.S. Bureau of Labor Statistics reports that actuaries with a bachelor's degree earn a median pay of $105,900, and employment in math occupations is projected to grow 28 percent from 2020 to 2030, much faster than the average for all occupations.

MACU's School of Science and Mathematics provides you with a transformative education so that you may become a productive, creative leader who will impact the world in whatever engaging career you pursue in the STEM fields. Our knowledgeable professors bring real-world success in science and mathematics directly to the classroom, ensuring you receive an excellent educational experience. With our small class sizes, you'll benefit from personalized attention and build meaningful relationships with faculty members who genuinely care about your educational and professional success.

Faculty and Content Specialists

Biology, BS

Dr. Harold Kihega, Co-Chair/Professor, PhD (2016)
Dr. Deshani Fernando, Associate Professor, PhD (2017)
Jayme Hayes, Assistant Professor, MS (2021)

Data Analytics, BS

Triston Herron, Assistant Professor, MS (2022)

Mathematics, BS

Dr. Carol Fowlkes, Co-Chair/Professor, PhD (1998)
Dr. Max Simmons, PhD (2024)

Biology, BS Program Student Learning Outcomes

Program Outcome 1: Graduates will effectively communicate core science concepts.

Student Learning Outcome 1.1: The student will organize scientific (quant/qual) data and effectively present it through tables, charts, and images.

Student Learning Outcome 1.2: The student will critique and summarize current research topics.

Program Outcome 2: Graduates will apply quantitative and qualitative analysis to interpret scientific data.

Student Learning Outcome 2.1: The student will draw conclusions based on appropriate research protocol.

Student Learning Outcome 2.2: The student will classify organisms/chemical reactions according to quantitative and qualitative processes.

Program Outcome 3: Graduates will understand the relationship of core concepts across various disciplines.

Student Learning Outcome 3.1: The student will apply chemistry, physics, mathematics, and biology content to explain the natural world.

Student Learning Outcome 3.2: The student will effectively collaborate across disciplines.

Program Outcome 4: Graduates will implement correct laboratory methodology to assess diverse scientific systems.

Student Learning Outcome 4.1: The student will accurately perform laboratory protocol.

Student Learning Outcome 4.2: The student will utilize laboratory equipment correctly and safely.

Biology, BS

The biology program at MACU provides students with a strong foundation to enter multiple science careers, STEM graduate schools, and professional health science programs. In addition to classroom and laboratory teaching modules, MACU provides abundant opportunities for faculty-to-student mentorships, peer-to-peer collaborative learning, and critical thinking opportunities related to science research protocol.

MACU holds a 3+1 Pre-doctoral Program articulation agreement with Oklahoma State University-Center for Health Sciences. This articulation agreement is subject to change; therefore, check with the School of Science and Mathematics and the destination college or university to verify that you meet all requirements to create a smooth transition. See a full list of requirements on the OSU-CHS MOU 3+1 document.

Faculty and Content Specialists

Fernando, Deshani, PhD (2017)
Associate Professor: School of Science and Mathematics
BS, University of Kelaniya, Sri Lanka; PhD, Oklahoma State University

Hayes, Jayme, MS (2021)
Assistant Professor: School of Science and Mathematics
BS, University of Oklahoma; MS, Kansas City University

Kihega, Harold, PhD (2016)
Co-Chair/Professor: School of Science and Mathematics
BS, Cameron University; MEd, University of Central Oklahoma; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
*/+ BIOL 1133	General Nutrition	3
*/+ BIOL 2104	Environmental Science and Lab	4
MATHEMATICS (3 Hrs)		
*/+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC 1103	Introduction Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required
+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (55-56 Hrs)		
*/+ BIOL 1214	Biology I	4
*/+ BIOL 1314	Biology II	4
* BIOL 3114/2314	Human Anatomy/A&P I	4
* BIOL 3214/2324	Human Physiology/A&P II	4
*/+ CHEM 1105	General Chemistry I	5
* CHEM 1205	General Chemistry II	5
* BIOL 3305	Microbiology	5
BIOL 3334/3354	Cell Biology/Genetics	4
BIOL 4501	Biology Research	1
BIOL 2114/2214	General Zoology/General Botany	4
CHEM 3103	Organic Chemistry 1	3
CHEM 3102	Organic Chemistry I Lab	2
MATH 2114/4113	Calculus 1/Mathematical Modeling	4/3
MATH 3703	Introduction to Statistics	3
PHYS 1134/2104	General Physics I (with Lab)/Physics I (with Lab)	4
****BIOLOGY ELECTIVES (18-19 Hrs)**		
Choose 18 to 19 hours from the biology discipline to meet the minimum 122-hour graduation requirement for a bachelor's degree.		

* Minimum grade of C required
+ Prerequisite

Total University Core	**46**
Total Major	**55-56**
Total Electives	**18-19**
Total Required Hours	**120**

*** Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

Data Analytics, BS Program, and Student Outcomes

Program Outcome 1: The graduate will have knowledge of big data analytics.

Student Learning Outcome 1.1: The student will know how to use an Excel spreadsheet to solve statistical-related problems.

Student Learning Outcome 1.2: The student will know how to calculate Measures of Central Tendency, dispersion, and position given a large data set.

Student Learning Outcome 1.3: The student will know how to estimate population mean and test claims about means and proportions given sample data.

Student Learning Outcome 1.4: The student will know how to solve and model linear applications using matrices.

Student Learning Outcome 1.5: The student will know how to collect data, propose a mathematical model to fit data, and refine and fit the model to the data to make predictions.

Student Learning Outcome 1.6: The student will know how to apply the linear regression model to big data and determine significant predictors.

Program Outcome 2: The graduate will apply statistical concepts to the ethical collection, organization, and analysis of data.

Student Learning Outcome 2.1: The student will know how to use an Excel spreadsheet to solve statistical-related problems.

Student Learning Outcome 2.2: The student will know how to calculate Measures of Central Tendency, dispersion, and position given a large data set.

Student Learning Outcome 2.3: The student will know how to estimate population mean and test claims about means and proportions given sample data.

Student Learning Outcome 2.4: The student will know how to gather data, propose a model, and fit the data into the model.

Student Learning Outcome 2.5: The student will know how to solve real-world problems involving permutations and combinations.

Student Learning Outcome 2.6: The student will know how to apply the linear regression model to big data and determine significant predictors.

Program Outcome 3: The graduate will demonstrate technical proficiency in relevant programming languages and the use of appropriate business intelligence platforms.

Student Learning Outcome 3.1: The student will know Python and use Python to solve real-world problems.

Student Learning Outcome 3.2: The student will know R and use R to solve real-world statistical problems.

Student Learning Outcome 3.3: The student will know Excel and use Excel to solve real-world problems.

Student Learning Outcome 3.4: The student will know SQL.

Student Learning Outcome 3.5: The student will know how to use Tableau as a platform for Business Intelligence.

Program Outcome 4: The graduate will apply concepts and methods of data analysis to answer questions and solve problems in real-world contexts.

Student Learning Outcome 4.1: The student will solve real-world problems using data analysis techniques.

Program Outcome 5: The graduate will communicate analyses clearly and strategically, demonstrating an understanding of the audience, method, and purpose of the communication.

Student Learning Outcome 5.1: The student will present the analysis in a professional way to stakeholders.

Program Outcome 6: The graduate will collaborate with stakeholders across a variety of disciplines to develop a holistic approach to using analytics to address real-world problems.

Student Learning Outcome 6.1: The student will collaborate with classmates/stakeholders to strategically solve real-world problems using the team approach to data analytics.

Data Analytics, BS

The BS in Data Analytics provides a comprehensive understanding of big data development, processing, and analysis. The degree program prepares graduates to evaluate and propose business solutions using tools for data mining and statistical analysis. Coursework in the program includes study in mathematics, statistics, programming, and data management and analysis, designed to provide a foundation for graduates to enter a career in growing areas such as business intelligence, data science, data analysis, or statistics.

Faculty and Content Specialists

Herron, Triston, MS (2022)

Assistant Professor: School of Science and Mathematics

BS Mid-America Christian University; MS, Southern New Hampshire University

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required
\+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (30 Hrs)		
+ CMSC 1203	Foundations of Programming	3
MATH 3403	Discrete Math	3
MATH 3703	Introduction to Statistics	3
MISE 4643	Database Management	3
MISE 4663	Business Intelligence/Data Analytics	3
CMSC 4103	Introduction to R for Data Analytics	3
MATH 4243	Regression Analysis	3
MATH 4113	Mathematical Modeling	3
CMSC 3463	Advanced Structured Query Language (SQL)	3
CMSC 3103	Analytics Management and Presentation	3
****ELECTIVES (44 Hrs)**		
** Students may replace electives with one of the following Areas of Specialization.		

ACCOUNTING ANALYST (15 Hrs)		
+ACCN 2103	Accounting I: Financial Accounting	3
+ ACCN 2203	Accounting II: Managerial Accounting	3
+ ACCN 3903	Intermediate Accounting I	3
+ ACCN 3913	Intermediate Accounting II	3
ACCN 3963	Data Analytics for Accounting	3

\+ Prerequisite

BIOINFORMATICS (10 Hrs)		
Prerequisites:		
*/+ BIOL 1133	General Nutrition	
*/+ BIOL 1114/1214	General Biology/Biology I	
*/+ MATH 1513	College Algebra	
Please note the labs for Microbiology, and Chemistry courses must be 75% face-to-face.		
*/+ CHEM 1105	General Chemistry I	5
* BIOL 3305	Microbiology	5

* Minimum grade of C required
\+ Prerequisite

BUSINESS ANALYST (12 Hrs)		
BUAD 3503	Excel for Business Analytics	3
BUAD 4703	Business Ethics	3
BUAD ____	Business Elective	3
BUAD ____	Business Elective	3

CYBERSECURITY ANALYST (12 Hrs)		
Prerequisites:		
+ CMSC 1203 Foundations of Programming		
+ CYBR 3003 Securing Information		
CMSC 3123	Working with Data Structures	3
CYBR 3103	Risk Management & IT Security	3
CYBR 3503	Securing Windows	3
CYBR 4303	Hacking Techniques and Countermeasures	3

HEALTHCARE MANAGEMENT ANALYST (12 Hrs)		
+ HC 3203	Intro to Healthcare Management	3
HC 4103	Healthcare Economics	3
HC 4303	Healthcare Information Systems	3
^HC 4203	Healthcare Operations Management	3

MATH ANALYST (12 Hrs)		
Prerequisites:		
+ MATH 1513 College Algebra		
+ MATH 2823/2114	Business Calc/Calc I & Analytic Geometry	3
+ MATH 2214	Calculus II	3
MATH 2313	Calculus III	3
MATH 3103	Linear Algebra	3

SPORTS MANAGEMENT (12 Hrs)		
SMGT 3113	Leadership and Ethics in Sports	3
SMGT 3123	Sociology of Sports	3
SMGT 3513	Sports Fundraising and Sponsorship	3
SMGT 4123	Sports Facilities Management	3

Total University Core	**46**
Total Major	**30**
Total Electives	**44**
Total Required Hours	**120**

Mathematics Program and Student Outcomes

Program Outcome 1: Knowledge of Mathematical Problem Solving: The graduate will know, understand, and apply the process of mathematical problem-solving.

Student Learning Outcome 1.1: The student will apply and adapt a variety of appropriate strategies to solve problems.

Program Outcome 2: Knowledge of Reasoning and Proof: The graduate will reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

Student Learning Outcome 2.1: The student will make and investigate mathematical conjectures.

Student Learning Outcome 2.2: The student will develop and evaluate mathematical arguments and proofs.

Program Outcome 3: Knowledge of Technology: The graduate will embrace technology as an essential tool for learning mathematics.

Student Learning Outcome 3.1: The student will use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

Program Outcome 4: Knowledge of Number and Operation: The graduate will demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among number and number systems, and meanings of operations.

Student Learning Outcome 4.1: The student will apply the fundamental ideas of number theory.

Student Learning Outcome 4.2: The student will recognize matrices and vectors as systems that have some of the properties of the real number system.

Student Learning Outcome 4.3: The student will demonstrate knowledge of the historical development of number and number systems, including contributions from diverse cultures.

Program Outcome 5: Knowledge of Different Perspectives on Algebra: The graduate will emphasize relationships among quantities, including functions, ways of representing mathematical relationships, and the analysis of change.

Student Learning Outcome 5.1: The student will analyze patterns, relations, and functions of one and two variables.

Student Learning Outcome 5.2: The student will apply fundamental ideas of linear algebra.

Student Learning Outcome 5.3: The student will apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.

Student Learning Outcome 5.4: The student will use mathematical models to represent and understand quantitative relationships.

Student Learning Outcome 5.5: The student will demonstrate knowledge of the historical development of algebra, including contributions from diverse cultures.

Program Outcome 6: Knowledge of Geometries: The graduate will use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Student Learning Outcome 6.1: The student will demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.

Student Learning Outcome 6.2: The student will use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.

Student Learning Outcome 6.3: The student will demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries, including contributions from diverse cultures.

Program Outcome 7: Knowledge of Calculus: The graduate will demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of calculus.

Student Learning Outcome 7.1: The student will demonstrate a conceptual understanding of procedural facility with basic calculus concepts.

Student Learning Outcome 7.2: The student will use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts.

Student Learning Outcome 7.3: The student will demonstrate knowledge of the historical development of calculus, including contributions from diverse cultures.

Program Outcome 8: Knowledge of Discrete Mathematics: The graduate will apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Student Learning Outcome 8.1: The student will apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.

Program Outcome 9: Knowledge of Data Analysis, Statistics, and Probability: The graduate will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Student Learning Outcome 9.1: The student will design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability, and geometric probability.

Student Learning Outcome 9.2: The student will use appropriate statistical methods and technological tools to describe shape and analyze spread and center.

Student Learning Outcome 9.3: The student will use statistical inference to draw conclusions from data.

Student Learning Outcome 9.4: The student will demonstrate knowledge of the historical development of statistics and probability, including contributions from diverse cultures.

Mathematics, BS

The BS in Mathematics provides a comprehensive understanding of the nature of mathematics and its relation to the sciences, philosophy, and other liberal arts. In addition to general education and Bible coursework, course topics include geometry, calculus, linear algebra, abstract algebra, statistics, differential equations, and mathematical modeling to provide a foundation on which graduates may begin a career in teaching, applied mathematics, and research or pursue graduate studies.

Faculty and Content Specialists

Fowlkes, Carol, PhD (1998)

Co-Chair/Professor: School of Science and Mathematics

BA, MEd, Mid-America Nazarene College; PhD, Oklahoma State University

Simmons, Max, PhD (2024)

Associate Professor, School of Science and Mathematics

BS, MS, PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION (9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2203	American History II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1113	General Biology	3
NATS 2503	Intro to Meteorology	3
BIOL/NATS	Lab	1
MATHEMATICS (3 Hrs)		
+ MATH 1513	College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
PSYC/SOCI	Intro Psychology/Sociology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2603	Literature	3
PHIL 1203	Critical Thinking	3

* Minimum grade of C required

+ Prerequisite

A student must have a minimum of 40 hours of 3000 and 4000-level upper-division courses in order to receive a Bachelor's degree. **Note:** This may require the student to take additional Elective hours in order to meet this graduation requirement.

MAJOR CORE (51 Hrs)		
Mathematics Core (29 Hrs)		
+ MATH 2114	Calculus I and Analytic Geometry	4
+ MATH 2214	Calculus II	4
+ MATH 2313	Calculus III	3
MATH 3103	Linear Algebra	3
+ MATH 3403	Discrete Math	3
+ MATH 3703	Introduction to Statistics	3
MATH 4113	Mathematical Modeling	3
MATH 4203	Mathematical Statistics	3
+ CMSC 1203	Foundations of Programming	3
Mathematics Theory Application (22 Hrs)		
MATH 1303	Plane Trigonometry	3
MATH 3303	History of Math	3
+ MATH 4003	College Geometry I	3
MATH 4013	Differential Equations	3
MATH 4103	Abstract Algebra	3
MATH 4303	College Geometry II	3
PHYS 1134/2104	General Physics I(with Lab)/Physics I(with Lab)	4
****ELECTIVES (23 Hrs)**		

Total University Core	**46**
Total Major	**51**
Total Electives	**23**
Total Required Hours	**120**

*** Students may replace electives with a concentration or a discipline from the Concentration or Multidisciplinary Options. See Concentration and Multidisciplinary Options at the beginning of the Academic Degree section of this catalog.*

School of Teacher Education

Known across Oklahoma as one of the finest universities for training educators, MACU offers undergraduate and graduate degrees, as well as certificate programs, both on-campus and 100% online.

MACU students learn from experienced and respected educators from here in Oklahoma, including Dr. John Cox, Peggs Superintendent and Cooperative Council for Oklahoma School Administration; Dr. Jim Beckham, Blanchard Superintendent; and Dr. April Grace, Shawnee Superintendent.

Instructors like these will invest in you and share their experiences to provide you with a complete learning experience.

MACU's fully accredited classes meet traditional theory and contemporary strategies with a strong Christian faith, preparing you to confidently address challenges and changes that arrive in the classroom. These programs will uniquely prepare you to address the needs of Oklahoma's students.

Faculty and Content Specialists

Education/Educational Studies, BS

Dr. Teresa Glenne' Whisenhunt, Chair/Associate Professor, PhD (2024)

Secondary, BA

Mark S Harris, Associate Professor, MS, MA (2001)

Master of Education in Curriculum and Instruction

Dr. Terry James, Associate Professor, PhD (2020)

Master of Education in School Counseling

Dr. Leon Renault DeSecottier, Professor Emeritus, EdD (2012)

Education and Secondary Education Program and Student Outcomes

Program Outcome 1: Learner Development - The graduate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas.

Student Learning Outcome 1.1: Learner Development - The candidate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas.

Student Learning Outcome 1.2: Learning Differences - The candidate is a professional educator who understands and demonstrates respect for individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Student Learning Outcome 1.3: Learning Environments - The candidate is a professional educator who works with others to create environments that support individual and collaborative learning and encourage self-motivation, positive social interaction, and active engagement in learning.

Program Outcome 2: Content Knowledge - The graduate is a professional educator who understands the subject matter and the application of content in the discipline they teach.

Student Learning Outcome 2.1: Content Knowledge- The candidate is a professional educator who understands the central concepts, inquiry methods, and structures of the discipline(s) they teach and creates learning experiences that make the subject matter more meaningful for learners to ensure content mastery.

Student Learning Outcome 2.2: Application of Content - The candidate is a professional educator who understands how to connect concepts and use differing perspectives to engage students in performance skills, life-long learning habits of critical thinking, and solving local and global issues.

Program Outcome 3: Instructional Practice - The graduate is a professional educator who understands assessment, planning for instruction, and instructional strategies.

Student Learning Outcome 3.1: Assessment - The candidate is a professional educator who uses multiple assessment strategies and adapts instruction based upon assessment and reflection to ensure the learner's own growth, monitor learner progress, and guide decision-making.

Student Learning Outcome 3.2: Planning for Instruction - The candidate is a professional educator who supports students' rigorous learning goals by mastering content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Student Learning Outcome 3.3: Instructional Strategies - The candidate is a professional educator who uses a variety of instructional strategies to integrate a curriculum that encourages learners to develop a deep understanding of content areas making meaningful connections.

Program Outcome 4: Professional Responsibility - The graduate is a professional educator who understands and engages in professional practices.

Student Learning Outcome 4.1: Professional Learning and Ethical Practice - The candidate is a professional educator who engages in current researched best practices and continued professional growth, using evidence to continually evaluate the effects of their choices and actions on learners, families, other professionals, and the community, adapting practice to meet the needs of each learner.

Student Learning Outcome 4.2: Leadership and Collaboration - The candidate is a professional educator who serves the community, seeks appropriate leadership roles and opportunities, and fosters positive collaboration with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession by engaging them in support of student learning and well-being.

Student Learning Outcome 4.3: Legal Issues and Democratic Ideals - The candidate is a professional educator who understands and abides by the legalities of teaching, including the rights and responsibilities of students, parents/families, and teachers, valuing justice and democratic ideals for all people.

Student Learning Outcome 4.4: Christ-like Leadership and Professionalism – The candidate is a professional educator who exhibits effective Christ-like leadership through dispositions and professionalism.

Program Outcome 5: Excellence - The graduate is a professional educator who commits to the excellence of the Master Teacher, Jesus learning and ethical practice, leadership and collaboration, and legal issues and democratic ideals.

Student Learning Outcome 5.1: Christ-like Leadership and Professionalism – The candidate is a professional educator who exhibits effective Christ-like leadership through dispositions and professionalism.

Education (Early Childhood/Elementary Education), BA

The Education program at MACU offers areas of specialization in Early Childhood Education and Elementary Education designed to equip students with the knowledge and skills required to become effective teachers.

Early Childhood Education: Designed for those dedicated to developing the hearts and minds of young children for future success, the BA in Early Childhood Education equips students to identify and address each child's individual needs, positively impacting and guiding them through these critical years of development. Students will examine traditional theory and contemporary teaching methods to gain the knowledge and practical skills necessary for success in both public and private school settings.

Elementary Education: Aligned with the rigorous standards set forth by the Council for Accreditation of Educator Preparation (CAEP), the BA in Elementary Education focuses on traditional theory, fundamental coursework, and contemporary teaching methods. This program enables students to gain comprehensive knowledge integrated with real-world classroom experience and biblical principles, preparing them to teach and guide children through the elementary years. The curriculum includes traditional subjects such as math, social studies, and English, along with courses in child/adolescent and educational psychology, probability and statistics for teachers, instructional strategies, and exceptional children. Graduates are equipped to identify and address each child's needs, seek elementary education licensure, and become effective teachers in both public and private school settings.

MACU holds articulation agreements with Rose State College and Oklahoma City Community College. These agreements are subject to change; therefore, students should check with the School of Teacher Education and the destination college or university to ensure a smooth transition.

Faculty and Content Specialists
Whisenhunt, Teresa Glenne', PhD (2024)
Chair/Associate Professor: School of Teacher Education
BS, MEd, East Central University; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (47+ Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION/ENGLISH/(9 Hrs)		
*ENGL 1113	English Comp I	3
*ENGL 1213	English Comp II	3
*COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
*POLS 1103	Amer Fed Govt	3
*HIST 2103/2203	American History I/II	3
SCIENCE (6 Hrs plus 2 Hrs of lab)		
*BIOL 1114	General Biology with Lab	4
*BIOL 2103	Environmental Science	3
*BIOL 2101	Environmental Science Lab	1
MATHEMATICS (3 Hrs)		
*MATH 1103	College Math	3
SOCIAL SCIENCES (3 Hrs)		
*/+PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
*ENGL 2303	Wrld Lit: The Ancient Wrld to the Renaiss	3
*GEOG 2603	Human World Geography	3

Additional General Education (27 Hrs)		
The following are additional general education in addition to the University Core required to meet the four by 12 general education requirement for teacher education programs:		
ENGLISH/LITERATURE/COMMUNICATION (3 Hrs)		
*ENGL 4803	Form and Genre in Literature	3
HISTORY/CITIZENSHIP/CULTURAL STUDIES (3 Hrs)		
*HIST 1103/1203	History of World Civilization I/II	3
SCIENCE (3 Hrs plus 1 Hr of lab)		
*NATS 2503	Intro to Meteorology	3
*NATS 2501	Intro to Meteorology Lab	1
MATHEMATICS (9 Hrs)		
*MATH 2103	Algebra for Teachers	3
*MATH 2203	Math for Teachers I	3
*MATH 2303	Math for Teachers II	3
FOREIGN LANGUAGE (8 Hrs)		
Eight (8) hours in the same language and consecutive.		
*FRGN	Foreign Language I Elective	4
*FRGN	Foreign Language II Elective	4

* Minimum grade of C required + Prerequisite

REQUIRED BEFORE MAJOR CORE (9 Hrs)		
*/+ EDUC 2101	Teacher Education Orientation	1
*/+ EDUC 2102	Educational Foundations	2
*/+ EDUC 4203	Instructional Strategies, Mgmt., and Assessment I	3
*/+ EDUC 4213	Instructional Strategies, Mgmt., and Assessment II	3

* MAJOR CORE (28 Hrs)		
Students may choose one area of specialization for their program of study (Early Childhood or Elementary Education).		
Early Childhood		
*ECED 3103	Nutrition & Physical Dev in Early Childhood	3
*ECED 3203	Early Childhood Development and Learning	3
*ECED 3223	Literacy Methods for Early Childhood	3
*ECED 3423	Math and Science Methods for Young Children	3
*ECED 4103	Family & Community Rels in Early Childhood Ed	3
*ECED 4203	Guidance, Observ & Assess of Young Children	3
*EDEL 3403	Children's Literature	3
*EDEL 3503	Methods of Elementary Music and Art Integration	3
*EDEL 4304	Diagnos & Prescrip Rdg with Reading Practicum	4
Elementary Education		
*ECED 3223	Literacy Methods for Early Childhood	3
*EDEL 3203	Methods of Reading in Intermediate Grades	3
*EDEL 3303	Methods of Elementary Science	3
*EDEL 3503	Methods of Elementary Music and Art Integration	3
*EDEL 4304	Diagnos & Prescrip Rdg with Reading Practicum	4
*EDEL 4503	Methods of Elementary Language Arts	3
*EDEL 4603	Methods of Elementary Social Studies	3
*EDEL 4803	Methods of Elementary Math	3
*EDEL 3403	Children's Literature	3

Professional Education (21 Hrs)		
*EDUC 3103	Educational Psychology	3
*EDUC 3233	Probability and Statistics for Teachers	3
*EDUC 3303	Development Across the Life Span	3
*EDUC 4223	Students with Exceptionalities	3
*EDUC 4909	Student Teaching (EDUC 4906 & 4903)	9

* Minimum grade of C required + Prerequisite

Degree Requirements

- All students in the Teacher Education program must achieve a grade of "C" or higher in all courses, excluding Bible courses.
- Cumulative Grade Point Average of 2.75 or above.
- Completion of program requirements identified in the Teacher Education Handbook.

Total University Core & Additional General Ed	**74**
Total Required Before Major	**9**
Total Major Core - Early Childhood/Elementary Educ	**28**
Total Professional Education	**21**
Total Required Hours	**132**

Educational Studies, BS

This program is designed to meet the needs of paraprofessionals, teaching assistants or adjuncts, and others seeking alternative certification. The successful completion of this program will result in the student being eligible for alternative or emergency teacher certification. While this program is designed to provide direct application of coursework to the public school setting, it does not provide the field experience required for a student to be eligible for traditional teacher certification or to meet institutional state accreditation requirements.

Faculty and Content Specialists

Whisenhunt, Teresa Glenne', PhD (2024)

Chair/Associate Professor: School of Teacher Education

BS, MEd, East Central University; PhD, University of Oklahoma

UNIVERSITY CORE REQUIREMENTS (46 Hrs)		
BIBLE/THEOLOGY (12 Hrs)		**Hrs**
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION/ENGLISH/(9 Hrs)		
* ENGL 1113	English Comp I	3
* ENGL 1213	English Comp II	3
COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
POLS 1103	Amer Fed Govt	3
HIST 2103/2203	American History I/II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
BIOL 1114	General Biology with Lab	4
BIOL 2103	Environmental Science	3
MATHEMATICS (3 Hrs)		
MATH 2203	Math for Teachers I	3
SOCIAL SCIENCES (3 Hrs)		
+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
ENGL 2303	Wrld Lit: The Ancient Wrld to the Renaiss	3
GEOG 2603	Human World Geography	3

* Minimum grade of C required + Prerequisite

MAJOR CORE (37 Hrs)		
+ EDUC 2103	Foundations of Ed for Alternative Certification	3
EDUC 3303	Development Across the Life Span	3
EDUC 3103	Educational Psychology	3
EDUC 3233	Probability and Statistics for Teachers	3
EDUC 4223	Students with Exceptionalities	3
+ EDUC 4203	Instructional Strategies, Mgmt., and Assessment I	3
EDUC 4213	Instructional Strategies, Mgmt., and Assessment II	3
ECED 3223	Literacy Methods for Early Childhood	3
OR EDEL 3203	**OR** Methods of Reading in Intermediate Grades	
OR ED 5173	**OR** Reading and Writing Across the Curriculum	
EDEL 4304	Diagnos & Prescrip Rdg with Reading Practicum	4
EDUC 3203	Teaching with Technology	3
EDUC 4543	Teaching with Trauma-Informed Practices	3
EDEL 3403	Children's Literature	3
ELECTIVES (37 Hrs)		
The following are not required but recommended:		
COMM 3213	Organizational and Professional Communication	3
COMM 2143	Digital Media Literacy	3
ENGL 4803	Form and Genre in Literature	3
MATH 2303	Math for Teachers II	3
EDEL 3203	Methods of Reading in Intermediate Grades	3
ECED 3103	Nutrition & Physical Dev in Early Childhood	3
ECED 4103	Family & Community Rels in Early Childhood Ed	3
ECED 4203	Guidance, Observ & Assess of Young Children	3

+ Prerequisite

Degree Requirements

- **Minimum GPA Requirement:** You must have a minimum 2.5 GPA on a 4.0 scale in your bachelor's degree for an Alternative Teaching Certificate.

Total University Core	**46**
Total Major Core - Educational Studies	**37**
Total Electives	**37**
Total Required Hours	**120**

Secondary Education, BA

Designed to align with rigorous standards set forth by Specialized Professional Associations (SPA) standards, the BA in Secondary Education equips those called to teach secondary education in the student's chosen area of specialization of either English, Math, or Social Studies in public or private school settings. Students would gain theoretical knowledge and practical methodologies for successfully teaching this age group as they prepare for a future beyond high school. Through experiential learning, students would gain hands-on experience so they may become effective teachers in the classroom. In addition to covering the subjects of child/adolescent and educational psychology, probability and statistics for teachers, instructional strategies, and exceptional children, the program also includes English, English teaching methods, literature, composition, creative writing, modern grammar, language and culture, and critical approach to literature; Math - secondary math methods, calculus, algebra, statistics, discrete math, and the history of math; or Social Studies - social studies teaching methods, world geography, U.S. history, American and Oklahoma history, macroeconomics, state and local government, historiography/research, cultural anthropology, and social psychology.

UNIVERSITY CORE REQUIREMENTS (46 Hrs)

BIBLE/THEOLOGY (12 Hrs)		Hrs
BINT 1223	Intro to the Bible	3
THEO 1103	Biblical Life & Witness	3
BINT 3713	Life & Teachings of Jesus	3
BINT3303/3813	Romans/Life & Teachings of Paul	3
COMMUNICATION/ENGLISH/(9 Hrs)		
*/+ ENGL 1113	English Comp I	3
*/+ ENGL 1213	English Comp II	3
* COMM 1103	Fund of Public Spkg	3
U.S. HISTORY AND GOVERNMENT (6 Hrs)		
*/+ POLS 1103	Amer Fed Govt	3
* HIST 2103/2203	American History I/II	3
SCIENCE (6 Hrs plus 1 Hr of lab)		
* BIOL 1114	General Biology with Lab	4
* BIOL 2103	Environmental Science	3
MATHEMATICS (3 Hrs)		
*MATH 1103/1513	College Math/College Algebra	3
SOCIAL SCIENCES (3 Hrs)		
*/+ PSYC 1103	Introduction to Psychology	3
HUMANITIES (6 Hrs - 3 Hrs must be literature)		
* GEOG/ENGL	Humanities/Cultural Studies Elective	3
* GEOG/ENGL	Humanities/Cultural Studies Elective	3

Additional General Education (8 Hrs)

FOREIGN LANGUAGE (8 Hrs)		
Eight (8) hours in the same language and consecutive.		
* FRGN	Foreign Language I Elective	4
* FRGN	Foreign Language II Elective	4

* Minimum grade of C required
\+ Prerequisite

REQUIRED BEFORE MAJOR CORE (9 Hrs)

*/+ EDUC 2101	Teacher Education Orientation	1
*/+ EDUC 2102	Educational Foundations	2
*/+ EDUC 4203	Instructional Strategies, Mgmt., and Assessment I	3
*/+ EDUC 4213	Instructional Strategies, Mgmt., and Assessment II	3

MAJOR CORE (44-45 Hrs)

Students may choose one area of specialization for their program of study (English, Mathematics, or Social Studies).

English (45 Hrs)

Prerequisites to take in the University Core:
*/+ ENGL 1113 English Composition I
*/+ ENGL 1213 English Composition II
*/+ ENGL 2303 Wrld Lit: The Ancient Wrld to the Renaiss
*/+ ENGL 2403 World Lit. Sur: Renaissance to Modern Era

* ENGL 2103	British Literature Survey I	3
* ENGL 2203	British Literature Survey II	3
* ENGL 2503	American Literature Survey: Before 1865	3
* ENGL 2603	American Literature Survey: Since 1865	3
* ENGL 3503	Advanced Composition	3
* ENGL 3513/3523	Major Figures/Special Topics	3
* ENGL 3703	Creative Writing	3
* ENGL 3713	Ethnic American Literature	3
*/+ ENGL 4203	Modern Grammar	3
* ENGL 4303	Shakespeare	3
* ENGL 4503	History of the English Language	3
* ENGL 4523	Young Adult Literature	3
* ENGL 4533	Critical Approaches to Literature	3
* ENGL 4543	Language and Popular Culture	3
* ENGL 4803	Form and Genre in Literature	3

Mathematics (44 Hrs)

Prerequisites:
+ MATH 1513 College Algebra

* MATH 1303	Plane Trigonometry	3
*/+ MATH 2114	Calculus I and Analytic Geometry	4
*/+ MATH 2214	Calculus II	4
*/+ MATH 2313	Calculus III	3
* MATH 3103	Linear Algebra	3
* MATH 3303	History of Math	3
*/+ MATH 3403	Discrete Math	3
*/+ MATH 3703	Introduction to Statistics	3
*/+ MATH 4003	College Geometry I	3
* MATH 4103	Abstract Algebra	3
* MATH 4203	Mathematical Statistics	3
* MATH 4303	College Geometry II	3
Electives (6 Hrs) Select three (3) hours from within the Math discipline and three (3) hours from any area		
* MATH	Math Elective	3
* ELEC	Elective	3

Social Studies (45 Hrs)

Prerequisites to take in the University Core:
*/+ HIST 1103 History of World Civilization I
*/+ HIST 2103 American History I
*/+ POLS 1103 American Federal Government
*/+ PSYC 1103 Introduction to Psychology

* ECON 2503	Survey of Economics	3
* GEOG 2503	Physical World Geography	3
* GEOG 2603	Human World Geography	3
*/+ HIST 1203	History of World Civilization II	3
*/+ HIST 2203	American History II	3
* HIST 3903	Oklahoma History	3
* HIST 4103	Colonial Period	3
* HIST 4203	19th Century U.S. History	3
* HIST 4213	20th Century U.S. History	3
* HIST 4323	Directed Readings in History	3
* HIST 4403	Historiography/Research	3
* POLS 2203	State and Local Government	3
*/+ SOCI 1103	Introduction to Sociology	3
* SOCI 2243	Introduction to Cultural Anthropology	3
* SOCI 2303	Social Psychology	3

Professional Education (24 Hrs)

* EDUC 3103	Educational Psychology	3
* EDUC 3233	Probability and Statistics for Teachers	3
* EDUC 3303	Development Across the Life Span	3
* EDUC 4223	Students with Exceptionalities	3
* EDUC 4603/4703/4803	MTS English/Mathematics/Social Studies	3
*/^ EDUC 4909	Student Teaching (EDUC 4906 & 4903)	9

* Minimum grade of C required + Prerequisite
^ Capstone course and should always be last in the program

Degree Requirements

- All students in the Teacher Education program must achieve a grade of "C" or higher in all courses, excluding Bible courses.
- Cumulative Grade Point Average of 2.75 or above.
- Completion of program requirements identified in the Teacher Education Handbook.

Total University Core & Foreign Language	**54**
Total Required Before Major	**9**
Total Major Core - English/Mathematics/Social Studies	**44-45**
Total Professional Education	**24**
Total Required Hours	**131-132**

Master of Education in Curriculum and Instruction Program and Student Outcomes

Faculty and Content Specialists

Program Outcome 1: The graduate will develop an informed identity as a teacher leader.

Student Learning Outcome 1.1: The student will demonstrate knowledge of various leadership styles.

Student Learning Outcome 1.2: The student will identify characteristics associated with successful teacher leaders.

Student Learning Outcome 1.3: The student will create a school improvement plan relevant to their context.

Student Learning Outcome 1.4: The student will explore ways to impact school culture and student achievement positively.

Program Outcome 2: The graduate will utilize principles of educational psychology, classroom management, and instruction to construct strategies for meeting student needs in the classroom environment.

Student Learning Outcome 2.1: The student will identify and articulate assumptions about human learning and development based on scientific and evidence-based theories and be able to apply these to instruction in the classroom.

Student Learning Outcome 2.2: The student will connect these theories and topics to their work (or projected work) in the field of education.

Student Learning Outcome 2.3: The student will understand the role of research and the use of meta-analysis in classroom management practices to identify the key components of successful classroom management.

Student Learning Outcome 2.4: The student will research and present a classroom management program that addresses components of successful classroom management and compose an essay comparing and contrasting different classroom management programs in order to develop a classroom management plan of their own.

Student Learning Outcome 2.5: The student will set lesson objectives as defined by the State Department of Education and create lesson plans using different strategies.

Student Learning Outcome 2.6: The student will understand and apply formative and summative assessments.

Program Outcome 3: The graduate will demonstrate the ability to conduct and apply action research for the purpose of addressing student needs.

Student Learning Outcome 3.1: The student will demonstrate the ability to apply the action-research curricular design to address student needs.

Student Learning Outcome 3.2: The student will utilize the basic principles of action research to create solutions for classroom-based challenges.

Student Learning Outcome 3.3: The student will develop an informed researcher identity and an exploratory action research plan.

Student Learning Outcome 3.4: The student will apply and analyze inquiry-based practice to improve teaching and learning.

Program Outcome 4: The graduate will understand the rationale that supports content area literacy instruction at all levels.

Student Learning Outcome 4.1: The student will apply knowledge of foundations of literacy development (including oral) in English, including development and assessment of the components of literacy.

Student Learning Outcome 4.2: The student will apply knowledge of the use of appropriate materials and effective language and writing activities and assessments to reinforce students' language development, including fluency, phonics, vocabulary, comprehension, and writing at all stages of literacy development.

Student Learning Outcome 4.3: The student will understand the rationale that supports content area literacy instruction at all levels.

Student Learning Outcome 4.4: The student will understand and apply developmental changes in students when teaching reading and writing and adjust classroom materials and instruction to accommodate culturally diverse students.

Student Learning Outcome 4.5: The student will apply comprehension, vocabulary, writing, and studying to all disciplines.

Program Outcome 5: The graduate will apply instructional strategies to meet the needs of diverse student populations.

Student Learning Outcome 5.1: The student will understand key concepts that provide the basic terminology and framework for comprehending cultural diversity and the role of the teacher as an advocate for students.

Student Learning Outcome 5.2: The student will examine the role that culture plays in the lives of students and their families and discuss the influence of the experiences of a cultural group in the community and society on our cultural identity.

Student Learning Outcome 5.3: The student will identify the needs of students from different cultures (students with exceptionalities, students from disadvantaged socio-economic status, students from varying ethnic diversities, cultural and religious beliefs, environmental and familial differences, etc.) to apply best practices for students from diverse cultures in the classroom.

Student Learning Outcome 5.4: The student will describe ways to build inclusive communities within a school setting using a Universal Design for Learning.

Master of Education in Curriculum and Instruction

The Master of Education (M.Ed.) in Curriculum and Instruction program prepares educators to lead in the classroom and school environments by developing skills and practices essential to creating and delivering effective instruction. Particular emphasis is given to applying research and theory toward providing instruction for diverse student populations in various contexts. This program provides the necessary coursework to meet Oklahoma's education requirements for alternative teaching credentials. However, there are additional requirements for teaching alternatives from the state. Please see your state Department of Education's website for a complete list of requirements.

Faculty and Content Specialists

James, Terry, PhD (2020)

Associate Professor: School of Teacher Education

BS, MEd, University of Central Oklahoma; PhD, University of Oklahoma (Clarifying) JS

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 3.0 CGPA/3.0 in the last 60

M.ED. CURRICULUM & INSTRUCTION CORE (31 Hrs)		
+ ED 5131	Orientation to Curriculum and Instruction	1
+ ED 5243	Instructional Strategies and Best Practices	3
ED 5173	Reading and Writing Across the Curriculum	3
* ED 5263	Teaching Diverse Learners	3
ED 5163	Classroom Management	3
+ ED 5343	Curr Design & Action Research for Improved Pract	3
* ED 5253	Assessment, Data Monitoring, and Applied Practice	3
ED 5353	Comm & Tech in Education: Etiquette and Trends	3
* ED 5143	Educational Psychology	3
ED 5363	Teacher Leadership and Professional Contribution	3
^ ED 5453	Capstone in Curriculum and Instruction	3

+ Prerequisite ^ Capstone course and should always be last in the program

Total Required Hours for M.Ed. Core 31

*** These courses are approved as dual credit or electives for students approved for a 4+1 Accelerated Program plan of study. Students should apply for the 4+1 Accelerated Program during their junior year of their bachelor's degree. Prospective applicants must be in a teacher education study plan.**

Note: A student must repeat any course with a grade of C within nine (9) credit hours of receiving that grade. Any grade of D or F must be repeated immediately before continuing in the program. Receiving three (3) grades below a B in the Master's program will result in automatic dismissal.

Curriculum and Instruction Certificate

This certificate program provides students with graduate-level coursework in P-12 classroom leadership. As a result, graduates are equipped to work effectively with students, parents, and other educators in a classroom environment. The Certificate in C&I does not give you teacher certification. Still, it can provide the necessary coursework to meet the requirements needed for alternative teaching credentials in Oklahoma and help you prepare for the Teacher Certification Exams. Prospective students for this program who are pursuing alternative certification should apply to your State Department of Education's website first to determine what your requirements are.

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 3.0 CGPA/3.0 in the last 60

CERTIFICATE REQUIREMENTS (13 Hrs)		
+ ED 5131	Orientation to Curriculum and Instruction	1
+ ED 5243	Instructional Strategies and Best Practices	3
ED 5163	Classroom Management	3
ED 5173	Reading and Writing Across the Curriculum	3
ELECTIVES (3 Hrs) *Students may choose one of the following courses.*		
* ED 5263	Teaching Diverse Learners	3
* ED 5253	Assessment, Data Monitoring, and Applied Practice	3
* ED 5143	Educational Psychology	3

+ Prerequisite

Total Certificate Required Hours 13

Master of Education in School Counseling Program and Student Outcomes

Program Outcome 1: The graduate will demonstrate and integrate thorough and cohesively organized professional-level knowledge for the discipline of school counseling through positive engagement in learning processes which enhance learning capacities in the domains of the role of the school counselor and helping relationships, human growth, and development, careers, and mental health.

Student Learning Outcome 1.1: The student will assume the professional dispositions and identity of a school counselor as required for certification as a School Counselor.

Student Learning Outcome 1.2: The student will conceptualize student needs within a human development framework that considers cultural and ethnic differences.

Program Outcome 2: The graduate will demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in a professional setting in the domains of reasoning, professional communication, and integrated levels of learning.

Student Learning Outcome 2.1: The student will evaluate research-based interventions.

Program Outcome 3: The graduate will demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis.

Student Learning Outcome 3.1: The student will apply informal/formal assessments to identify student needs, focus interventions, and evaluate interventions within a school setting.

Student Learning Outcome 3.2: The student will apply the theoretical and empirical knowledge to construct college and career development initiatives in P-12 schools.

Program Outcome 4: The graduate will demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and advancing the counseling profession.

Student Learning Outcome 4.1: The student will evaluate research-based interventions.

Student Learning Outcome 4.2: The student will apply the theoretical and empirical knowledge to construct college and career development initiatives in P-12 schools.

Student Learning Outcome 4.3: The student will develop and deliver a responsive, developmentally appropriate, and culturally sensitive school counseling curriculum to all students that includes culturally responsive classroom management strategies and lesson plan writing.

Program Outcome 5: The graduate will demonstrate the professional roles and responsibilities in the ethical practice of counseling, portraying professional counselor dispositions in being an affirmative leadership presence in the profession.

Student Learning Outcome 5.1: The student will demonstrate ethical decision-making and cultural sensitivity when constructing interventions and delivering direct and indirect services in schools.

Student Learning Outcome 5.2: The student will demonstrate skills necessary to effectively conduct consultation, individual counseling, and small group counseling.

Program Outcome 6: The graduate will demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the client, and ethical responsiveness to the client's spirituality and application of spiritual interventions.

Student Learning Outcome 6.1: The student will demonstrate ethical decision-making and cultural sensitivity when constructing interventions and delivering direct and indirect services in schools.

Student Learning Outcome 6.2: The student will develop and deliver a responsive, developmentally appropriate, and culturally sensitive school counseling curriculum to all students that includes culturally responsive classroom management strategies and lesson plan writing.

Master of Education in School Counseling

The Master of Education in School Counseling is designed to assist teachers and others in continuing to pursue a degree in education with an emphasis on school counseling. This degree will prepare the teacher to add the School Counseling Certification to their teaching certificate and enhance the learning of those interested in school counseling. Please see your state Department of Education's website for a complete list of requirements for the School Counseling Certification.

Faculty and Content Specialists

DeSecottier, Leon Renault, EdD (2012)

Co-Chair/Professor Emeritus: School of Behavioral Science and Counseling

BS, MS, EdD Texas Tech University

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 2.75 CGPA in degree-applicable courses/3.0 in the last 60
- An original OSBI Background Check.

M.ED. SCHOOL COUNSELING CORE (30 Hrs)		
*COUN 5713	Human Development	3
COUN 6233	Ethics and Professional Studies	3
ED 5513	Introduction to Counseling and Guidance	3
COUN 5213	Theories of Counseling and Psychotherapy	3
* ED 5533	Advanced Psychology of Learning	3
COUN 5123	Career Counseling and Development	3
ED 6553	Professional Practice	3
* ED 5523	Intervention Strategies: Academic and Learning	3
COUN 5813	Tests and Measurements	3
^ ED 6653	School Counseling Practicum Capstone	3

^ Capstone course and should always be last in the program

Total Required Hours for M.Ed. Core 30

*** These courses are approved as dual credit or electives for students approved for a 4+1 Accelerated Program plan of study. Students should apply for the 4+1 Accelerated Program during their junior year of their bachelor's degree. Prospective applicants must be in a teacher education study plan.**

Note: A student must repeat any course with a grade of C within nine (9) credit hours of receiving that grade. Any grade of D or F must be repeated immediately before continuing in the program. Receiving three (3) grades below a B in the Master's program will result in automatic dismissal.

Thomas School of Global Leadership

Mission

Rooted in the legacy of global mission pioneers Revs. Charles and Donna Thomas, the Thomas School of Global Leadership at Mid-America Christian University exists to develop Christ-centered leaders who are equipped to serve and transform communities worldwide. Through academic excellence, spiritual formation, and intercultural engagement, we prepare students to lead with vision, humility, and global awareness. Our mission is to shape leaders who will impact the world for Christ across nations, cultures, and generations.

Value Statement

At the Thomas School of Global Leadership, we value servant leadership, cross-cultural partnership, and a deeply integrated Christian worldview. Our programs combine scholarly rigor with practical leadership development, equipping students to navigate complex global challenges with grace and wisdom. We honor the Thomas legacy by emphasizing missions, justice, reconciliation, and holistic transformation. With an eye toward both local and global contexts, we cultivate leaders who are bridge builders, innovators, and faithful ambassadors of the gospel in an ever-connected world.

Program Student Learning Outcomes

Spiritual Formation: Integrate a Christian worldview within the decision-making process.

Ethical Leadership and Values: Employ an ethical framework in the decision-making process.

Local and Global Application: Analyze trends within a global context; Analyze issues related to diversity and inclusion within a business context that Inform ethical and socially responsible practices.

Effective Communication: Distinguish ideas clearly through speech, written communication, and/or technological tools.

Collaboration: Function within a group setting to achieve shared goals or objectives.

Examination and Adoption of Ideas: Demonstrate an integrated knowledge of qualitative program-specific concepts. (see below)

Creative Problem Solving & Entrepreneurship: Demonstrate an integrated knowledge of quantitative program-specific concepts. (see below)

Engagement in Scholarship: Engage in scholarly discussions that prove a deep understanding of course content.

Expertise in the Discipline:

Business Law: Examine concepts of law that relate to business.

Information Systems: Examine how information systems support business strategy and organizational goal implementation.

Management: Examine practical application of management practices and decision processes.

Marketing: Examine marketing concepts, practices, and/or strategies used in business.

Accounting: Examine accounting practices in the areas of financial and managerial accounting, financial statement auditing, and/or taxation.

Economics: Analyze micro and/or macroeconomics concepts used in the marketplace.

Finance: Analyze financial concepts, methods, and techniques to support management decision processes.

Business Analytics: Analyze data to problem-solve and/or make strategic decisions using statistical models.

Faculty and Content Specialists

Dr. LeAnn Brown, Chair/Associate Professor, PhD (2025)

Master of Arts in Leadership

Dr. Jesus Sampedro, DSL, Professor (2019)

Master of Arts in Leadership

Designed for those who desire to be transformative, visionary leaders in various professional settings worldwide, the Master of Arts in Leadership program deepens understanding of theoretical foundations and applies practical principles to develop effective leadership skills that can immediately be applied within the workplace.

Faculty and Content Specialists
Sampedro, Jesus, DSL (2019)
Professor: Thomas School of Global Leadership
BBA, University of Carabobo; MBA, DSL, Regent University

Admission Requirements

- Bachelor Degree
- GPA - Bachelor Degree CGPA: 2.75 CGPA/2.75 in the last 60

Students who complete the thirty (30) hours of Master of Arts (MA) Leadership Core courses may choose to graduate without an emphasis. However, once you choose to graduate with the core only, you may not be able to return and add the emphasis as a degree-seeking student.

MA LEADERSHIP CORE (30 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
ML 5263	The Adult Learner	3
ML 5353	Decision Making and Data Analytics	3
ML 5343	Financial Development & Resource Management	3
ML 5273	Non-profit Leadership	3
ML 6023	Integrative Leadership Project	3
Total Required Hours for MA Leadership Core		**30**

*** These courses are approved as dual credit or electives for students approved for a 4+1 Accelerated Program plan of study. Students should apply for the 4+1 Accelerated Program during their junior year of their bachelor's degree.**

Note: A student must repeat any course with a grade of C within nine (9) credit hours of receiving that grade. Any grade of D or F must be repeated immediately before continuing in the program. Receiving three (3) grades below a B in the Master's program will result in automatic dismissal.

Students who wish to pursue an emphasis, should select one of the following emphases before completing the first four (4) core courses in the MA Leadership Core. This ensures they only take the courses required for their chosen emphasis and avoid enrolling in unnecessary classes.

MA LEADERSHIP BUSINESS MANAGEMENT (30 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
ECON 5223	Managerial Economics	3
*MGMT 5413	Law and Ethics	3
MKTG 5233	Marketing Management	3
ACCN 5113	Managerial Accounting	3
ML 6023	Integrative Leadership Project	3

MA LEADERSHIP COMMUNICATION (30 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
COMM 5213	Media Methods and Content Creation	3
COMM 5113	Global Marketing and Strategic Networking	3
COMM 5233	Graphic Design and Portfolio Management	3
ML 6023	Integrative Leadership Project	3
*COMM 5103	Adv Professional Comm & Leadership Practicum	3

MA LEADERSHIP HIGHER EDUCATION (30 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
ML 5263	The Adult Learner	3
HEA 5313	Higher Education History and Administration	3
HEA 5323	Higher Education Law	3
HEA 5333	Higher Education Budgeting and Finance	3
ML 6023	Integrative Leadership Project	3

MA LEADERSHIP MINISTRY LEADERSHIP (33 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
THEO 5213	Wesleyan-Arminian Theology	3
BIOT 5133	Selected Genres of Old and New Testaments	3
PMIN 5903	How to Teach the Bible	3
PMIN 5203	Self-Assessment and Development	3
ML 6023	Integrative Leadership Project	3
THEO 5233	Spiritual Formation	3

MA LEADERSHIP PUBLIC ADMINISTRATION (30 Hrs)		
*MGMT 5353	Advanced Professional Communications	3
*MGMT 5113	Organizational Behavior	3
*ML 5143	Leadership Theory and Practice	3
*ML 5163	Global Team Leadership, Training & Coaching	3
ML 5243	Leading Change and Innovation	3
ML 5153	Public Budgeting and Finance	3
ML 5233	Public Policy Implementation	3
ML 5253	Legislative Process and Behavior	3
ML 5273	Nonprofit Leadership	3
ML 6023	Integrative Leadership Project	3
Total Required Hours for MA Leadership Emphasis		**30-33**

Course Descriptions

All courses are identified by numbers composed of four digits. Courses numbered 1000-2999 are referred to as lower-division courses, those numbered 3000-4999 are upper-division courses, and those numbered 5000 and above are graduate courses.
Lower-division courses are considered introductory, survey, and foundational courses. As a general rule, lower-division courses are prerequisites to upper-division work. Upper-division courses are considered more specialized and abstract and are concerned with applying, analyzing, and evaluating critical issues. At least fifty percent of courses in any major must be upper-division courses. Graduate courses focus on synthesis, critical evaluation, and in-depth analysis. These courses aim to develop the student as a practitioner and scholar rather than primarily a learner of the discipline.

Understanding the Course Numbers:
The first number of a course indicates the course level and the class year in which the subject is ordinarily taken; however, enrollment is not exclusive to student classification. The middle two numbers are the departmental sequence; the last number of a course indicates the number of semester credit hours assigned.

Course Levels:

- 0000 to 0999 are remedial courses offering no college-level credit.
- 1000 to 1999 are primarily freshman-level.
- 2000 to 2999 are primarily sophomore-level.
- 3000 to 3999 are primarily junior-level.
- 4000 to 4999 are primarily senior-level.
- 5000 to 5999 are graduate-level and primarily for post-bachelor degree students.
- 6000 to 6999 are graduate-level but may overlap between graduate and doctorate levels.
- 7000+ are doctorate-level. (Not currently offered through MACU)

Course Level Characteristics:

0000-Level Courses

- Remediate necessary academic skills or knowledge to succeed in standard college-level courses
- Prepare for the academic challenges of college-level coursework by addressing deficiencies in foundational knowledge or skills
- Address reading comprehension, writing skills, mathematics proficiency, or subject-specific content

1000-Level Courses

- Introduce the discipline with the assumption of no previous exposure to the subject
- Understand basic concepts and terminology of the discipline
- Focus on recalling and making connections between facts and concepts

2000-Level Courses

- Build on introductory knowledge of the discipline
- Recognize cause-and-effect relationships in the discipline
- Summarize and classify information using concepts and terminology of the discipline

3000-Level Courses

- Apply problem-solving skills to discipline-related issues
- Engage in various forms of scholarship to analyze and examine content related to the discipline
- Integrate terms, concepts, techniques, and approaches of the discipline to recognize multiple perspectives

4000-Level Courses

- Propose problems to be solved and critique the use of methodology
- Apply prior knowledge of the discipline to create new knowledge through self-directed learning
- Include divergent perspectives in the construction of written and oral arguments

5000-Level Courses (Graduate Courses)

- Propose problems to be solved and critique the use of methodology
- Apply prior knowledge of the discipline to create new knowledge through self-directed learning
- Include divergent perspectives in the construction of written and oral arguments

6000-Level Courses (Graduate Courses)

- Critique and judge between theoretical frameworks and practical solutions
- Hypothesize outcomes based on scholarly research and evidence
- Differentiate and prioritize solutions to discipline-related problems

7000-Level Courses (Doctorate Courses)

- Analyze results of hypothesis testing
- Create and organize elements into a new or revised framework
- Generate recommendations for application and further exploration

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Addison Wesley.

Course descriptions are listed alphabetically by course number and include the combined course offerings of the University.

ACCN [Accounting]

ACCN 2103 Accounting I: Financial Accounting (3 cr.) This course explores fundamental accounting practices such as the accounting cycle, financial statements, journals and ledgers, accounting systems, and payroll. This course Is intended for majors and non-majors.

ACCN 2203 Accounting II: Managerial Accounting (3 cr.) This course is a continuation of ACCN 2103 Accounting 1: Financial Accounting and covers financial statement interpretation, cost-volume-profit analysis, basic cost accounting, and data-driven management decision-making. **Prerequisite:** ACCN 2103

ACCN 3903 Intermediate Accounting I (3 cr.) This course will focus on measuring and reporting for cash, temporary investments, receivables, Inventories, long-term investments, plant and equipment, and intangible assets. **Prerequisites:** ACCN 2203 or MGMT 4303

ACCN 3913 Intermediate Accounting II (3 cr.) This course would focus on the study of stockholders' equity, dilutive securities, investments, issues related to income determination, including revenue recognition, accounting for income taxes, pensions, leases and error analysis, preparation and analysis of financial statements, including price level changes and statement of changes in financial position. **Prerequisite:** ACCN 3903. Offered every spring semester.

ACCN 3923 Cost Accounting (3 cr.) This course would study the development of cost accumulation and reporting systems that complement a firm's strategy and structure and how activity-based cost management systems increase competitiveness by helping a firm manage its costs, processes, and people. **Prerequisite:** ACCN 3913. Offered every spring even-numbered years.

ACCN 3933 Income Tax Accounting I (3 cr.) This course would examine Federal income tax and individual, corporate, and partnership income tax laws and regulations. The emphasis is on developing a broad perspective on the structure, administration, and rationale of the federal income tax system. **Prerequisite:** ACCN 3913. Offered every fall, even-numbered years.

ACCN 3943 Income Tax Accounting II (3 cr.) This course would focus on the study of taxation of corporations, partnerships from the organization through liquidation, relative merits of conducting business through partnership, corporation, proprietorship, S corporation, and introduction to tax research. **Prerequisite:** ACCN 3933. Offered every spring, odd-numbered years.

ACCN 3953 Accounting Information Systems (3 cr.) A study of the structure, flow, and use of financial and non-financial data in computer-based environments with a heavy emphasis on ensuring data integrity. Conceptual data modeling using business rules, normalization, structured query language (SQL), and physical database design and data administration. The course includes cross-functional team projects with phased deliverables. **Prerequisite:** ACCN 3913. Offered every spring, odd-numbered years.

ACCN 3963 Data Analytics for Accounting (3 cr.) This course would develop the skills required for an accounting analytics mindset. Students would apply the concepts of data scrubbing, data preparation, data quality, descriptive analysis, data manipulation, data visualization, data reporting, and problem-solving using various analytic tools and statistical analysis.

ACCN 4443 Advanced Financial Accounting (3 cr.) This course is designed to impart a detailed understanding of alternative accounting principles and practices and their effects on balance sheet valuation and income statements, including critical evaluation of these alternatives. Subjects covered include foreign currency transactions, partnership accounting, and accounting for nonprofit organizations and governmental entities. **Prerequisite:** ACCN 3913. Offered every fall, odd-numbered years.

ACCN 4623 Accounting Legal Environment (3 cr.) This course familiarizes students with the fundamentals of external financial reporting for business enterprises and not-for-profit entities. The financial accounting segment of the course focuses on the preparation, analysis, and limitations of financial statements per generally accepted accounting principles (GAAP). The conceptual framework that serves as the basis for developing financial reporting standards is also discussed. The managerial accounting segment of the course covers such internal reporting issues as break-even analysis, capital budgeting, cost behavior patterns, and cost allocation. Finally, the legal component of the course addresses the formation of different types of business entities (e.g., corporations and partnerships) and the regulatory role that the SEC, PCAOB, and Sarbanes-Oxley play in financial reporting. Offered every fall, even-numbered years.

ACCN 4633 Auditing (3 cr.) This course would study the general framework underlying auditing, the role of audit standards in the planning and conduct of audits, and the effect of regulation, ethics, liability, and audit practices. **Prerequisite:** ACCN 3913. Offered every fall, odd-numbered years.

ACCN 4733 CMA Exam Preparation I (3 cr.) This course is designed to assist students in preparing for the Certified Management Accountant (CMA) exam. This course would focus on topics relevant to the first part of the CMA exam, namely, financial reporting, planning, performance, and control. This course would expose students to similar content, format, and solutions as those found on the actual exam.

ACCN 4743 CMA Exam Preparation II (3 cr.) This course is designed to assist students in preparing for the Certified Management Accountant (CMA) exam. This course would focus on topics relevant to the second part of the CMA exam, namely, financial decision-making. This course would expose students to similar content, format, and solutions as those found on the actual exam.

ACCN 4911-3 Accounting Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of accounting. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

ACCN 4912-3 Accounting Internship II (1-3 cr.) This course is designed to provide an additional paraprofessional experience in

the field of accounting. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

ACCN 5133 Managerial Accounting (3 cr.) This course introduces the financial statements, their sources and functions, and managerial control systems involved with the accounting process, including variance analysis and budgeting. In addition, it serves as an overview of the accounting function and its use in managing the functional units within the organization.

ACCN 5143 Advanced Cost Accounting (3 cr.) This course would study the development of cost accumulation and reporting systems that complement a firm's strategy and structure and how activity-based cost management systems increase competitiveness by helping manage costs, processes, and people. **Prerequisite:** ACCN 3913.

ACCN 5153 Advanced Accounting Information Systems (3 cr.) This course studies the framework of accounting information systems by combining knowledge about accounting transaction cycles, information technology, and business process design.

ACCN 5163 Business Taxation (3 cr.) This course reviews organizational tax strategies for capital structures, business operations, new business, domestic business expansion, and international growth.

ACCN 5173 Advanced Auditing (3 cr.) This course examines auditing principles, concepts, and standards, including a review of organizational decision financial reporting and resolution of ethical issues.

ACCN 6113 Advanced Theories of Financial Accounting (3 cr.) This advanced course in financial accounting theories presents an in-depth analysis of the historical development of accounting theory and its application to current and future accounting issues. The course enhances critical thinking skills by synthesizing the professional accountant's understanding and knowledge of accounting theory with the resolution of real-world accounting problems. In addition, the course incorporates a global perspective for the development and analysis of accounting standards.

ACCN 6213 CPA Exam Preparation I (3 cr.) This course is designed to assist students in preparing for the CPA exam. This course would focus on topics relevant to the first two parts of the CPA exam: The Financial Accounting and Reporting Exam and Business Environments and Concepts Exam. This course would expose students to similar content, format, and solutions as those found on the actual exam.

ACCN 6223 CPA Exam Preparation II (3 cr.) This course is designed to assist students in preparing for the CPA exam. This course would focus on topics relevant to the last two parts of the CPA exam: The Regulation Exam and Auditing Exam. This course would expose students to similar content, format, and solutions as those found on the actual exam.

AMUE [Applied Music Ensembles]

AMUE 4241 Music Ministry Lab (1 cr.) The Music Ministry Lab would consist of lectures and video presentations on music ministry and management skills. It would include a portion of musical rehearsals to help musicians develop their rehearsal skills. This course is designed to sharpen the student's skills as a participant and leader of music ministries. This course would aid music students in dealing with specific problems they would face as worship leaders in the local church. Emphasis is given to their role as ministers, personnel relationships, development of graded choir program, evaluation of music, and establishment of a music library.

AMUS [Applied Music]

AMUS 1022 Preparatory Piano (2 cr.) A class piano environment to prepare students up to a fourth-grade level based on the ten-grade system. Offered every semester.

AMUS 1312 Voice (2 cr.) One half-hour lesson per week.

BILA [Bible Languages]

BILA 2103 New Testament Greek I (3 cr.) This course is a study of the fundamentals of Okine Greek. Emphasis is placed upon the development of the ability to translate. **Prerequisite:** ENGL 1113 and ENGL 1213.

BILA 2203 New Testament Greek II (3 cr.) This curse is a study of the fundamentals of Okine Greek. Emphasis is placed upon the development of the ability to translate. **Prerequisite:** BILA 2103.

BILA 5203 Concise Greek (3 cr.) This course introduces the essentials of Biblical Greek, the language of the New Testament and Septuagint. Students will learn the Greek alphabet, basic grammar, and key vocabulary to translate and interpret biblical texts. Attention will also be given to linguistic structure and historical context, building a foundation for exegetical study and further training in Biblical Greek. **Prerequisite:** MA in Christian Ministry Core

BILA 5303 Concise Hebrew (3 cr.) This course introduces the fundamentals of Biblical Hebrew, the language of the Old Testament. Students will learn the Hebrew alphabet, basic grammar, and essential vocabulary to begin reading and understanding simple biblical texts. Attention will also be given to the linguistic structure and historical context, further equipping students with foundational skills for exegetical study and further training in Biblical Hebrew. **Prerequisite:** MA in Christian Ministry Core

BINT [Bible New Testament]

BINT 1203 Introduction to the New Testament (3 cr.) An introduction to the intertestamental period to the beginnings of Christianity is surveyed. A survey of the content and meaning of each New Testament book is studied against the religious, literary, social, political, and economic background of the first century. Offered every spring semester.

BINT 1223 Introduction to the Bible (3 cr.) Introduction to the Bible is an interactive course written to engage each student in clearly understanding and applying the 66 books of the Judaic-Christian Protestant Bible. In this course, the students are introduced to the rich histories, stories, religions, and cultures surrounding the Old and New Testaments. These testaments have profoundly influenced our culture and ideas for thousands of years and continue to present us with unique challenges for living today and in the future. Students would learn about the authority, inspiration,

and literary context of the Bible. Through interactive media and discussions, the student would learn about the historical context in which both Testaments were written and every book. The student would use the current textbook to discover how the Bible can be read, its influence over Western thought, and core themes like creation, covenant, prophesy, love, and divine kingdom. Students should leave the course with an enriched understanding of what the world of the Bible is all about and how it can be read and interpreted for contemporary life. Offered every semester.

BINT 2103 Basic Principles of Inductive Bible Study (3 cr.) This course would introduce the basic principles of the Inductive Bible study method: observation, interpretation, composition, and application.

BINT 2303 Survey of Romans (3 cr.) This course would highlight Paul's mission, the purpose for writing, and theological themes, such as righteousness through faith, the need for salvation, and fundamentals for living the Christian life.

BINT 3103 The Synoptic Gospels (3 cr.) An exegetical study of selected passages in the Gospels of Matthew, Mark, and Luke. Attention is also given to each book's Synoptic relationship, authorship, date, and message. **Prerequisite:** BINT 1203. Offered fall semester: even-numbered years.

BINT 3303 Romans (3 cr.) An exegetical and expository study of the book of Romans. The date and place of writing, destination, and occasion are studied, but the primary emphasis centers on discussion and studies that would help the student appreciate this particular letter's value, strength, and theological importance. **Prerequisite:** BINT 1203 or BINT 1223. Offered every semester.

BINT 3603 Hebrews and General Letters (3 cr.) A thorough study of the letters to the Hebrews, along with James I and II, Peter I and II, III John, and Jude. The study of Hebrews includes considering the letters' relationship to Old Testament backgrounds and the concept of Jesus as the great high priest of the new covenant. In addition, each book's doctrinal and practical teachings are examined, and homiletical and teaching values are given special attention. **Prerequisite:** BINT 1203. Offered fall semester: odd-numbered years.

BINT 3633 Pastoral Letters (3 cr.) An examination of the pastoral letters of Paul to Timothy and Titus utilizing the inductive method of Bible study. Students are introduced to the inductive Bible study methodology, which would focus on the survey of books as wholes, as well as specific parts of the text in light of their context within the book. Specific attention is given to evaluating personal qualifications for pastoral ministry and the practical application of ministerial leadership within the church. **Prerequisites:** BIOT 1103; BINT 1203; THEO 1103. Offered every spring.

BINT 3703 History of Christian Thought 1 (3 cr.) A survey of key events and figures in the history of Christian thought from the conclusion of the New Testament to the pre-Reformation period.

BINT 3713 Foundations of Ethics: The Life and Teachings of Jesus (3 cr.) A study of the Gospels focusing upon the life and ministry of Jesus Christ and His death and resurrection to apply His life-changing principles to one's everyday life.

BINT 3733 Life and Ministry of Jesus (3 cr.) A comparative study of the four Gospels focusing on the life, teachings, and ministry of Jesus Christ, His death and resurrection, to apply His life-changing principles to one's everyday life. **Prerequisites:** BINT 1223 or BINT 1103 and BINT 1203, and THEO 1103. Offered every semester.

BINT 3803 History of Christian Thought 2 (3 cr.) A survey of key events and figures in the history of Christian thought from the Reformation period to the present, with special attention given to Wesleyan-holiness tradition.

BINT 3813 Foundations of Ethics: The Life and Teachings of Paul (3 cr.) A study of the letters written by the Apostle Paul noting the ethical implications, including practical applications, for contemporary society.

BINT 4993 Honor Studies (3 cr.) Honor Studies are open only to advanced upper-division students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The course instructor must approve the course's offering and its format. All work must be completed within one regular semester or one summer. **Prerequisites:** Ninety (90) hours and school chair approval. Offered on demand.

BINT 5023 Inductive Methodology (3 cr.) This course introduces students to the Inductive methodology of Bible study. Students will discover and apply interpretation to scripture by exploring five major questions: who, what, when, where, and how.

BINT 5133 The Gospels (3 cr.) A study of the gospels of Matthew, Mark, Luke and John, this course employs the Inductive methodology of observation, interpretation, and application to books as wholes, as well as specific parts to explore their primary message and major themes. Attention is also given to matters of authorship, audience, historical and religious setting. **Prerequisite:** MA in Christian Ministry Core

BINT 5203 New Testament Studies (3 cr.) An examination of the New Testament, with emphasis on literary, historical, and grammatical interpretation to identity its major themes and message.

BINT 5503 Pauline Epistles (3 cr.) An examination of Galatians, Ephesians, Philippians, and Colossians utilizing the Inductive methodology of observation, interpretation, and application. Students will survey books as wholes, as well as specific parts within their context to explore their primary message and major themes. **Prerequisite:** MA in Christian Ministry Core

BIOL [Biology]

BIOL 1013 Medical Terminology (3 cr.) Medical Terminology is designed to introduce students to scientific terms by studying root words, prefixes, and suffixes used in scientific professions. Content emphasizes terms in health sciences to describe anatomy, physiology, pathology, and other comprehensive medical conditions.

BIOL 1111 General Biology Lab Non-Majors (1 cr.) General Biology Lab is for the non-biology major. Laboratory experiences designed to facilitate understanding of the biological concept's principles studied in BIOL 1113. A one-hour lab session each week. Offered every semester.

BIOL 1113 General Biology Non-Majors (3 cr.) General Biology is for the non-biology major. A study of past and present concepts

regarding the growth, reproduction, structure, genetics, evolution, and interrelations of biological life.

BIOL 1114 General Biology and Lab Non-Majors (4 cr.) General Biology and Lab is for the non-biology major. A study of past and present concepts regarding the growth, reproduction, structure, genetics, evolution, and interrelations of biological life. Lab - Laboratory experiences designed to facilitate understanding of biological concepts. A one-hour lab session each week.

BIOL 1133 General Nutrition (3 cr.) General Nutrition is required for certain pre-health professions. The course covers nutritional requirements to maintain homeostasis within the human body. Topics include the chemical composition of macro and micronutrients, essential and nonessential nutrients, digestion, cell metabolism, energetics, and diet-related diseases.

BIOL 1214 Biology I (4 cr.) Biology I is a course for biology majors. It is a systematic study of biological principles beginning at the molecular level and advancing to the cellular level. The concepts covered include prokaryote and eukaryote cell form and function, cell membrane transport, cell metabolism, cell energetics, protein synthesis, and genetics. The laboratory is required and integral in introducing students to the scientific method, experimentation, and analytical evaluation.

BIOL 1314 Biology II (4 cr.) Biology II is the continuation of Biology I and is a course for biology majors. It is a systematic study of biological principles progressing to the ecological realm. The concepts covered include plant and animal form and function, taxonomy, evolution, biodiversity, and ecology. The laboratory is required and integral in introducing students to research methods, dissection, and analytical evaluation. **Prerequisite**: C or better in BIOL 1214 Biology I, or instructor approval.

BIOL 1441 University Science Lab (1 cr.) University Science Laboratory is a course designed for non-biology majors to fulfill Mid-America Christian University science core requirements. It is a broad study of interdisciplinary science laboratory content from the fields of biology, chemistry, and physical science. The 1-hour credit does not count towards the BS degree in Biology.

BIOL 2101 Environmental Science Lab (1 cr.) Laboratory experience is integral to introducing students to environmental issues and analysis. Offered every semester.

BIOL 2103 Environmental Science (3 cr.) Environmental Science is open to all undergraduates. It is an introductory study of the basic principles of physical science as applied to ecology, current environmental problems, and control measures, emphasizing human impact, modern technology, and natural ecosystems, social, political, and economic processes.

BIOL 2104 Environmental Science and Lab (4 cr.) Environmental Science is open to all undergraduates. It is an introductory study of the basic principles of physical science as applied to ecology, current environmental problems, and control measures, emphasizing human impact, modern technology, and natural ecosystems, social, political, and economic processes. Laboratory experience is integral to introducing students to environmental issues and analysis.

BIOL 2114 General Zoology (4 cr.) General Zoology is a course for biology majors. It introduces the animal form and function of invertebrates and vertebrates, concluding with animal behavior. The concepts covered include animal form and function, taxonomy, physiological systems, anatomical comparisons, and conservation. The laboratory is required and integral in introducing students to animal dissection and analytical evaluation. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 2214 General Botany (4 cr.) General Botany is a course for biology majors. It is an introduction to the principles of botany, beginning at the cellular level and advancing to the organismal level. The concepts covered include plant anatomy, physiology, genetics, reproduction, and taxonomic relationships. The laboratory is required and integral in introducing students to morphological comparisons and analytical evaluation. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 2314 Human Anatomy and Physiology I (4 cr.) Human API is for students planning to major in nursing or other health professions. It is a comprehensive study of the structures and functions of cells, tissues, organs, organ systems, and the human body. The systems covered include integumentary, skeletal, muscular, and nervous. The laboratory is required and integral in introducing students to dissection and analytical evaluation. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 2324 Human Anatomy and Physiology II (4 cr.) Human APII is for students planning to major in nursing or other health professions. It is a comprehensive study of the structures and functions of cells, tissues, organs, organ systems, and the human body. The systems covered include cardiovascular, lymphatic, endocrine, digestive, urinary, and reproductive. The laboratory is a required and integral component in introducing students to dissection and analytical evaluation. **Prerequisite**: C or better in BIOL 2314 Human Anatomy and Physiology I, or instructor approval.

BIOL 3114 Human Anatomy (4 cr.) Human Anatomy is a course designed for students interested in the medical field. It is a comprehensive study of the human body's microscopic and gross anatomical structures. The laboratory is a required and integral component introducing students to dissection, emphasizing human form and function, and analytical evaluation. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 3143 Pathogenic Microbiology (3 cr.) Pathogenic Microbiology is a course designed for biology majors. It is a comprehensive study of pathogenic microbiology and infectious disease epidemiology. This course covers major pathogenic taxa, microbial pathogenesis, outbreak and disease surveillance, case studies, laboratory diagnosis, and treatment. **Prerequisite:** C or better in MBIO 3305 or instructor approval.

BIOL 3154 Invertebrate Zoology (4 cr.) Invertebrate zoology is a course designed for biology majors. It is a systematic study of the major taxa of invertebrate animals. Major topics covered include taxonomy, animal form and function, anatomical comparisons, diversity, and conservation. The laboratory is required and integral in introducing students to dissection and analytical evaluation. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 3214 Human Physiology (4 cr.) Human Physiology is a systematic study introducing students to human body functions. The concepts covered include homeostatic regulation, cell interactions, enzymes, and the hormonal influence of systems within the human body. The laboratory is a required and integral component in introducing students to physiological experimentation and analytical evaluation. **Prerequisite**: C or better in BIOL 3114 Human Anatomy or instructor approval.

BIOL 3254 Comparative Vertebrate Anatomy (4 cr.) Comparative vertebrate anatomy is a course designed for biology majors. It is a systematic study of vertebrate morphology comparisons within the Phylum Chordata. The laboratory is a required and integral component in introducing students to dissections of representative vertebrates, concentrating on structure, function, and interrelationships between taxa. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, MATH 3703 Introduction to Statistics or instructor approval.

BIOL 3305 Microbiology (5 cr.) Microbiology is a course for biology majors. It comprehensively studies microorganism form, physiology, reproduction, genetics, and diversity. The laboratory is required and integral in introducing students to microbiology laboratory techniques and analytical evaluation. **Prerequisite**: C or better in BIOL 1133, BIOL 1114 General Biology or BIOL 1214 Biology I, CHEM 1105 General Chemistry I, or instructor approval.

BIOL 3334 Cell Biology (4 cr.) Cell biology is for biology majors considering health-related professional or graduate school. It is a comprehensive study of prokaryotic and eukaryotic cells with a comparison in metabolism, energetics, and autogenous regulation, with an emphasis on biochemistry and cellular changes during the life cycle of cells. The laboratory is a required component of this course, which introduces fundamental methodologies and standard laboratory techniques utilized in cellular and molecular biology. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 3354 Genetics (4 cr.) Genetics is a course for biology majors. It is a comprehensive study of chromosomal aberrations, pedigree analysis, hereditary traits, DNA damage and repair, epigenetics, and genetic engineering. In addition, the laboratory is required and integral in introducing students to Mendelian laws, mutations, and natural and artificial selection. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314, CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 3363 Evolution (3 cr.) Evolution is a course for biology majors. It is a comprehensive study of genetic mutations, genetic drift, population adaptations, and evolution by natural selection of various life forms. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 3404 Ecology (4 cr.) An introductory course in the study of the relationships of organisms to the environment. Procedures used by ecologists to describe and analyze plant and animal communities are experienced in the field and laboratory. Laboratory experiences designed to facilitate understanding of the principles of ecology as studied in BIOL 3404. Offered every spring semester. **Prerequisites:** MATH 1513, BIOL 1114 or BIOL 1214, BIOL 2104.

BIOL 4024 Limnology (4 cr.) Limnology is a course designed for biology majors. It focuses on the interdisciplinary nature of freshwater aquatic systems. Topics include chemical and physical characteristics of lakes, streams, groundwater, and wetland ecosystems. The laboratory is required and integral in introducing students to water sampling methods, aquatic organisms, and threats to freshwater ecosystems. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, MATH 3703 Introduction to Statistics, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 4124 Histology (4 cr.) Histology is a course for biology majors. It is a comprehensive study of human and animal tissue, emphasizing mammalian tissue form and function. The laboratory is integral in introducing students to laboratory techniques required to study cells and tissue. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314, CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 4144 Plant Anatomy and Taxonomy (4 cr.) Plant anatomy and taxonomy is a course for biology majors. It is a systematic study of vascular plant morphology and classification, emphasizing Oklahoma trees and flowering plants. The laboratory is required and integral to this course, with fieldwork included. **Prerequisite**: C or better in BIOL 1214 Biology I, BIOL 1314, CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

BIOL 4213 History of Science (3 cr.) This course surveys historical scientific discoveries, principal events, and the progression of scientific methodologies within the biological and physical sciences. Critical evaluations of major scientific works, beginning with Greek philosophers and progressing through the modern era, are emphasized. **Prerequisite**: C or better in nine (9) hours in upper-division coursework or instructor approval.

BIOL 4264 Mammalogy (4 cr.) Mammalogy is a course designed for biology majors. It is a comprehensive study of Class Mammalia. Major topics covered include taxonomy, evolution, morphological characteristics, ecology and behavior, diversity, and world distribution. The laboratory is required and integral in introducing students to species identification, collection, and wildlife conservation. Prerequisites: C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 4314 Embryology (4 cr.) This course is designed for students preparing for a health-profession graduate program or medical school. It is a systematic study of organismal development, emphasizing the subphylum Vertebrata. The concepts covered include meiosis I and II, fertilization, cleavage patterns, gastrulation, morphogenesis, organogenesis, and developmental physiology. The laboratory is required and integral in introducing students to anatomical comparisons and analytical evaluation. **Prerequisite**: C or better in Cell Biology or instructor approval.

BIOL 4334 Environmental Microbiology (4 cr.) Environmental Microbiology is a course designed for biology majors. It focuses on microorganisms and their role in the environment. Major topics include an introduction to major groups of microorganisms and their physiology, soil microbiology, aquatic microbiology, biogeochemical cycling, sewage treatment, biodeterioration, bioremediation, industrial microbiology, and biotechnology. In addition, the laboratory is a required and integral component in introducing students to various microbiology laboratory

techniques, including bacterial isolation, enumeration, bacterial analysis, and functional assays. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, BIOL 3305 Microbiology, CHEM 1105 Chemistry I, or instructor approval.

BIOL 4413 Virology (3 cr.) Virology is a course designed for biology majors. It focuses on understanding viruses and their role in infectious diseases. Major topics include the classification of viruses, viral structure, viral replication, interactions of viruses with their host organism, and viral diseases. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 4501 Biology Research (1 cr.) This 1-hour course is required for all biology majors during their junior or senior year. It would cover past classic works and current research topics in STEM fields. An emphasis is placed on literature reviews, presentation of findings, and scholarly communications. Students may enroll in this course for up to six (6) credit hours. **Prerequisite**: MATH 3703 Introduction to Statistics or instructor approval.

BIOL 4774 Parasitology (4 cr.) Parasitology is a course designed for biology majors. It focuses on understanding parasites and their role in infectious diseases. Major topics in this course include the classification and diversity of parasites, the evolution of parasites, parasite life cycles, epidemiology, ecology, pathology, and host/parasite interactions. The laboratory is required and integral in introducing students to parasite morphology, life cycle stages, pathogenesis, and treatment. **Prerequisites:** C or better in BIOL 1214 Biology I, BIOL 1314 Biology II, or instructor approval.

BIOL 4901-2 Special Topics in Biology (1-2 cr.) This course is designed further to enhance knowledge on certain topics within a specialized area. It is intended for students who want to progress their expertise beyond the regular course curriculum during their junior or senior year. Students may enroll in this course for up to nine (9) credit hours.

BIOT [Bible Old Testament]

BIOT 1103 Introduction to the Old Testament (3 cr.) A general introduction to the background and history of the Hebrew people in the Old Testament period. This embraces the sacred writings, prophets, and culture of the Hebrew people against the historical, social, political, literary, economic, and religious background of humanity to the end of the Old Testament period. Offered every fall semester.

BIOT 3113 Psalms and Poetic Literature (3 cr.) A study of the Psalms and selected poetry as representative of Hebrew poetic writings. Particular attention is given to the content, lyrical structure, historical background, use in worship, doctrinal and prophetic significance, and devotional values of Old Testament poetic literature. **Prerequisite:** BIOT 1103. Offered fall semester: odd-numbered years.

BIOT 3513 Isaiah (3 cr.) A study of Isaiah and his contribution to Hebrew prophesy. An analytical treatment of the book of Isaiah, including its history, critical problems, main ideas, and thought. Particular attention is given to the messianic passages. **Prerequisite:** BIOT 1103. Offered fall semester: odd-numbered years.

BIOT 3613 Foundations of Ethics: Hebrew Wisdom Literature (3 cr.) A study of Job, selected Psalms, Proverbs, and Ecclesiastes, emphasizing these books' doctrinal depth, spiritual value, and ethical implications.

BIOT 3713 Prophetic Books/Eschatology (3 cr.) A study of prophetic literature in the Old and New Testaments, the biblical teaching on the kingdom of God, Christ's second coming, and theories on Christ's return. **Prerequisites:** BINT 1203 and THEO 2303.

BIOT 3903 The Pentateuch (3 cr.) A study of the first five books of the Old Testament with special emphasis on historical background, beginnings of the Israelite nation, and Hebrew worship. **Prerequisite:** BIOT 1103. Offered spring semester: even-numbered years.

BIOT 4993 Honor Studies (3 cr.) Honor Studies are open only to advanced upper-division students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest under the supervision of a selected faculty member. The course instructor must approve the course's offering and its format. All work must be completed within one regular semester or one summer. **Prerequisites:** Ninety (90) hours and instructor and school chair approval. Offered on demand.

BIOT 5113 Old Testament Studies (3 cr.) A examination of the Old Testament, with emphasis on the literary, historical, and grammatical interpretation to identify its major themes and message.

BIOT 5133 Selected Genres of Old and New Testaments (3 cr.) Students continue to enhance their inductive methodology application to scripture through select portions of poetic and historical literature from the Old Testament and the New Testament Gospels and Pauline letters.

BIOT 5303 Wisdom Literature (3 cr.) An exegetical study of Old Testament Wisdom Literature, focusing on the books of Proverbs, Ecclesiastes, and Job, as well as the book of Psalms. Students will focus on their structural and literary form, and examine their historical, cultural, and theological significance. **Prerequisite:** MA in Christian Ministry Core

BIOT 5903 The Pentateuch (3 cr.) An examination of the first five books of the Bible, also known as the Torah- Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students will explore the historical, cultural, and theological contexts of these foundational texts, exploring their literary structure, key themes, and the impact of the Pentateuch on Israel's faith, as well as its place within Christianity. **Prerequisite:** MA in Christian Ministry Core

BUAD [Business]

BUAD 1103 Introduction to Business (3 cr.) This course is a comprehensive introduction to business. Topics include business terminology, concepts, and functions as they relate to accounting, economics, finance, information systems, global business, management, marketing, analytics, and decision-making.

BUAD 2113 Business Software Applications (3 cr.) This course provides an introduction to basic computer principles such as operating systems and file management. Emphasis is focused on applications imperative to success in the business realm, and students will demonstrate word processing, spreadsheet, and presentation software application skills through computer lab practices.

BUAD 2503 Business and Professional Communications (3 cr.) This course explores effective communication in a business environment, including writing reports, delivering oral presentations, and developing interpersonal skills. Emphasis is placed on critical thinking, problem-solving, and technological resources with the purpose of preparing students for a diverse work environment.

BUAD 3323 Legal Environment of Business (3 cr.) This course examines the law and legal system as it relates to business. Focus is given to social forces that influence law, government regulation, and federal regulatory agencies that influence business decision-making. Topics include torts, contracts, property, bailments, and the Uniform Commercial Code.

BUAD 3353 Global Business and Ethics (3 cr.) This course examines necessary practices for doing business in the global business environment, including assessing cultural, economic, and political components. Particular attention is given to cross-cultural management, exporting and importing, foreign exchange markets, international marketing, global competition, and cultural diversity.

BUAD 3503 Excel for Business Analytics (3 cr.) This course involves the application of quantitative financial concepts through extensive use of Microsoft Excel. Students gain experience using spreadsheets, acquire a working knowledge of quantitative concepts used in financial modeling, and apply these skills to build and solve financial models.

BUAD 4313 Business Analytics (3 cr.) This course emphasizes basic concepts of analytics for decision-making, with coverage of applications and results interpretation rather than calculations and theory. Students will learn the need for careful use of data, proper methodology, and use of findings to make informed business decisions.

BUAD 4703 Business Ethics (3 cr.) This course uses a biblical perspective to examine ethical situations related to business. Students will use basic ethical frameworks, critical thinking, and problem-solving to explore ethical concerns in business interactions and Within organizational environments.

BUAD 4901-4903 Honor Studies (1-3 cr.) The Honor Studies course is open to students who have demonstrated the initiative and capability to participate in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest under the supervision of a selected faculty member. The instructor, the School Chair, and the Dean of Academic Instruction must approve the offering of the course and its format. All work must be completed within one regular semester or one summer. Offered on demand

BUAD 4911-3 Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of business. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to 1 credit hour* **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

BUAD 4921-3 Internship II (1-3 cr.) This course is designed to provide an additional paraprofessional experience in the field of business. The Internship Is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to 1 credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

BUAD 5103 Graduate Business Foundations (3 cr.) This course offers a comprehensive introduction to core business disciplines. Students explore foundational content in business communications, accounting, economics, finance, operations management, quantitative research techniques, and statistics. This course is designed to prepare students for the MBA Program.

CHEM [Chemistry]

CHEM 1105 General Chemistry I (5 cr.) General Chemistry I is a required course for biology and chemistry majors. It is a systematic study of atomic and molecular structure, chemical bonding properties, chemical reactions, stoichiometry, and conservation of mass. In addition, the laboratory is a required and integral component of learning scientific experimentation safety protocol and proper reporting of results. Schedule types: Discussion, Lab, Lecture, Combined lecture lab, discussion. **Prerequisite**: ACT Math 22 or above, MATH 1513 College Algebra, or instructor approval.

CHEM 1205 General Chemistry II (5 cr.) General Chemistry II is required for biology and chemistry majors. It systematically studies chemical kinetics, intermolecular forces, reaction rates, thermochemistry, and electrochemistry. The laboratory is a required and integral component of learning scientific experimentation safety protocol and proper reporting of results. Schedule types: Discussion, Lab, Lecture, Combined lecture lab, discussion. **Prerequisite**: C or better in CHEM 1105 General Chemistry I or instructor approval.

CHEM 2104 Analytical Chemistry (4 cr.) Analytical Chemistry is a systematic study of qualitative and quantitative chemical analysis methods. Topics include analytical separations, statistical data analysis, acid-base equilibria, acid-base titrations, electrochemistry, spectrophotometry, and chromatography. The laboratory is required and integral in introducing students to classical analytical methods for separation and analysis, including gravimetric and volumetric methods and instrumental methods such as spectroscopic techniques. Prerequisites: C or better in CHEM 1205 General Chemistry II or instructor approval.

CHEM 3102 Organic Chemistry I Lab (2 cr.) The laboratory is a required and integral component of learning scientific experimentation safety protocol, measurements, and synthesis, purification, and separation techniques. **Prerequisite**: C or better in CHEM 3103 or concurrent enrollment in CHEM 3103.

CHEM 3103 Organic Chemistry I (3 cr.) Organic Chemistry I is required for biology and chemistry majors. It is a systematic study of various organic molecules with an emphasis on stereochemistry, reactivity, nomenclature, and classification of reaction types. **Prerequisite**: C or better in CHEM 1105 General Chemistry I, CHEM 1205 General Chemistry II, or instructor approval.

CHEM 3123 Principles of Biochemistry (3 cr.) Biochemistry is a course designed for students preparing for graduate school or medical school. It is a systematic study of biologically important compounds with an emphasis on thermodynamics, bioenergetics,

metabolic pathways, cell regulatory processes, and enzyme activities. **Prerequisite**: C or better in CHEM 3103, CHEM 3203, or instructor approval.

CHEM 3202 Organic Chemistry II Lab (2 cr.) The laboratory is a required and integral component of learning scientific experimentation safety protocol, measurements, and synthesis, purification, and separation techniques. **Prerequisite**: C or better in CHEM 3203 or concurrent enrollment in CHEM 3203.

CHEM 3203 Organic Chemistry II (3 cr.) Organic Chemistry II is a continuation of CHEM 3103. It is a systematic study of various organic molecules, advanced stereochemistry, chemical reactivity, organic reaction mechanisms, and methods for organic molecule synthesis. **Prerequisite**: C or better in CHEM 3103 or instructor approval.

CHEM 3354 Environmental Chemistry (4 cr.) Environmental Chemistry is a study of the chemical process that occurs in the environment using chemical principles. It covers topics including atmospheric chemistry, aqueous chemistry, geochemistry, climate change, energy, pollution, and pollution remediation. The laboratory is a required and integral component in introducing students to sample preparation, collection, and interpretation of data. Prerequisites: C or better in CHEM 1205 General Chemistry II.

CHEM 3504 Physical Chemistry I (4 cr.) Physical Chemistry I is a study of the microscopic models and macroscopic properties of chemical systems using mathematical principles. Major topics include an introduction to quantum mechanics, thermodynamics, properties of gases, kinetic theory of gases, liquids, solutions, phase and chemical equilibria, electrochemistry, and chemical kinetics. The laboratory is a required and integral component introducing students to instrumentation, experimental techniques, collection, and analysis of physiochemical data demonstrating the physical chemistry principles in areas such as thermodynamics, equilibria, electrochemistry, and kinetics. Prerequisites: C or better in CHEM 1205 General Chemistry II, MATH 2114 Calculus I and Analytical Geometry, and PHYS 1234 General Physics II or concurrent enrollment in PHYS 1234 or instructor approval.

CHEM 3514 Physical Chemistry II (4 cr.) Physical Chemistry II is a continuation of CHEM xxx4. Major topics include principles of quantum theory, fundamentals of chemical bonding, intermolecular interactions, spectroscopy, and statistical thermodynamics. The laboratory is a required and integral component in introducing students to physical chemistry experimental techniques, spectroscopic and spectrometric techniques, and statistics. Prerequisites: C or better in CHEM 3504 Physical Chemistry I, MATH 2214 Calculus II, or instructor approval.

CHEM 4654 Inorganic Chemistry (4 cr.) Inorganic Chemistry is a study that covers the principles and applications of inorganic chemistry. Topics include bonding theory, molecular symmetry, structure and periodic properties of elements, descriptive chemistry, inorganic acids and bases, redox reactions, coordination chemistry, introduction to solid-state chemistry, and organometallics chemistry. The laboratory is a required and integral component in introducing students to synthetic characterization and analysis techniques used in inorganic chemistry. Prerequisites: C or better in CHEM 3202 Organic Chemistry II Lab, CHEM 3504 Physical Chemistry I, or instructor approval.

CMSC [Computer Science]

CMSC 1203 Foundations of Programming (3 cr.) This course lays the foundation of programming using flowcharts and pseudocode. In addition, it develops the understanding of logic and algorithms in programming. The focus is on developing programming skills and knowledge by implementing conditional statements, loops, and functions.

CMSC 1303 Computer Literacy (3 cr.) Students would learn fundamental concepts of computing technologies. Topics would include computer hardware, operating systems, application software, networking, information security and privacy, information systems, program development, database management systems, the social aspect of computing technologies, and cloud computing.

CMSC 3103 Analytics Management and Presentation (3 cr.) This course prepares students to gather data, conduct data analytics using scientific methods, interpret findings, and write and present an insightful and well-organized report of findings.

CMSC 3123 Working with Data Structures (3 cr.) This course builds on foundational programming skills to address more advanced concepts of data structures and database design. Students implement database concepts by developing programs to collect user input, identify records using selection criteria, and perform analysis. The focus is on the management and implementation of data structures such as arrays, queues, stacks, strings, and lists. **Prerequisites:** CMSC 1203 Foundations of Programming.

CMSC 3463 Advanced Structured Query Language (SQL) (3 cr.) Students create secure database applications using advanced database development tools and techniques. Topics include variable types, logic structures, creating and working with program units, subprograms and functions, Dynamic SQL, database development and utilization, access control, and database security utilities. **Prerequisite:** CMSC 1203.

CMSC 4103 Introduction to R for Data Analytics (3 cr.) This course covers R's basic syntax, starting with variables and basic operations and progressing to data structures such as vectors, matrices, data frames, and lists. Then, using the graphical capabilities of R, students would create data visualizations and data presentations.

COMM [Communications]

COMM 1103 Fundamentals of Public Speaking (3 cr.) This course prepares students to research, write, and deliver speeches applicable to a variety of professional settings, purposes, occasions, and audiences. Students will learn to brainstorm, organize, outline, formulate, and present compelling and informative persuasive speeches. Digital presentation methods will also be discussed.

COMM 2113 Foundations of Communication and Media (3 cr.) This course introduces a variety of communication perspectives and encourages students to analyze how mass media influences individuals and groups in ways that help shape society. Students would expand their media literacy through a critical evaluation of

mass media, including journalism, television, the entertainment industry, publishing, advertising, radio, the Internet, and social media. By course end, students would have a firm understanding of mass communication as a social, political, cultural, and economic force in modern society.

COMM 2123 Introduction to Computer-Mediated Communication (3 cr.) Introduction to Computer-Mediated Communication (or CMC) would immerse students in a deeper understanding of the practical, professional, and scholarly uses and approaches to understanding how communication functions and continually evolves in an increasingly digitized world. Courses would explore theoretical foundations in CMC, with discussions and assignments bent toward applying knowledge of CMC to corporate and social situations.

COMM 2133 Introduction to Podcasting (3 cr.) This course is designed to provide students with a practicum approach to the background, techniques, and guidelines for conceptualizing, researching, and developing digital audio content. Students should gain access to processes that range from idea pitches to pre-and post-production routines to craft segments, develop intros/outros, and the process of navigating interviews. Finally, students will have the opportunity to develop and submit digital content to be considered for programming distribution on one of the University's affiliated podcast platforms.

COMM 2143 Digital Media Literacy (3 cr.) Digital Media Literacy offers a foundational introduction to a better understanding of how mass media and mediums create, disseminate, and even manipulate knowledge and information for good and for ill. Students would engage in a survey of readings curated to deepen visual, cultural, and linguistic "literacy" as a method for better understanding how the Internet and digital cultures augment reality to shape communication. Assignments and readings intentionally reflect the messy nature of contemporary media, and students would gain access and exposure to a wide spectrum that combines digital journalism with scholarly publication.

COMM 2243 Introduction to Virtual Reality (3 cr.) This course is designed to introduce students to the communication technologies field of virtual reality (VR) and the adjacent field of augmented reality (AR)). Students will gain exposure to the history of VR as it evolved from a speculative fiction concept to an applied communication technology. Introduction to VR provides a foundational course for students of any major who seek to understand the values this technology represents. The course should promote tutorial knowledge and a virtual learning space where students gain firsthand experience with this multimedia technology and understand it as an evolving tool for academic learning, professional development, and digital communication.

COMM 2803 Multimedia Storytelling (3 cr.) This course serves as an introduction to and an examination of the various writing styles and content creation techniques to communicate multimedia storytelling in our digital age. Students would learn how to meet the demands of the marketplace for persuasive, professional writing skills for broadcast, print, web, or social media. The course will include opportunities to develop story forms and prepare them for industry publication and/or distribution.

COMM 3143 Internship (3 cr.) Internship hours provide a crucial link between core tenets of higher education, professional development, and the unique advantages that real-world experience provides students in an operational environment. The goal of any internship is to expand a student's conceptualization of and familiarity with onsite labor demands in an area compatible with a student's degree program. Enrolling in internship hours, students would work with their advisor-instructor on a plan for a pre-approved short-term partnership with a business organization, including mapping clear expectations, methods for accountability, and direct reporting of observational and/or direct labor experiences.

COMM 3153 Internship II (3 cr.) Internship hours provide a crucial link between core tenets of higher education, professional development, and the unique advantages that real-world experience provides students in an operational environment. The goal of any internship is to expand a student's conceptualization of and familiarity with onsite labor demands in an area compatible with a student's degree program. Enrolling in internship hours, students would work with their advisor-instructor on a plan for a pre-approved short-term partnership with a business organization, including mapping clear expectations, methods for accountability, and direct reporting of observational and/or direct labor experiences. Students cannot use the same organizational participant for COMM 3143 Internship and COMM 3153 Internship II.

COMM 3213 Organizational and Professional Communication (3 cr.) Students examine the complex interaction of social and psychological forces operating in the workplace—as well as the broader context of human communication. Coursework would reveal how image and identity are fundamental to core practices of corporate communication, advertising, press releases, internal communication, and fundraising, among other types of communications. Students would learn to develop effective strategies for communicating effectively within organizations and between organizations and their constituencies.

COMM 3233 Media Law and Ethics (3 cr.) Students are introduced to legal and ethical practices in the public relations discipline. Copyright, liability, and contracts in public relations are emphasized. Students would complete case studies and perform critical analysis to demonstrate unique knowledge relating to ethical practicum in mass media contexts.

COMM 3343 Directed Readings (3 cr.) Directed Readings allow students to deepen their specialized knowledge in an area of interest that expands upon a previously introduced topic that is not the primary emphasis of another course or curriculum offered during a student's period of enrollment. The directed readings packet should be agreed upon in advance and arranged between the student, their advisor, the program director, or a combination of parties working to meet the individual's needs. Parties involved would prioritize academic rigor. Students are expected to produce one or more written projects to meet the successful completion of the directed readings course cycle.

COMM 3423 Veterans in Media (3 cr.) Veterans in Media will survey how public servants are depicted in various forms throughout mass media history and, conversely, how mass media shape public perception through narrative persuasion. Students will gain exposure to public perceptions of veterans produced primarily through 19th, 20th, and 21st Century media. Mediated depictions include books, journal essays, newspaper articles, posters, pictures, television, and film. Presentments range from

ancient civilizations' international and historical representations to U.S. American Veterans, with an emphasis on highlighting how military identity constitutes a transnational phenomenon that is both mythological and unique to the human condition.

COMM 3433 Research Design Methods (3 cr.) Students would develop strategies to perform qualitative research design. The research design would incorporate mass media but could be adapted to alternative uses. Students will develop a research project, pilot their survey, report on the results, and reflect on measures for improvement.

COMM 3443 Special Project (3 cr.) The Special Project course affords students a unique opportunity to focus exclusively on larger written or multimedia projects intended to enhance the quality and quantity of their Digital Media Portfolio, a requisite component of the Media Production and Communication degree program. Students would identify a project of interest that meets the criteria for either scholarly interest or professional development. Students would substantially progress their original project over the duration of the course. Ultimately, enrollees must present their findings or final project in a live audience or pre-recorded format, in addition to the submission of the special project materials for course credit.

COMM 3533 Advertising, Brand Management, and Audio Production (3 cr.) Students would study the history of advertising across mass mediums of print and digital publication. Students will then apply knowledge gained in the form of producing original adverts. The production process would include concept formulation, scripting, revision, and culminate in audio production practices.

COMM 3603 Mass Communication Perspectives (3 cr.) This course examines the relationships between media, culture, and society and reveals how various media platforms are used to influence individuals, groups, and society at large. Students are exposed to the roles and responsibilities of media in relation to societal, political, and economic institutions. Close attention is given to the media's influence on human behavior, including voting behaviors and violent and antisocial behavior.

COMM 3613 Intercultural and Cybercultural Communication (3 cr.) The rise of digital communication has made it possible for companies and organizations to form partnerships worldwide. This course examines the theories and provides essential skills for effective communication between individuals and groups from different cultures. Students would learn to think and communicate in global contexts and learn to appreciate and respect cultural differences. Experts in the field would address how people and organizations from diverse communities can work together effectively. Special consideration is given to recognizing and evaluating behavioral, communicative, political, religious, and ethical issues.

COMM 3702 Professional Internship II (2 cr.) This course is designed to provide intermediary-level application experience for the communication major emphasizing public relations. First, students would work in public relations campaigns at a decision-making level. This experience, coupled with group meetings to contextualize the campaign tasks, prepares the student for the next level of internship, which involves designing and directing roles in a public relations campaign. Weekly participation in internship groups with other student interns and a communication faculty member is integral to this course.

COMM 3903 Integrated Marketing and Public Relations (3 cr.) This course goes deeper into the functions of public relations to expose students to the advanced functions of the PR professional, including strategic messaging, corporate communication, influencing and measuring public opinion, story and pitch presentations, campaign planning and management; risk and crisis management; and reputation and brand management, among others. Particular attention is given to the methods and processes of building support for a cause, movement, organization, or institution and moving constituents toward a desired goal.

COMM 4103 Special Topics in Media Studies (3 cr.) Special Topics in Media Studies is intentionally designed as a rotating survey course that specializes in a niche area of media studies. The course presents students an opportunity to engage in media studies at a deeper level, whether understanding and assessing media from the position of content, context, audiences, or industries. Special Topics in Media Studies would enhance critical thinking and analytic skills and teach students how to shift media consumption from a passive leisurely activity to an active, socially engaged role.

COMM 4123 Media Production Techniques (3 cr.) Media Production Techniques provides a dynamic atmosphere where students gain exposure to a designated focus area in media. Enrollees then develop a multimedia project that demonstrates knowledge about the topic and familiarity with why this media sustains market interest with creators, producers, investors, and stakeholders. Students would have the opportunity to work individually or in groups to develop one or more projects that immerse enrollees in problem-solving situations that require diverse media production techniques.

COMM 4413 Media Television History (3 cr.) This course provides a study of the evolutionary role of communication technologies throughout media history in the twentieth and twenty-first centuries. Students would examine how mass mediums like television facilitate social, economic, and political change in society. Students would apply historical lessons learned through scene analysis, sequential storyboarding, and the development of original content in the form of a program pitch-and-proposal.

COMM 4513 Rhetoric, Persuasion, and Argumentation (3 cr.) This course examines the theories and practices of communication that affect change in society and how people think, feel, and act toward another entity (person, organization, idea, group, or product etc.). Students would examine persuasion campaigns and strategies while putting together an original persuasive project, argument, or proposal.

COMM 4603 Creating Social Media Presence and Strategic Interviewing (3 cr.) This course reviews one of the most significant shifts in consumer media behavior in history: social media. Students would develop the practical knowledge required to create and manage a successful social media presence, learn new definitions of “community” in a digital culture, and apply these principles through active interviews and networking opportunities.

COMM 4803 Media Production and Communication Capstone (3 cr.) This course is designed to provide a culminating space for the

organization and presentation of the digital media portfolio. Students would also prepare baseline materials necessary to enter the professional workforce. Students would reflect on their journey through the major and showcase select achievements.

COMM 4993 Honor Studies (3 cr.) Honor studies in communications are open only to students who have demonstrated initiative and capability in individual study and research. The course is designed to give students an opportunity to do advanced work in an area of particular interest to them under the supervision of a selected member of the faculty. The instructor of the course must approve the offering of the course and its format. All work must be completed within one regular semester or summer.

COMM 5103 Advanced Professional Communication and Leadership Practicum (3 cr.) Advanced Professional Communication Leadership would provide a dynamic range of oral, written, and digital communication opportunities that would enhance the student experience through diverse presentation methods. The course would posit opportunities for students to employ concepts, strategies, and content selected from individual areas of interest and adapt these labors into public and/or digital performances that demonstrate applied skills across multiple modalities.

COMM 5113 Global Marketing and Strategic Networking (3 cr.) Global Marketing and Strategic Networking would expand knowledge and familiarity with cross-cultural, digital, and global marketing trends. In addition, students would connect with and hear international voices. Ultimately, the course's educational journey embraces experiential learning to broaden knowledge of contemporary transnational practices and perspectives.

COMM 5213 Media Methods and Content Creation (3 cr.) In Media Methods and Content Creation, students would gain exposure to a wide range of media production techniques. Course content is designed to immerse students in a rigorous exposure to classical and contemporary theory and methods that deepen their understanding of digital communication and media conceptualization, production, and distribution methods and philosophies. In addition, students are tasked with completing basic media production practices.

COMM 5233 Graphic Design and Portfolio Management (3 cr.) Graphic Design and Portfolio Management provide a crucial link to increasing market demand for specialization with digital media tools. Students would learn about an array of graphic design approaches and receive training and tutorials to strengthen familiarity and experience using digital tools. Finally, the course provides a space to cultivate and manage a creative content portfolio.

COUN [COUNSELING]

COUN 5113 Psychopathology (3 cr.) The ability to systematically perform differential diagnosis and establish the larger context for understanding the diagnosis is essential to the professional counselor. Using case studies, students would perform a structured protocol for differential diagnosis with the current DSM disorders. The following primary skills are developed: Recognizing criteria of abnormality to increase sensitivity to identifying relevant symptomatology, performing the structured steps of a diagnosis, recognizing co-occurring disorders to understand the range of issues needed for treatment planning, performing a differential diagnosis to distinguish the correct diagnosis from similar conditions, identifying the influence of medical conditions on symptomatology, predicting the impact of crisis and trauma on symptomology and functioning to further quality treatment planning, and systematically appropriately ruling out malingering, factitious disorder, adjustment disorders, and substance etiology to finalize a correct diagnosis.

COUN 5123 Career Counseling and Development (3 cr.) The cornerstone of career counseling recognizes that it touches all aspects of human life, for it involves political, economic, educational, philosophical, and social progress and change, along with understanding the whole person as a member of complex social systems. The specialized content of career counseling includes initial career choice, the connection between career and personal problems, adaptations to changes in the workplace, multiple career dilemmas, and the maintenance of a balanced lifestyle. The interactions of career, life, and gender roles in marriages, couples, and families are an important focus of this course. Students would develop a comprehensive approach for skillfully performing career counseling that also incorporates personal concerns by examining and applying career assessment theory, performing major theories of career counseling and decision-making, integrating career assessment information and major types of resource information, and employing research on trends in the world of work.

COUN 5213 Theories of Counseling and Psychotherapy (3 cr.) The foundation of counseling knowledge is an in-depth understanding of established theories of counseling. Students would perform a comprehensive study of the prominent theories of counseling and psychotherapy, issues related to their application involving diversity, the roles of spirituality and wellness as it relates to mental health and addiction clients, and how to apply the theories based on individual issues and needs practically. The study of the theories includes personality theories, theories of motivation, theories of change, and ways to analyze case studies to make high-quality clinical decisions for treatment. Students would experience a special focus on theoretical reasoning in both explaining the theories and fully elucidating case examples in order to develop an integrated foundation upon which the more detailed study of the counseling field would build.

COUN 5233 Alcohol and Drug Addiction (3 cr.) The foundation of the study of addiction counseling requires the understanding of human behavior and how it applies to addiction and elements of substance abuse. This course presents a comprehensive framework of the history and development of addiction. Students would identify factors impacting addiction, including socialization, which increases the likelihood that a person, community, or group is at risk for or resilient to psychoactive substance use disorders. The evolution of the roles and settings of the addiction counselor, along with the ethical and legal issues involved in addiction and substance abuse counseling, are considered.

COUN 5313 Individual Counseling and Psychotherapy Techniques (3 cr.) The crucial skills and strategies of counseling and psychotherapy establish a basic structure applicable to many theories that counselors can employ and integrate into their natural helping style. Students would study and apply the multi-culturally sensitive micro-skills approach to provide the necessary background for competence in listening, influencing, and

structuring an effective counseling session with individuals, families, couples, and marriages. Through practice sessions, students would master a basic structure for the session applicable to many different theories, including developing an empathic relationship and working alliance with the client, drawing out the client's story with special attention to strengths and resources, setting clear goals with the client, enabling the client to restructure and think differently about concerns, issues, and challenges, and helping the client move to action outside the session. In addition, students would acquire skills for identifying and addressing common issues in working with clients' spiritual/religious issues to promote optimal functioning to increase meaning and purpose in life. Finally, strength and character assessment and feedback are employed to promote counselor dispositions in the counseling process.

COUN 5333 Addiction in the Family and Assessment Theory (3 cr.) Counselors working with individuals and families involving addiction require a comprehensive understanding of theories of addiction, assessment and diagnosis, treatment setting and planning, and the etiological theories of substance abuse. Students would study the major theories and methods currently employed in the assessment and treatment of substance abuse and addiction. An emphasis is placed on the evaluation of substance abuse patterns and the assessment of various treatment alternatives. The social aspects of family risks and resiliencies are extensively studied, incorporating racial, ethnic, and cultural issues. Foundations for culturally and developmentally relevant education programs that raise awareness, support addiction and substance abuse prevention, and enhance the recovery process are developed incorporating gender and sexual orientation differences, mutual-help groups, and public policy. Students would learn to develop treatment plans using the procedures a counselor or program practices to identify and evaluate individuals' strengths, weaknesses, problems, spiritual and other biopsychosocial factors, and needs.

COUN 5413 Interpersonal Communication in Counseling and Relationships (3 cr.) Increased knowledge of fundamental patterns for improving communication through language and language patterns allows students to master promoting change-work in individual, couple, marital, and family counseling and coaching. Students would advance their resourcefulness in applying communication to form or enrich relationships. Students would demonstrate an enhanced level of applying communication processes that presuppose a structure of healing assumptions within the communication framework. The range of skills involves students eliciting high-quality information, formulating solution-focused questions, and demonstrating the application of well-organized communication processes in performing counseling and coaching. Students learn to address clients' mental health and relationship issues by building communication designed to indirectly presuppose meanings that transform limiting thought-frames into positive frames – promoting optimism, hope, and healing attitudes – as the context for beneficial change in clients, drawing from positive psychology, emotional and social intelligence, and neuro-linguistic communication, a range of themes are addressed: Rapport, bonding and connecting, nurturing, attachment and love, compassion, male/ female differences, optimal functioning, and increasing meaning and purpose in life.

COUN 5433 Addiction in the Family Counseling (3 cr.) A major focus of this course is for students to skillfully perform addiction and substance abuse counseling, including adapting individual, group, marital, and family treatment techniques. In addition, an emphasis is given to the acquisition of the competencies for students to apply strength-based therapeutic strategies and interventions incorporating an understanding of biology and addiction across the life span with the treatment of eating disorders, gambling, shopping, sex, other behavioral addictions, and co-occurring mental disorders or disabilities. Additionally, strategies for prevention, retaining sobriety, and relapse prevention of addiction and substance abuse are acquired for working with individuals and families. Finally, students would study processes for addressing the treatment issues and characteristics of diverse racial, ethnic, and cultural populations, as well as the social aspects of addiction, including family risks and resiliencies, gender distinctions, and sexual orientation differences.

COUN 5513 Marriage and Family Systems and Treatment (3 cr.) Family therapy has a revolutionary emphasis on systems thinking and the search for identifiable and recurrent family patterns to be explored in this course. Students would examine the history and development of marriage, couple, and family counseling, including foundational theories and principles of family development, the contemporary family, family subsystems, individual and interpersonal relationships, and grasping the influence of larger systems – race, social class, gender, ethnicity, sexual orientation – on the functioning of the family and its individual members. Students would utilize systemic theories to describe problems and structure solutions by acquiring knowledge of the models of marital and family counseling. Students would examine the fundamentals of the family, including adopting a family relationship framework, family development, diversity in family functioning, systems theory and systemic thinking, and the development and practice of family therapy. The range of theories examined includes Psychodynamic models, transgenerational models, experiential models, structural models, strategic models, behavioral and cognitive-behavioral models, social construction models, and population-based family treatments.

COUN 5533 Pharmacology of Drugs of Abuse (3 cr.) The counselor treating addiction and substance abuse requires a strong foundational knowledge of the nature of drugs and their impact. This course focuses on basic behavioral pharmacology, the behavioral analysis of drug effects, tolerance, and conditioning of drug effects; the nervous system and neurological functioning as it relates to psychological disorders; the effects of medications and other substances on the individual's cognitive, social, emotional, and behavioral functioning; and characteristics of dependence and addiction. In addition, students would examine the pharmacokinetics of drug action(s), the side effects of psychoactive and psychotherapeutic drugs, the development of tolerance, the development of dependency and issues regarding withdrawal, and cross-addiction(s). Additional studies would include the self-administration of drugs, alcohol and its effects, tranquilizers and sedative-hypnotics, inhaled substances, tobacco and nicotine, caffeine and methylxanthines, psychomotor stimulants, opiates, antipsychotic drugs, antidepressants and mood stabilizers, cannabis, and hallucinogens.

COUN 5563 Clinical Psychopharmacology in Counseling (3 cr.) The foundations of therapeutic and behavioral effects of psychoactive drugs are extensively explored in this course. The effects of medications on the nervous system, neurological functioning, cognitive processing, and emotional and behavioral functioning are studied. Decision-making processes for prescribing medications are explained so that counselors can understand the part medications may play in treatment. Organized by disorder and, within each disorder, by medication, this course is designed to familiarize counselors with the basic terminology and models of pharmacokinetics. This study includes research on side effects, contraindications, the efficacy of all major medications prescribed for mental health disorders, and the effects of withdrawing from psychopharmacological medications.

COUN 5613 Marital and Family Treatment Techniques (3 cr.) Couples, marital, and family counselors need to be empowered to apply theoretical concepts and develop real-world skills and essential competencies performed in the roles and setting of counseling with a strong understanding of the structures of marriages, couples, and families. Students are engaged in an active learning process applying family therapy theories using theory-informed case conceptualization, clinical assessment, treatment planning, and progress notes. Students would learn to effectively determine factors to address by identifying clients' presenting issues in alignment with a set of research-based qualities that promote stable, satisfying, and durable relationships. Students would demonstrate how to apply an array of the following theories: Systemic and Strategic Therapies, Structural Family Therapy, Experiential Family Therapies, Intergenerational and Psychoanalytic Family Therapies, Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies, Cognitive Interpersonal Therapy, Solution-Based Therapies, Collaborative and Narrative Therapies, Group Treatments for Couples and Families. A range of fundamental relationship skills are studied that counselors can incorporate into their practice: Communicating danger signs, handling conflict, problem-solving, clarifying core beliefs and expectations, addressing issues and hidden issues, forgiveness, commitment, preserving and enhancing funds, friendship, and sensuality.

COUN 5643 Addiction and Substance Abuse Counseling Theory and Techniques (3 cr.) The application of theories and techniques of counseling with a special emphasis on models/methods of alcohol and substance abuse/addiction/dependency counseling is important for the addiction and professional counselor. The current treatment research, the application of theoretical models, and the successful methods in the treatment process of addiction and substance abuse are extensively examined. In addition, understanding the causes, social implications, treatment (including the principles and philosophies of self-help), cultural competency, and prevention methods and skills are extensively studied.

COUN 5713 Human Development (3 cr.) The foundation of biological, neurological, and physiological factors and systemic and environmental factors affecting human development, functioning, and behavior is the primary focus of this course. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan are included. Students would explore theoretical and research approaches in studying the development of human abilities and behavior throughout the lifespan - childhood, adolescence, and adulthood. Topics include developmental research methodology, variables influencing development, and basic developmental processes in physical, motor, perceptual, cognitive, linguistic, emotional, social, and personality development. Applications of developmental theory to counseling are emphasized.

COUN 5813 Tests and Measurements (3 cr.)—Accomplished counselors integrate knowledge and skills in the areas of assessment, evaluation, and testing to perform systematic appraisals of the needs, abilities, and characteristics of clients, couples, and families. Students would synthesize the assessment process to perform accurate differential diagnoses, align theories of counseling for treatment, and utilize the complete assessment and testing process to culminate in writing comprehensive mental health reports and constructing complete treatment plans. Using the essential skills of assessment, students would use test-related statistics, validity, reliability, and test item analysis to systematically evaluate tests and their construction. Students would further enhance their expertise in following rules of administration and interpretation of various assessment instruments, including Intelligence tests, personality instruments, projective tests, neuropsychological tests, and disorder-specific tests.

COUN 5913 Research Methods (3 cr.) Highly qualified counselors comprehend research and the scientific method behind the conclusions presented. Students would compose a well-written research presentation demonstrating an experimental design for a study by constructing a hypothesis clearly delineating dependent and independent variables and explaining the framework for performing the study. The research project would include the significance of the potential impact on mental health research based on a comprehensive review of the literature and an appropriate research design. The nature and design of experimental, observational, quasi-experimental, survey, and correlational studies are examined in relation to behavioral observation. Students would assess the quality of research studies to include proper design, correct utilization of descriptive and inferential statistics, accurate analysis of the research data, and the appropriateness of the conclusions drawn from the data.

COUN 6133 Multicultural Counseling and Treatment Planning for Individuals and Families (3 cr.) Providing professional counselors with multicultural counseling theory and practices for culturally competent interventions within the broad range of important areas of cultural diversity, along with the in-depth study of factors resulting in diagnostic symptomatology, is a major focus of this course. The scope of cultural diversity includes race/ethnicity, sexual orientation, disability, socioeconomic disadvantage, and military service correlated with how they impact diagnostic interviewing, assessment methods, treatment planning, and the counseling relationship. Significantly enhancing diagnostic interviewing and assessment skills, students would extensively explore the etiology and underlying dynamics of the range of the current DSM diagnosis, design appropriate evidence-based treatment plans, and develop strategies for modifying treatment plans and processes related to cultural diversity.

COUN 6233 Ethics and Professional Studies (3 cr.) The detailed study of the legal and ethical codes for professional licensure establishes a framework for ethical decision-making essential to quality practice. The major focus of the study is the American

Counseling Association's *ACA Code of Ethics,* along with an investigation of other professional ethical codes. Case studies presenting common dilemmas and conflicts are extensively analyzed to identify potential risks and areas of concern, to recognize the ethical standards involved, and to understand essential principles for preventing ethical violations or properly resolving ethical issues. Students would examine the theoretical and philosophical issues fundamental to fully comprehending the codes. Major themes of study include the following: Professional socialization/relationships, the role of the professional organization, confidentiality and privacy, proper assessment and interpretation of data, supervision and training, distance counseling, technology, and social media, the legal responsibilities and liabilities involving record keeping, third party reimbursement and other considerations on independent practice and interprofessional cooperation, ethics, and family law. In addition, students would learn advocacy processes for addressing institutional and social barriers that impede client equity and success.

COUN 6333 Advanced Counseling and Psychotherapy Techniques (3 cr.) Applying a range of treatment interventions aligned with the major counseling theories establishes the framework for effective results-oriented counseling. Students would learn to apply counseling theory in real-world settings skillfully by studying theory-specific approaches to case conceptualization and treatment planning. Students would examine the evidence base for each theory and its unique applications for specific culturally and sexually diverse populations. Finally, students would design and perform counseling sessions based on the conceptualization of treatment that incorporates a wide range of treatment interventions. Models for performing treatment can include distress tolerance skills, emotion regulation skills, cognitive thinking strategies, cognitive-behavioral methodologies, belief processing and cognitive reframing, therapeutic relaxation and mindfulness, thinking strategies, experiential change techniques, psycho-physiological methods, and advanced therapeutic language skills.

COUN 6353 Human Sexuality in Counseling (3 cr.) Human sexuality issues are explored, emphasizing assessment and intervention in mental health counseling practice. The course is designed for counselors whose work would bring them into contact with clients experiencing problems and concerns with their sexuality. The course would develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues that may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues, and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. As a result, course participants become more effective in identifying, assessing, and intervening with human sexuality-related counseling issues.

COUN 6363 Community Counseling (3cr.) The fundamental concern of community counseling involves increasing client functioning by providing ways to integrate professional services that accommodate individuals and communities in meeting mental health and social needs. The areas of application can include mental health agencies, organizations and work settings, businesses, families, schools, courts, hospitals, the military, churches, and social institutions. The general goal is for students to learn to promote positive changes, mental health, and empowerment at individual and systemic levels that impact the person and families within community entities.

COUN 6433 Assessment of Individuals and Families in Counseling (3 cr.) Mental health assessment provides the counselor with information for performing correct diagnoses, developing treatment plans, and uncovering the dynamics underlying psychopathology as part of the total assessment of individuals and families. Students would acquire assessment interviewing skills to include biopsychosocial assessment to increase competence in making and explaining diagnoses with assessments relevant to individual counselors as well as marriage, couple, and family counselors. Students would analyze case studies to develop skills for determining the appropriateness of performing assessments, selecting types of assessment instruments, and writing mental health reports. Students would administer and interpret a personality inventory and learn the purpose, basics of interpretation, and rules of administration of various assessment instruments, including Intelligence tests, personality instruments, projective tests, neuropsychological tests, and disorder-specific tests.

COUN 6463 Clinical Issues of Aging, Death, and Dying (3cr.) Issues of aging, death, and dying from a multidisciplinary perspective. This complex field encompasses various human experiences, emotions, expectations, and realities. This course provides a historical, cultural, biological, sociological, psychological, and spiritual perspective on aging, death, and dying in our society and worldwide. Information and skills needed to address ethical and legal concerns related to palliative and end-of-life care are presented. Palliative care focuses on symptom control and amelioration of suffering, which are often underemphasized in conventional healthcare training. Theories of grieving and the grief reaction, as well as the empirically-based therapeutic interventions available to support and care for the bereaved, are covered in this course.

COUN 6533 Intervention for Individuals and Families in Crisis and Trauma (3 cr.) Competent professional counselors need to use methods for the practical application of research for professional development in a wider range of human issues and psychopathology. By discovering and providing research-supported information regarding a range of problems, students become proficient in developing quality treatment plans and skilled interventions to increase the coping and resilience of individuals and families confronted with crises and trauma. The range of problem situations and psychopathological issues include Issues impacting marriages (financial, work, dual-careers, in-laws, affairs, partner in prison, disasters, abortion); Children in the family (having children, child-rearing practices, living together); singleness, separation, divorce, second marriages and beyond, blended families, step-parenting, ex-spouse, being a custodial parent, losing custody, family violence and spousal abuse (physical and sexual abuse, child abuse and neglect), addictions and substance abuse, chronic illness, hospitalizations, dying partner, the effect of partner death, the effect of a child's death, gay and lesbian relationships, impact of mental illness, suicide, and para-suicidal behavior, homicidally, bullying, adolescent acting out behavior, sexuality, and issues of desire, sexual dysfunction, the impact of unemployment and under-employment, impact of changes in the socioeconomic standing of the family.

COUN 6633 Addiction and Chemical Dependency Counseling (3 cr.) This course would examine the historical foundations of chemical dependency counseling and the theoretical and practical acquisition of Models of Addiction and Recovery. Alcoholism and substance abuse; readiness to change; counseling methods, tests, and assessments for chemical dependency; and specific knowledge of alcohol and drug research are the focus of this course. The potential for co-occurring disorders and the impact of addiction on families, marriages, and couples are explored. Strategies are examined to reduce the negative effects of substance use dependence and to help clients identify the impact of addiction on life, the effects of continued harmful use or abuse, and the benefits of a life without addiction. To achieve this, students would evaluate and identify individualized strategies and treatment for different populations, client stages of dependence, and change in recovery.

COUN 6733 Child/Adolescent Psychopathology and Counseling (3 cr.) Students performing differential diagnoses of disorders of childhood and adolescence according to the current DSM, explaining the disorder with an understanding of normative and non-normative aspects of development, and demonstrating the adaptation of a range of counseling theories specifically for working with that population is the primary purpose of this course. Students would examine the principles and practices of developmental psychopathology to comprehend the maladaptive patterns of emotion, cognition, and behavior to formulate treatment plans that promote resilience and optimum development and wellness. Students would apply theoretical models and intervention strategies to address an array of developmental, educational, personal, social, and behavioral problems, including the following: Disasters, crises, trauma, death, violence, divorce, substance abuse, victimization of abuse, or debilitating medical conditions.

COUN 6833 Group Dynamics and Counseling (3 cr.) Applying the various theoretical models to group counseling and analyzing group dynamics in a therapeutic setting is important for the professional counselor. Students would extensively study the basic elements of the group process, deal with ethical and professional issues special to group work, and determine how to apply key concepts and approaches to group counseling. Students would participate in an applied lab activity to experience the group process, acquire skills in group psychotherapy methods, and demonstrate effective counseling group facilitation. Methods for receiving referrals, adapting groups to various settings, assessing appropriate membership, and preparing participants for receiving appropriate benefits from the group process are presented.

COUN 6863 Psychopathology Diagnostics and Treatment Design (3 cr.) Diagnostic skills comprise a complex set of principles and guidelines. A firm grasp of case conceptualization and hypothesis building supports them. The course would include practice in diagnostic skills, case conceptualization, and treatment planning. This course would build a) a working knowledge of the diagnostic process, including differential diagnosis and the use of diagnostic tools; b) a working knowledge of the diagnostic criteria for mental and emotional disorders; c) an ability to discern pertinent diagnostic information from a case study, assessment, or intake; d) an understanding of the relevance and potential biases of commonly used diagnostic tools as they apply to diverse populations; e) an ability to identify and make use of resources for case conceptualization and intervention; f) an ability to work collaboratively in group diagnostic and treatment teams; and, g) an understanding of culturally relevant diagnostic processes.

COUN 6973 Practicum (3 cr.) Supervised clinical experience and practice in counseling fieldwork in Clinical Mental Health Counseling, Addictions and Substance Abuse Counseling, or Martial, Couples, and Family Therapy (depending on the student's degree emphasis) as approved by the School Chair. The supervised experience hours align with the State of Oklahoma licensure preparation requirements. Students seeking licensure in any other state are responsible for contacting their state licensing board to verify that this practicum course at MACU will meet its educational licensure requirements. Students are expected to complete a minimum of 100 hours at a rate of 10 per week over ten weeks.

COUN 6983 Internship (3 cr.) Advanced supervised clinical experience and practice in counseling fieldwork in Clinical Mental Health Counseling, Addictions and Substance Abuse Counseling, or Marital, Couples, and Family Therapy (depending on the student's degree emphasis). The supervised experience hours align with the State of Oklahoma licensure preparation requirements. Students seeking licensure in any other state are responsible for contacting their state licensing board to verify that this internship course at MACU will meet their educational licensure requirements. The internship would total the minimum number of supervised hours required by the state where the license is sought.

COUN 6993 Advanced Internship (3 cr.) Advanced supervised clinical experience and practice in counseling fieldwork in Clinical Mental Health Counseling, Addictions and Substance Abuse Counseling, or Martial, Couples, and Family Therapy (depending on the student's degree emphasis) as approved by the School Chair. This course is available upon request of the student seeking licensure in states requiring additional internship hours to accommodate various state internship requirements for online students. Students are responsible for contacting their state licensing board to verify that this internship course at MACU and the supervised experience hours will meet its educational licensure requirements. The Advanced Internship would total the minimum number of supervised hours required by the state where the license is sought.

CRJS [Criminal Justice]

CRJS 3003 Victimology (3 cr.) This course examines victimization experiences from the victim's perspective, their families, and society. Crimes studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis is on exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response.

CRJS 3103 Introduction to Criminal Justice (3 cr.) Examine the major components of the Criminal Justice system - law enforcement, courts, and corrections - including historical and social perspectives, the roles and functions of various agencies, and the processes involved in administering justice.

CRJS 3113 Criminology (3 cr.) Criminology is an introductory course in criminal behavior, focusing on the various theories of crime causes. In addition, this course focuses on criminal behavior, intercultural aspects, societal reactions to crime, and criminological methods of inquiry.

CRJS 3303 Criminal Justice Philosophy and Practice (3 cr.) A social, political, legal, and philosophical examination of contemporary criminal justice policy. Includes an analysis of ethical issues confronting the police, courts, and corrections and their impact on criminal justice practitioners.

CRJS 3413 Domestic Violence (3 cr.) Domestic violence between adults, including spousal abuse and elder abuse, is examined. Aspects include the psychological and sociological factors of violence, dominance, and control. The officer's communication in such a setting, including intercultural aspects, is stressed. The legal perspective includes a discussion of proactive arrest policies, restraining orders, and anti-stalking legislation.

CRJS 3503 Criminal Law I (3 cr.) Emphasizes the provisions of the Constitution, which directly relate to the powers of both federal and state law enforcement officers and prosecutors, and limitations on these officers. Decisions and constitutional issues relevant to the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments are stressed.

CRJS 3513 Criminal Law II (3 cr.) An examination of the nature of the criminal acts of substantive criminal law, including defining the necessary elements and punishments of each act.

CRJS 3703 Criminal Procedures (3 cr.) Students would study the entire criminal justice process, from police investigation to post-conviction appellate review of convictions**.**

CRJS 3813 Community Relations (3 cr.) Basic concepts and principles of community relations with a major emphasis on understanding human beings and how to utilize this information practically.

CRJS 4003 Cultural Diversity in Law Enforcement (3 cr.) This course examines current issues and social problems relating to the administration of justice in a culturally diverse society. The course focuses on the changing ethnicity of communities and related changes in social and institutional public policy. Also discussed are cross-cultural communication, implementing cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction with various racial and ethnic groups.

CRJS 4013 Human Trafficking (3 cr.) Critically examines the global problem of human trafficking. This course, using a historical and comparative framework, reveals variations in human trafficking patterns in different regions of the world and efforts to combat human trafficking by means of prevention, protection, prosecution, and partnership.

CRJS 4103 Identification, Collection, and Preservation of Evidence (3 cr.) This course exposes students to crime scene evidence, collection techniques, protection of the scene, interview skills, and the various uses of modern technology in preserving and analyzing evidence. An analysis of the rules of evidence with an emphasis on the conceptual and definitional issues of admissibility, relevancy, materiality, weight, burden of proof, presumptions, types of evidence, judicial notice, evidentiary privileges, best evidence, opinion evidence, and hearsay evidence and its exceptions.

CRJS 4113 Principles of Investigation (3 cr.) The course is intended to develop a general understanding of the science of inquiry and provide a presentation of techniques, skills, and limitations of modern criminal investigation. Consideration includes all aspects of criminal investigation as a system of thought and action. The discussion is centered on methods applied in detecting, examining, and interpreting factual and legal dimensions of criminal cases. The course also examines concepts and methods of investigation of specific forms of crime (homicide, rape, robbery, etc.…).

CRJS 4403 Police Administration (3 cr.) The student would evaluate policies and procedures utilized in all phases of police administration. These include judicial decisions, which impact the legal status of the operation of police agencies. Additionally, administrative issues inherent in both large and small police organizations are assessed, including the history and context of police administration, police organizational tasks, leadership in the police organization, the role of the police manager, and citizen oversight. Finally, oversight committees addressing police accountability for community enforcement services are analyzed.

CRJS 4513 Interview and Interrogation Techniques (3 cr.) This course is designed to familiarize students with basic communication concepts and basic concepts, processes, techniques, and legal aspects of interview and interrogation used in the criminal justice field. In addition, the course would address the differences and similarities between interview and interrogation; different types, uses, and processes of interviews; various forms of verbal and nonverbal communication; and specialized types of interviews, such as probing, selection, counseling, and persuasive. **Prerequisite:** COMM 1103.

CRJS 4533 Anti-Terrorism and Homeland Security (3 cr.) This course examines emergency planning, risk analysis of communities, and the creation of comprehensive plans. Threat assessment, staffing, agency coordination, and communication are addressed to create resilient and vigilant communities. Case studies are examined and discussed, including natural and manufactured disasters, radicalism, and acts of terrorism. The course bridges the core strategies and philosophies of community policing and homeland security. **Prerequisite:** CRJS 3503.

CYBR [Cybersecurity]

CYBR 3003 Securing Information (3 cr.) This course focuses on the importance of securing the IT infrastructure. It also covers ways that make the IT infrastructure vulnerable and steps that should be taken to secure it against malicious attacks. It introduces the role of security policy and implementation issues related to it. Students get an opportunity to audit, test, and monitor an IT system.

CYBR 3103 Risk Management and IT Security (3 cr.) This course explores risk management's roles in ensuring information systems' security. Areas of study include standards, policies, best practices, and compliance laws for risk management. The course discusses methods of assessing, analyzing, and managing risks. Further, it discusses creating a plan for business continuity, disaster recovery, and a computer incident response team for a given scenario within an organization.

CYBR 3203 Network Communication, Infrastructure, and Technology (3 cr.) This course explores computer networking and telecommunications technologies. Students analyze the performance, management, and security challenges associated with network communications infrastructure through voice, data, and video applications. **Prerequisites:** MISE 1203 Basics of Networking

CYBR 3303 Authorization and Access Security (3 cr.) This course discusses the concept of configuring authorization and access control for information systems and applications. Topics include implementing secure remote access, PKI and encryption solutions, and mitigating risk from unauthorized access through proper testing and reporting strategies. **Prerequisites:** CYBR 3003 Securing Information

CYBR 3503 Securing Windows (3 cr.) This course examines the security features of the Microsoft Windows operating system. The course allows students to analyze the security risks and implement security in a Windows environment. **Prerequisites:** CYBR 3003 Securing Information

CYBR 4303 Hacking Techniques and Countermeasures (3 cr.) This course discusses hacking techniques and countermeasures. It covers tools and techniques that can be used for identifying system vulnerabilities that hackers can take advantage of. The course provides students an opportunity to practice ethical hacking procedures for attempting unauthorized access to target systems and data. It also discusses incident handling procedures in case of an information security compromise. **Prerequisites:** CYBR 3003 Securing Information

CYBR 4403 An Introduction to Cybercrime Forensics (3 cr.) This course explores the discipline of cybercrime forensics. It describes various security threats and discusses legal considerations cybersecurity professionals face while investigating cybercrimes. The course allows students to study cybercrime investigation tools and examine their use in collecting, examining, and preserving evidence for prosecution. **Prerequisites:** CYBR 3003 and MISE 4513

CYBR 4503 Cloud Security (3 cr.) This course discusses the many aspects of cloud security. It covers both architecture and design, as well as cloud administration, legal issues, risk avoidance, and compliance. It also covers both cloud platform security and cloud application security. **Prerequisites:** CYBR 3003 Securing Information

CYBR 4993 Cybersecurity Analyst (3 cr.) This course is designed to help prepare the student to be able to pass the CYSA+ exam administered by CompTIA. Students will access hands-on virtual labs to prepare them for this exam. **Prerequisites:** CYBR 3003 and MISE 4513

ECED [Early Childhood Education]

ECED 3103 Nutrition and Physical Development in Early Childhood (3 cr.) This course examines basic health, safety, and nutrition concepts that meet the young child's needs in group settings. In addition, psychological issues related to the nutrition of children, recognition of communicable diseases in young children, child abuse prevention and recognition, age-appropriate safety issues, and state and federal regulations are studied. The content also includes a study of the principles of creating a developmentally appropriate physical development curriculum for young children.

ECED 3203 Early Childhood Development and Learning (3 cr.) This course addresses developmentally appropriate practices and the teacher's role in supporting the education and development of young children ages birth through eight. An emphasis is placed on curriculum planning, including goals and objectives, environment, materials, and settings that meet standards set forth by the National Association for the Education of Young Children (NAEYC) and the Oklahoma Priority Academic Student Skills. Field experience required.

ECED 3223 Literacy Methods for Early Childhood (3 cr.) This course focuses on the National Association for the Education of Young Children (NAEYC) and Oklahoma State Reading/ English Language Arts Standards relating to Early Childhood grade level indicators, emphasizing reading and writing processes and applications. The focus is on teaching children to consider themselves readers and writers from the time they can listen to a story or hold a pencil. Comprehension strategies such as predicting and confirming, retellings, language experience activities, literature circles, and literature response activities are tied in with age-appropriate experiences for the authoring process, literature appreciation, and authentic oral and silent reading practices. Appropriate use of authentic assessment techniques, language/literacy immersion, multicultural literature, techniques for teaching multiple intelligences, and the use of research and technology in teaching reading would help teacher candidates learn to teach to the individual. A supervised (five) 5-hour field experience in an early childhood setting would include activities developing reading-related materials (such as an interactive bulletin board), planning and teaching lessons with the guidance of the professor and the cooperating teacher, and field experience reports reflecting upon classroom observations and activities as they relate to concepts studied in class. Offered every fall semester.

ECED 3243 Math and Science Methods for Young Children (3 cr.) This course prepares early childhood professionals to promote mathematical and scientific concepts in children from birth to third grade. Topics include one-to-one correspondence, sorting, building shapes, measuring, estimating, classifying, patterns, terms, graphing, observing, predicting, problem-solving, and discovery through inquiry-based hands-on exploration. Five (5) hours of field observations in a specified early learning environment are required. Offered every fall semester.

ECED 4103 Family and Community Relationships in Early Childhood Education (3 cr.) This course is an overview of the roles and relationships of the family and community related to early childhood education and the child's physical, cognitive, social, and emotional growth in a diverse society. The content includes benefits and strategies for developing positive, collaborative relationships with families in an early childhood setting ages birth through eight.

ECED 4203 Guidance, Observation and Assessment of Young Children (3 cr.) This course examines observation/assessment techniques and the incorporation of information gathered to implement a high-quality early childhood classroom. Observations and assessments are key elements in planning and differentiating instruction that fosters growth and development in young children.

This course is designed to introduce and support student's development of skills related to observing and interpreting children's daily activities and behaviors. In addition, child guidance and classroom management issues are addressed as they pertain to general education, special education, and children from diverse backgrounds.

ECON [ECONOMICS]

ECON 2503 Survey of Economics (3 cr.) This course explores both microeconomic and macroeconomic topics. Students explore microeconomic topics of production possibilities, supply and demand, market structure, price elasticity, and production cost curves. The focus of macroeconomics includes GDP, business cycles, unemployment, inflation, fiscal policy, the national debt, monetary policy, and international trade and finance.

ECON 5223 Managerial Economics (3 cr.) This course applies economic principles to rational business operations. The course covers demand theory pricing, forecasting, costs, capital allocation, distribution, and consumption. Students will explore economic concepts such as opportunity costs, supply versus demand, profit maximization, and monetary systems. Throughout the course, economic and geopolitical events are discussed, highlighting their cause-and-effect relationships. Upon completion, students will have a strong foundation in managerial economics and be able to apply economic principles to real-world business scenarios.

ECON 5233 International Economics (3 cr.) This course covers the determinants of key economic Indicators in open economies. Topics Include aggregate output, employment, wages, consumption, investment, international trade flows, interest rates, exchange rates, prices, and inflation. Students will learn how to analyze these indicators and evaluate the effectiveness of economic policies and will have the skills and knowledge to interpret economic indicators in global markets.

ED [Education]

ED 5131 Orientation to Curriculum and Instruction (1 cr.) This course provides an overview of Curriculum and Instruction Theory, with training in the course management system (CMS). It would include course descriptions and rubrics used throughout the program.

ED 5143 Educational Psychology (3 cr.) This course focuses on theories and principles of psychology as they relate to education, particularly concerning motivation, learning, and development in students. Educators would apply these ideas toward developing strategies designed to improve instructional experiences for various student populations.

ED 5153 Language Acquisition, Literacy, and Reading (3 cr.) This course supports the educator with best practices for ongoing language development for all student-learners. Skills and resources designed to support building student vocabulary, fluency, and reading comprehension are introduced and applied. In addition, the role of the student-learner as a communicator is explored. This course is designed for those who teach Early Childhood or Elementary levels. **Prerequisites:** ED 5243 Instructional Strategies and Best Practices

ED 5163 Classroom Management (3 cr.) This course emphasizes the use of consistent, creative, compassionate, and effective educator management skills while providing emotional, social, and physical security in the classroom. Educators would research and acquire management tools for building confidence, community, and accountability for both teachers and student-learners. In addition, the role of the teacher as a model and decision-maker is examined.

ED 5173 Reading and Writing Across the Curriculum (3 cr.) The course introduces prospective and practicing teachers to PK-12 reading and writing strategies, including units of instruction and specific lesson planning. Skills and resources designed to support building phonemic awareness, phonics, vocabulary, fluency, and reading comprehension will be introduced and applied. The course also provides a developmental view of stages of literacy development and specific applications in the four content areas of English/Language Arts, Science, Social Studies, and Mathematics. In addition, the course addresses assessment and cultural diversity as it applies to literacy development for English Language learners. **Prerequisites:** ED 5243 Instructional Strategies and Best Practices

ED 5243 Instructional Strategies and Best Practices (3 cr.) This course examines strategies and practices used in education to support academic growth for all student-learners. Educators would evaluate the implementation of approaches that build student success and explore the role of students as individual learners.

ED 5253 Assessment, Data Monitoring, and Applied Practice (3 cr.) This course explores the use of assessment as a guide to support student-learner success. Educators would research evaluation methods and models and learn to use data for decision-making and planning.

ED 5263 Teaching Diverse Learners (3 cr.) This course explores the responsibilities of educators to actively consider the needs of various student-learner populations (i.e., students with exceptional needs, socioeconomic disadvantages, ethnic diversities, cultural and religious beliefs, and family dynamics) and the best practices for addressing them. Educators would research and acquire proactive approaches to build inclusion and community within a school, as part of a classroom setting, and through authentic relationship building. In addition, the role of the teacher as an advocate for student-learners and learner needs is examined. **Prerequisites:** ED 5243 Instructional Strategies and Best Practices

ED 5343 Curriculum Design and Action Research for Improved Practice (3 cr.) This course supports educators as curriculum designers who utilize data-driven lesson planning to meet student learners' needs. In addition, educators would investigate best practices in curriculum design and clearly understand the benefits of utilizing the action research process to guide decision-making.

ED 5353 Communication and Technology in Education: Etiquette and Trends (3 cr.) This course explores the expectations and boundaries of written and spoken communication by educators. Students would study the etiquette of various forms of communication used to express information to stakeholders. In addition, this course of study analyzes the role of technology as a growing tool for classroom instruction, assessment, and communication.

ED 5363 Teacher Leadership and Professional Contribution (3 cr.) This course examines the numerous aspects of the educator as a

professional leader. Educators would study leadership concepts and opportunities in the field. In addition, the role of the educator as a contributor to the profession of education is explored.

ED 5453 Capstone in Curriculum and Instruction (3 cr.) This course brings together the application of skills and concepts developed throughout the program. Educators would choose one of three projects to submit: (1) reflections on experiences as an ongoing learner and evidence of mastery pertaining to program outcomes and expectations, culminating in a portfolio of resources to support the role of teacher-leader in the field of education; (2) Meta-Analysis on an approved topic, which specifically addresses at least one program outcome; (3) Research Thesis, a research plan must be submitted and approved during ED 5343.

ED 5513 Introduction to Counseling and Guidance (3 cr.) As the foundation course for those planning to enter school counseling, this course covers organizational planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels; coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included as well as an understanding the philosophy, principles, and practices which are fundamental to a sound guidance program at the elementary and secondary school level, and an understanding of the supportive roles of teachers, administrators, and other personnel.

ED 5523 Intervention Strategies: Academic and Learning (3 cr.) This course, building on a foundation of counseling, development, learning, and teaching theories, focuses on strategies for the prevention of and intervention with academic problems that interfere with learning outcomes. Research-based strategies focusing on school-wide, large and small groups, and individual interventions are emphasized. Competency in providing effective interventions for group and independent work, skills, organization and study strategies, learning strategies, mnemonic, reading, math, and content area strategies, as well as test-taking and homework, is taught using case study and demonstration approaches. Data-based outcomes assessment and reporting are emphasized to evaluate the effectiveness of prevention and intervention strategies in improving learning and academic outcomes for all students.

ED 5533 Advanced Psychology of Learning (3 cr.) This course is an analysis of the research-based theories of development and learning and their implications in Pre-K-12 classrooms. Advanced application of the theoretical framework to pedagogical best practices is emphasized.

ED 6553 Professional Practice (3 cr.) A study of the major philosophies of education that have influenced education from historical times; a study of the development of public education; sociological problems of contemporary times; and the implications of the initial curriculum development. Recommended practices for developing curriculum to meet current rules, regulations, laws, and policies.

ED 6653 School Counseling Practicum Capstone (3 cr.) Supervised clinical (field) experience in which candidates can apply their professional practice in the following areas: human development and guidance, diversity, assessment, career education, home and community involvement, collaboration with stakeholders, professional ethical codes, and professional development. During the clinical experience, candidates would demonstrate the ability to work with colleagues to advance the profession. The course must be taken during the final semester of coursework. As the capstone course for this program, students would present a portfolio that exhibits how each standard was met during their curriculum. These are presented to the program director digitally and orally to complete the requirements for the practicum course and the program. One hundred fifty (150) hours are required. **Prerequisite:** Permission from the program chair.

EDEL [Elementary Education]

CAEP/IRA standards are instrumental in the design focus of EDEL classes.

EDEL 3203 Methods of Reading in the Intermediate Grades (3 cr.) This course builds a framework for understanding literacy development, assessment, and reading instruction for intermediate (fourth through eighth) grades. Attention is given to the five components of reading instruction, especially fluency, word identification, vocabulary, and comprehension. Reading approaches, reading as it relates to language and literature, reading in the content area, study skills, and readers with special needs would also be addressed. In addition, classroom management, motivational techniques, and the rights of students, teachers, and parents are studied. Oklahoma Academic Standards are aligned with the classroom content. Five (5) hours of field experience are required. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and ECED 3223 in the Primary Grades, which are taken concurrently with this course and acceptance into the Teacher Education program. Offered every fall semester.

EDEL 3303 Methods of Elementary Science (3 cr.) This course includes the study of curriculum, concepts, methods, and materials in science and health education in elementary school. Emphasis is placed on cognitive development for children in primary and intermediate/middle school grades, objectives designed to increase understanding of scientific methods, laws and principles, classroom management, community/parent relations, and the use of technology in the science classroom. Oklahoma Academic Standards (C3) are basic to the class content. Five (5) hours of field experience are required. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, BIOL 1114 or BIOL 1214, and BIOL 2104, and acceptance into the Teacher Education program. Offered every fall semester.

EDEL 3403 Children's Literature (3 cr.) This course is designed to help the student acquire a wide acquaintance with children's literature, both old and new, and to learn ways and means to develop, stimulate, and guide children's reading of the literature presented. In addition, it would assist future teachers in guiding children toward a more comprehensive, creative, and insightful utilization of literary materials. **Prerequisite:** EDUC 2101 and EDUC 2102 Or EDUC 2103, and acceptance into the teacher education program.

EDEL 3503 Methods of Elementary Music and Art Integration (3 cr.) This course is designed to teach general music and visual art methods in grades K-8. The emphasis is to integrate music and art into the core subjects to enhance students' academic performance, social skills, and content learning and to become an integral part of the students' lives. The six essential components needed for an elementary classroom music program are

addressed (listening, moving/dancing, singing, reading, making and playing instruments, and creating). Classroom management of time, materials, and students is included. Art/music appreciation and creativity are taught and encouraged. The Priority Academic Student Skills (PASS) are basic to the class content. Five (5) hours of field experience are required in art/music classes K-8. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and EDUC 4213 and accepted into the Teacher Education Program. Offered every fall semester.

EDEL 4304 Diagnostic and Prescriptive Reading with Reading Practicum (4 cr.) Teacher candidates enrolled in this course would explore a wide range of issues and factors related to language and literacy assessment and instruction. They would also examine the best practices for and develop proficiency in supporting children's language and literacy development from first through eighth grades. In the practicum, teacher candidates would assess a student, interpret assessment findings, identify their strengths and needs as language and literacy learners, and choose instructional strategies for tutoring purposes in order to develop their student's ability to become strategic readers and writers. Oklahoma Academic Standards (C3) Fifteen (15) hours of field experience are required. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, ECED 3223, EDEL 3203, and acceptance into Teacher Education Program. Offered each fall semester.

EDEL 4503 Methods of Elementary Language Arts (3 cr.) This course includes methods of instruction in grammar, spelling, handwriting, purposeful writing, listening, speaking, visual literacy, and reading the genre of children's literature for the elementary language arts program. Attention is given to the evaluation of curriculum, classroom management, organization, reading and writing assessment, educational media, and the importance of language arts skills in all subject areas. Oklahoma Academic Standards (C3) are basic to the class content. Five (5) hours of field experience are required in K-8 language arts classrooms. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and EDUC 4213 and acceptance into the Teacher Education Program. Offered every spring semester.

EDEL 4603 Methods of Elementary Social Studies (3 cr.) This course draws upon the various disciplines of social studies. Technology resources, classroom diversity needs, classroom management, character values, respect and responsibility, and citizenship education are studied. In addition, models of civic courage, democratic ideals and practices, tragedies, and victories of the American way (liberty and justice for all) are study subjects. Debate and decision-making are part of the Social Studies curriculum. The National Council for Social Studies competencies are incorporated into the course's objectives. Oklahoma Academic Standards (C3) are basic to the class content. Five (5) hours of field experience in social studies classrooms are required. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and EDUC 4213 and acceptance in the Teacher Education Program. Offered every spring semester.

EDEL 4803 Methods of Elementary Math (3 cr.) This course focuses on the methods and materials, including technology, for teaching elementary school mathematics. The course aims to help pre-service students become confident in their ability to teach mathematics so they can do the same for their future students. It is predicated upon a constructivist approach to teaching elementary mathematics as recommended by the NCTM Principles and Standards for School Mathematics. Oklahoma Academic Standards (C3) Emphasized are elementary mathematics content and the methods and materials useful to teach it. Five (5) hours of field experience is required. **Prerequisites:** MATH 1513, EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and EDUC 4213 and acceptance in the Teacher Education Program. Offered every fall semester.

EDUC [Professional Education]

EDUC 2101 MACU Teacher Education Orientation (1 cr.) This course is intended to introduce teacher candidates to the requirements for state certification set forth by the Oklahoma Commission for Teacher Preparation (OCTP). Teacher candidates would also be introduced to and learn the Global Vision Conceptual Framework and other MACU education requirements. Before being accepted into the School of Teacher Education, *all* students are required to pass this course. **Prerequisite:** Completed 21 hours of general education. **Co-requisite:** EDUC 2102. Offered every semester.

EDUC 2102 Educational Foundations (2 cr.) This course is intended to introduce teacher candidates to the field of education. Historical, philosophical, sociological, and curricular foundations of American education; current issues of multicultural education, governance, and support of American education; and legal issues are explored. **Co-requisite:** EDUC 2101. Offered every semester.

EDUC 2103 Foundations of Education for Alternative Certification (3 cr.) This course will introduce students to the field of education and to education-related laws as they pertain to classroom instruction. This course will also introduce students to the requirements to be alternatively certified in the state of Oklahoma and differentiate this path from traditional certification.

EDUC 3103 Educational Psychology (3 cr.) This course includes basic and current learning theories, psychological principles applied to learning, and classroom management and assessment. Twenty-five (25) hours of field experience is required. **Prerequisite:** PSYC 1103. Offered every spring semester.

EDUC 3203 Teaching with Technology (3 cr.) This course will apply students' knowledge of learning theories, standards, and pedagogies to the use of technology. Students will utilize assessments to determine if technology is appropriate for a particular topic of content and its effectiveness as it relates to enhancing their student learning. Students will also utilize their knowledge of classroom environments to manage technology incorporated into their planned lessons.

EDUC 3233 Probability and Statistics for Teachers (3 cr.) The study of rational numbers, decimal notations, real numbers, probability, and statistics. Collection, recording, and data analysis to enable data-based decisions will also be explored.

EDUC/PSYC 3303 Development Across the Life Span (3 cr.) This course is a study of human development and the nature of those social structures that impact it, especially social, emotional, physical, and cognitive aspects of human development throughout the life span. **Prerequisite**: PSYC 1103.

EDUC 4203 Instructional Strategies, Management, and Assessment I (3 cr.) This course provides practice in the educational theories of effective instructional strategies, classroom management, various assessments, especially

alternative and authentic assessments, and the involvement of parents/caregivers and the community in the learning process. Offered every spring semester.

EDUC 4213 Instructional Strategies, Management, and Assessment II (3 cr.) This course further develops the knowledge base and skills from EDUC 4203 Instructional Strategies, Management, and Assessment I. **Prerequisite:** EDUC 4203. Offered every fall semester.

EDUC 4223 Students with Exceptionalities (3 cr.) This course introduces the characteristics, needs, problems, and behavior patterns of exceptional children and their various educational approaches. Topics are central to special education today – inclusion, diversity, assistive technology, collaboration, and multidisciplinary teams will all be studied. In addition, intellectual, physical, emotional, and behaviorally handicapped and gifted children are studied, as well as gifted and disabled adults. Ten (10) hours of field experience in special education and gifted classes are required. Offered every fall semester.

EDUC 4543 Teaching with Trauma-Informed Practices (3 cr.) This course will examine the impact of trauma on learning and the brain's functionality. Classroom structure, organization, and effective teaching strategies that support learning for students impacted by trauma will be included. Communication strategies appropriate for sharing information with parents or guardians of trauma-impacted students will be studied.

EDUC 4603 Methods of Teaching Secondary Social Studies (3 cr.) This course is designed for prospective secondary social studies teachers; the course provides the teacher candidate opportunities to learn and demonstrate knowledge, skills, and dispositions appropriate for teaching social studies. Attention is given to curriculum design, classroom management, assessment, research-based best practices, interdisciplinary approach to social studies, technology in the social studies classroom, and professional development. **Oklahoma Academic Standards (C3)** *are basic to the class content. Thirty (30) hours of field experience are required.* **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, and EDUC 4213, 30 hours in social studies, and acceptance into the teacher education program. Offered spring semester: odd numbered years.

EDUC 4703 Methods of Teaching Secondary Mathematics (3 cr.) A course that provides familiarization with the goals and techniques of teaching mathematics, current research on mathematics education, and materials associated with teaching mathematics at the secondary level. This course is designed to be taken the semester before student teaching. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, EDUC 4213, and MATH 2313. Offered spring semester: even-numbered years.

EDUC 4803 Methods of Teaching Secondary English (3 cr.) This course is designed for prospective secondary English teachers. This course concentrates on teaching English as a written form of communication. The focus is on inquiry, reflection, and design; the processes of writing; the relationship of reading and writing; grammar and usage; development of teaching units and curriculum; classroom applications; authentic assessment of writing; writing and instructional media; the relationship between writing and other forms of communication, the development of the teacher as a researcher; the teacher as a model; and research and professional issues in this area. **Oklahoma Academic Standards (C3)** are basic to the class content. Thirty (30) hours of Field experience is required. **Prerequisites:** EDUC 2101 and EDUC 2102 Or EDUC 2103, EDUC 4203, EDUC 4213, ENGL 4203, and acceptance into the Teacher Education Program. Offered fall semester: even-numbered years.

EDUC 4909 Student Teaching (9 cr.) This course provides the student teacher with firsthand experience in a school setting through observation and teaching in an accredited school. The course is designed to offer flexibility in scheduling: it can be taken as 9 credit hours over a 16-week term or split into two segments, EDUC 4906 Student Teaching I (6 cr.) and **EDUC 4903 Student Teaching II (3 cr.)**, across two 10-week terms.

16-Week Option (9 cr.): Students spend 14 of the 16 weeks in the classroom under the supervision of a cooperating teacher at a public school and a Mid-America Christian University supervisor.

10-Week Option (6+3 cr.): EDUC 4906 Student Teaching I (6 cr.): Students spend 10 weeks in the classroom under the supervision of a cooperating teacher at a public school and a Mid-America Christian University supervisor. **EDUC 4903 Student Teaching II (3 cr.):** Students spend 4 weeks completing the 14-week student teaching requirement in the classroom under the supervision of a cooperating teacher at a public school and a Mid-America Christian University supervisor.

This course is a culminating experience designed to prepare students for the teaching profession. **Prerequisites** include completion of specialization and professional education courses.

ENGL [English]

ENGL 0123 Introduction to College Language (3 cr.) This course studies English language arts skills and their application to college writing. It includes the study of the essentials of English grammar, sentence structure, mechanics, spelling, and paragraph writing. The course also includes an introduction to essay writing and critical thinking strategies. Students who score below 17 on either the English or Reading subtest of the ACT are enrolled in this class. Concurrent enrollment in ENGL 0123 is required. Offered every semester.

ENGL 1113 English Composition I (3 cr.) This is a study of the essentials of writing for audience and purpose with an emphasis on persuasive writing, critical thinking, and style. **Prerequisite:** ACT score of 17 or higher; passing the College Foundations Writing and Reading Placement Assessment with 75% or higher, UNIV 0173, or ENGL 0123; or, if needed, enrollment with ENGL 1121 corequisite (see ENGL 1121 course description). Offered every semester.

ENGL 1121 Principles of Composition I (1 cr.) This course is a corequisite supplement to ENGL 1113 English Composition I. Students who score below 17 on either the English or Reading subtest of the ACT will be enrolled in this class during the same semester of enrollment in ENGL 1113. The course will provide additional instruction and practice of ENGL 1113 skills, including persuasive writing, critical thinking, and style.

ENGL 1213 English Composition II (3 cr.) This course emphasizes research writing techniques, persuasive writing, critical thinking, style, and the influence of language. **Prerequisite:** Grade of a "C" or above in English 1113. Offered every semester.

ENGL 1403 Honors English Composition (3 cr.) This course focuses on a systematic analysis of the components of effective

writing, including critical thinking skills, idea generating, essay pre-planning, drafting, and revising writing projects. Additionally, students would write critical responses to assigned readings. Open to students with an ACT English score of 22 or higher. The course would fulfill the ENGL 1113 requirements. Credit may be earned for only one of the courses, ENGL 1113 or ENGL 1403. Offered on demand.

ENGL 2103 British Literatures Survey I (3 cr.) This course studies English literature from the Old English period to the restoration and 18th century, emphasizing literary analysis, literary theory, and the relationship between literature and cultural milieus. Prerequisite: ENGL 1113 and ENGL 1213. Offered fall semester: even-numbered years.

ENGL 2203 British Literature Survey II (3 cr.) This course is a study of English literature from the Romantic period to the present with an emphasis on the relationship between literature, historical setting, and cultural milieus. Offered spring semester: odd numbered years.

ENGL 2303 World Literature Survey: The Ancient World to the Renaissance (3 cr.) This course studies Western and non-Western literature from antiquity to 1650, emphasizing literary analysis. **Prerequisite:** ENGL 1113 and ENGL 1213. Offered every fall semester.

ENGL 2403 World Literature Survey: The Renaissance to the Modern Era (3 cr.) This course studies Western and non-Western literature from 1650 to the present, emphasizing literary analysis and the relationship between literature, historical setting, and cultural milieus. **Prerequisite:** ENGL 1113 and ENGL 1213. Offered every spring semester.

ENGL 2503 American Literature Survey: Before 1865 (3 cr.) This course studies American literature from the pre-colonial era to 1865, emphasizing literary analysis and the relationship between literature, historical setting, and cultural milieus. Offered fall semester: odd-numbered years.

ENGL 2603 American Literature Survey: Since 1865 (3 cr.) This course studies American literature from 1865 to the present, emphasizing literary analysis, theory, and the relationship between literature, historical setting, and cultural milieus. Offered spring semester: even-numbered years.

ENGL 2903 Essay Writing (3 cr.) Essay writing assumes that the student has a basic mastery of English usage and mechanics. After a brief review of usage and mechanics, this course would spend a great deal of time emphasizing critical thinking and logic skills, which are necessary in order to critique or write a college-level essay. This course would also emphasize the writing styles appropriate for various audiences. The majority of the writing assignments would consist of journal entries and five-paragraph essays. There would also be an emphasis on basic research methods and techniques for writing research essays.

ENGL 3503 Advanced Composition (3 cr.) This course studies practice, theory, research, and assessment of writing strategies, emphasizing style, editing, the range of print and non-print text, and the relationship between text and the social environment. **Prerequisites:** ENGL 1113 and ENGL 1213. Offered fall semester: even-numbered years.

ENGL 3513 Major Figures (3 cr.) This course thoroughly studies specific authors and their associated literary movements. Content would vary but emphasize major authors and their works organized around a theme or era. **Prerequisites:** Junior standing or special permission. Offered every fall semester.

ENGL 3523 Special Topics (3 cr.) This course addresses topics of special interest in the language arts content field. Topics would vary according to student interests and curriculum improvement needs. **Prerequisites:** Junior standing or special permission. Offered every spring semester.

ENGL 3543 Studies in Poetry (3 cr.) This course provides an intensive study of the works of selected poets. **Prerequisites:** ENGL 1113 and ENGL 1213. Offered fall semester: odd-numbered years.

ENGL 3703 Creative Writing (3 cr.) This course provides instruction in the creative experience in language arts, emphasizing writing short stories, poetry, and drama. **Prerequisites:** ENGL 1113 and ENGL 1213. Offered spring semester: odd-numbered years.

ENGL 3713 Ethnic American Literature (3 cr.) This course studies the literature on American ethnic groups, particularly African Americans, Asian Americans, Hispanic Americans, and Native Americans. It may include works by people identified with other societal groups. Various genres, as written by these groups, are studied. Offered spring semester: even-numbered years.

ENGL 3733 Native American Literature (3 cr.) A study of Native American literature, including oral tradition, storytelling, and mythology, focuses on contemporary writers' selections. The class would emphasize works by Native American writers and works associated with Oklahoma and by Native American nations. Offered fall semester: odd-numbered years.

ENGL 3923 Cultural Theory and Popular Culture (3 cr.) A study of the relationship between literature and culture. The course would survey various texts such as memoirs, folk writing, and traditional fictive genres as they relate to culture. Analysis and contextualization of contemporary media such as film, television, music, and hypertexts are also included. **Prerequisites:** ENGL 1113 and ENGL 1213. Offered fall semester: even-numbered years.

ENGL 4143 Women in Literature (3 cr.) This course focuses on literature written by women from one or several literary periods. The approaches are thematic, regional, and historical. **Prerequisites**: ENGL 1113 and ENGL 1213. Offered spring semester: even-numbered years. Offered fall semester: even-numbered years.

ENGL 4203 Modern Grammar (3 cr.) This course studies the semantics, syntax, morphology, phonology, and grammar of the English language, emphasizing the role of cultural contexts. **Prerequisite:** ENGL 1113, ENGL 1213, and six (6) hours of literature. Offered spring semester: even-numbered years.

ENGL 4303 Shakespeare (3 cr.) This course studies a selection of Shakespearean tragedies, tragicomedy comedies, and histories emphasizing literary analysis and the moral and spiritual value of the works. **Prerequisite:** ENGL 1113 and ENGL 1213. Offered fall semester: even-numbered years.

ENGL 4313 Life and Teachings of C.S. Lewis (3 cr.) C.S. Lewis is widely recognized as one of the 20th century's greatest Christian

thinkers, apologists, and a man of immense literary talent. This course would seek to explore the thoughts and ideas of Lewis and the impact of his writings through a study of his fiction and nonfiction works. Offered spring semester: odd numbered years.

ENGL 4333 The Fiction Works of C.S. Lewis (3 cr.) In his work, C.S. Lewis created many works of fiction that incorporate orthodox Christian themes, which he believed could best be understood through fiction. His fictional works include children's literature, poetry, science fiction, and mythology. This course would examine Lewis' fictional works as a part of his Christian oeuvre. Offered spring semester: even-numbered years.

ENGL 4353 The Apologetics Works of C.S. Lewis (3 cr.) C.S. Lewis is notable as a 20th-century Christian thinker and lay apologist whose works remain widely read and influential in the church into the 21st century. Among his best-known works in this field are *Mere Christianity, surprised by Joy, and A Grief Observed.* These and other of Lewis's apologetic works are studied in the course for their content and continued applicability. Offered spring semester: odd numbered years.

ENGL 4503 History of the English Language (3 cr.) This course studies the development of the English language, stressing changes in phonology, morphology, vocabulary, syntax, and orthography of Old, Middle, and Modern English. Authors and works important to the history and development of the English language are also studied. **Prerequisites:** ENGL 1113, ENGL 1213, and six (6) hours of literature. Offered fall semester: odd-numbered years.

ENGL 4523 Young Adult Literature (3 cr.) This course concentrates on evaluation and analysis; the course concentrates on the evaluation and analysis of works written for and by young adults. The interests, problems, and attitudes of young adults in contemporary society, as they impact the literature, are considered. This course evaluates and analyzes works written for and by young adults. The interests, problems, and attitudes of young adults in contemporary society, as they impact the literature, are considered. Offered fall semester: odd-numbered years.

ENGL 4533 Critical Approaches to Literature (3 cr.) This course is a survey of literary critical theory with deeper study of selected schools of literary criticism. Study of major literary critics and their contributions. Offered spring semester: even-numbered years.

ENGL 4543 Language and Popular Culture (3 cr.) This course concentrates on the complexities of teaching the English language to both first-language and second-language learners with a focus on the interrelationship of reading, writing, speaking, listening, viewing, and thinking; visual forms of language; the wide varieties of the English language; the impact of cultural and societal events on language; the impact of language on teachers, students, and curriculum design; language and self-image; and research and professional issues in this area. **Prerequisite:** ENGL 4203. Offered spring semester: odd numbered years.

ENGL 4653 Capstone Research (3 cr.) A culminating research project for the English: Literary and Cultural Studies major. In consultation with English faculty, the student would complete a research project exploring literary and cultural studies specific to the student's interests and goals. To be taken during the student's final semester of enrollment. Offered on demand.

ENGL 4803 Form and Genre in Literature (3 cr.) A firm grasp of examining literary works' formal and generic qualities provides an important foundation for close reading skills and thorough critical analysis of texts. This course explores such qualities in fiction, drama, poetry, non-fiction, and media. In addition, it examines how aesthetic choices impact the processes of meaning-making and interpretation. **Prerequisites:** ENGL 1113 and ENGL 1213. Offered spring semester: odd numbered years.

ENGL 4993 Honor Studies (3 cr.) Honor Studies in English are open only to students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The instructor must approve the offering of the course and its format. All work must be completed within one regular semester or one summer. **Prerequisites:** 90 hours and instructor and school chair approval. Offered on demand.

FINC [Finance]

FINC 2603 Personal Finance (3 cr.) This course provides an analysis of individual and family financial management. Topics explored include personal budgeting, buying habits, loans and credit, savings plans, basic investing, housing options, personal insurance, health and medical care, social security, personal taxes, wills and estates, and retirement planning.

FINC 3403 Business Finance (3 cr.) This course covers elements of financial management. Topics include capital budgeting, capital structure, cost of capital, financial ratios, financial statement analysis, planning and forecasting, risk analysis, security valuation, time value of money, working capital management, and sources of capital. **Prerequisite:** ACCN 2103 Accounting I: Financial Accounting

FINC 4911-3 Finance Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of finance. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

FINC 4921-3 Finance Internship II (1-3 cr.) This course is designed to provide paraprofessional experience in the field of finance. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

FINC 5333 Modern Corporate Finance (3 cr.) This course examines corporate utilization and allocation of monetary resources. Capital budgeting, the time value of money, security valuation, debt-equity structure, international finance, weighted average cost of capital, and other financial issues are examined to provide the student with decision-making tools for risk and investment analysis.

GEOG [Geography]

GEOG 2503 Physical Geography (3 cr.) This course analyzes the distribution of natural features of the earth's environment. Landforms, soils, minerals, water, climate, flora, and fauna, and the

relationships between these phenomena are explored. Offered every spring semester.

GEOG 2603 Human Geography (3 cr.) This course covers the major organizing concepts of economic and cultural geography. It explores people's geographic behavior in terms of spatial organization on the earth's surface and their development of regional political systems. Offered every fall semester.

GLDR [GiANT Leadership]

GLDR 3113 GiANT Leadership (3 cr.) Powered by GiANT Worldwide, this course would introduce participants to the foundation principles of "Becoming a Leader Worth Following." In addition, the Course would help students identify, strengthen, and grow their CORE Leadership quotients (IQ, EQ, & PQ) through GiANT World Wide Accelerators, GiANT Visual Tools and experiencing applied leadership principles through participation in weekly CORE Groups.

HC [Healthcare Management]

HC 3203 Introduction to Healthcare Management (3 cr.) This course introduces students to the five parts of managing healthcare organizations: planning, organizing, staffing, leading, and controlling/evaluating.

HC 3313 Healthcare Human Resource Management (3 cr.) This course reviews human resources management, focusing on healthcare services environments. It is designed to provide an understanding of the key concepts, principles, and practices of Human Resource Management. Topics include recruitment, selection and retention practices, performance evaluation, employee evaluation, employee training and development, compensation and benefits issues, promotion, job design and analysis, legal issues affecting the healthcare workplace, management/labor relations, and workplace safety within contemporary healthcare service organizations. Trends in human resource management in healthcare are also addressed.

HC 3223 Healthcare Marketing (3 cr.) This course is designed to give students an opportunity to apply marketing principles in the healthcare environment with a particular focus on marketing as a strategic approach to business development. Specific topics include identifying the target audience, selecting appropriate communication tools, aligning activities with strategic objectives, and factors that make marketing healthcare services different than marketing other goods and services.

HC 3503 Legal Aspects of Healthcare Management (3 cr.) This course is structured to present an overview of the general legal rules and concepts governing numerous aspects of the healthcare industry. The main focus of this course is on the law as it relates to healthcare delivery in hospitals, nursing homes, medical offices, and other medical care environments. The course would analyze the concepts associated with modern tort law as it applies to healthcare. It would also review other areas of law that impact healthcare, including contracts, criminal law, employment law, and other laws governing business organizations.

HC 4103 Healthcare Economics (3 cr.) This course provides an overview of healthcare markets. Topics reviewed include supply and demand of medical care, economic tools for healthcare institutions, the impact of government on the healthcare market, industry market studies, and healthcare reform.

HC 4203 Healthcare Operations Management (3 cr.) This course provides a detailed look at the organizational structure of the healthcare delivery system and administrative processes, including productivity and quality improvement, planning, problem-solving, decision-making, marketing, and human resources management. This course contains end-of-program assessment assignments and should be taken during the final term when possible. It is recommended that students complete HC3203, HC3223, HC3313, HC3503, HC4303, and HC4103 prior to enrollment. However, exceptions may be made to prevent graduation delays.

HC 4303 Healthcare Information Systems (3 cr.) This course examines the application of computer and communication technologies for analyzing, forecasting, planning, and healthcare management functions.

HC 4911-3 Healthcare Management Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of healthcare management while interning in a healthcare setting. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

HC 4921-3 Healthcare Management Internship II (1-3 cr.) This course is designed to provide paraprofessional experience in the field of healthcare management while interning in a healthcare setting. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

HC 5213 Healthcare Management (3 cr.) This course will review the unique nature of planning, organizing, and leading performed by managers in healthcare organizations. In addition, the course would include a review of the functional disciplines of management, including marketing, accounting, finance, legal, information systems, human resource behavior and management, and management science and their application in the healthcare environment.

HC 5223 Healthcare Legal Environment (3 cr.) This course will focus on the law related to healthcare delivery in hospitals, nursing homes, medical offices, and other medical care environments. The course would analyze the concepts associated with modern tort law as it applies to healthcare. It would also review other areas of law that impact healthcare, including contracts, criminal law, employment law, and other laws governing business organizations.

HC 5233 Healthcare Finance (3 cr.) This course provides an overview of healthcare financial issues and explores the current financial climate. Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. In addition, for-profit and not-for-profit financial statements and annual audits are reviewed and analyzed.

HC 5243 Healthcare Information Systems (3 cr.) This course provides an introduction to healthcare information systems and

how they are used to solve business problems. Students explore a framework for evaluating and implementing a new information system.

HEA Higher Education Administration

HEA 5313 Higher Education History and Administration (3 cr.) This course examines the development of American higher education. It would help students understand the origins of contemporary practices and problems in higher education. The course also gives an overview of organization and administration operations and analyses of social, political, and legal influences on colleges and universities.

HEA 5323 Higher Education Law (3 cr.) The course examines U.S. law and court cases on higher education institutions, including an overview of the legal issues involving college and university personnel. Pertinent state and federal statutes would also be used to explain college and university administrators' legal rights and responsibilities.

HEA 5333 Higher Education Budgeting and Finance (3 cr.) This course examines problems and issues of finance in post-secondary institutions and how to develop successful fiscal policy initiatives. A sufficient understanding of the technical material and the political processes are involved. The course will include the impact of budget activities on all areas of administration for higher education.

HIST [History]

HIST 1103 History of World Civilization I (3 cr.) A survey of world history from Antiquity to the Medieval Era. Offered every fall semester.

HIST 1203 History of World Civilization II (3 cr.) A survey of world history from the Medieval Era to the present. Offered every spring semester.

HIST 2103 American History I (3 cr.) A Survey of American History to 1877. Offered every fall semester.

HIST 2203 American History II (3 cr.) A survey of American History from 1877 to the present. Offered every spring semester.

HIST 3903 Oklahoma History (3 cr.) This course is a study of the development of Oklahoma from the early Spanish exploration to the present, including the Indian treaties, the coming of settlers, territorial days, and development since statehood. **Prerequisites:** HIST 2103 and HIST 2203. Offered fall semester: odd-numbered years.

HIST 4103 Colonial Period (3 cr.) This class explores the establishment and growth of the early United States. It includes a historical emphasis on the United States' colonial roots and political development, as well as its social structures and cultural institutions. **Prerequisites:** HIST 2103 and HIST 2203. Offered fall semester: odd-numbered years.

HIST 4203 19th Century United States History (3 cr.) This course seeks to understand the history of the United States in the 19th century. While generally focusing on America's territorial, political, industrial, and international maturation, this class also explores pivotal events and movements, such as the Civil War, Populism, and the Second Great Awakening. **Prerequisites:** HIST 2103 and HIST 2203. Offered spring semester: even-numbered years.

HIST 4213 Twentieth Century United States History (3 cr.) A close examination of the United States in this century, beginning with the assassination of William McKinley and coming forward to the present. Special attention is given to such major events as World Wars I and II, the Great Depression and the New Deal, America's position of world leadership, and the Civil Rights movement. **Prerequisites:** HIST 2103 and HIST 2203. Offered fall semester: even-numbered years.

HIST 4323 Directed Readings in US History (3 cr.) Readings in selected topics in history to develop factual knowledge, analytical skills, interpretive understanding, and writing skills. Students would engage various media about a subject in US History to complete a paper and essay exam on their chosen topic to prepare them for the OSAT in United States History. The students in this class would work with the instructor individually.

HIST 4403 Historiography/Research (3 cr.) This course possesses two goals. First, the class desires to introduce the student to the critical issues of the discipline of history. It includes issues of both methodology and theory. Second, the course seeks to develop the student's competence in historical research. It includes developing a topic, securing and evaluating sources, and producing a coherent and insightful academic paper. **Prerequisites:** HIST 1103 and HIST 1203, and at least junior standing. Offered spring semester: odd numbered years.

HIST 4993 Honor Studies (3 cr.) Honor Studies in History are open only to students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The course instructor must approve the course's offering and its format. All work must be completed within one regular semester or one summer. **Prerequisite:** Ninety (90) hours and instructor and school chair approval. Offered on demand.

HR [Human Resources]

HR 5213 Compensation and Benefits Administration (3 cr.) This course explains and explores the diversity of benefit offerings while discussing the complementary and distinctively different nature of each in terms of the total compensation package. The evolution of the power of benefits, the challenges associated with the benefits administration, and the laws that govern such administration are also examined.

HR 5223 Human Resource Development (3cr.) This course examines the dynamics of creating and implementing strategies to improve the effectiveness of employee contributions throughout an organization. In this course, students will analyze opportunities to enhance career growth, skills development, and performance management to help ensure a culture of individual and organizational success.

HR 5233 Recruiting and Selection (3 cr.) This course examines the recruiting process by identifying key sources of talent, including social media, traditional media, and other creative approaches to identifying pools of eligible talent. The selection process is then pursued by exploring the screening processes through extending an offer and onboarding.

HR 5243 Labor Law and Employee Relations (3 cr.) This course delves deeply into the body of employment law that guides and

informs the human resource professional's conduct, decisions, and performance of key responsibilities within the union and non-union environments. In addition, the course will examine statutory and "case" laws and regulations at all levels that impact the employee/employer relationship.

HR 6213 Capstone; HR Body of Knowledge for Professional Certification (3 cr.) This course prepares students for professional certification in human resources. The course provides a comprehensive understanding of the field and equips students to work effectively in a human resource department. It also prepares them to sit for the professional certification exam offered by their chosen certifying organization.

HUMN [Humanities]

HUMN 2113 The African-American Experience (3 cr.) This course is a multidisciplinary exploration of the major contours of African-American history, literature, and the arts. Temporally, it covers the introduction of Africans to America as enslaved people through the civil rights movement. In addition, the class seeks to include contributions to the subject from history, sociology, literature, and the arts. Offered on demand.

MATH [Mathematics]

MATH 1103 College Math (3 cr.) Exploration of various topics is designed to give the student an appreciation of mathematics and to expose the student to mathematical problems within numerous disciplines. **Prerequisite:** ACT score of 16 or above or passing College Foundations course.

MATH 1303 Plane Trigonometry (3 cr.) The first part of this course explores the properties of triangles and trigonometric functions and their applications. Topics include trigonometric functions, identities, graphs, inverses, and laws. In the second part of this course, a graphical approach to functions is explored with extensive use of graphing calculators to explore problems and solutions, not just rote memorization. Problem-solving techniques and the programming of graphing calculators are also taught. **Prerequisite:** ACT Math score of 18. Offered every fall.

MATH 1513 College Algebra (3 cr.) This course is a study of the processes of algebra, polynomials, algebraic fractions, and linear graphing systems. It is designed for students planning to major in business and natural science programs. **Prerequisite:** ACT Score of 22 or above or complete MATH 1103 with a grade of "B" or approval of Instructor. Offered every semester

MATH 2103 Algebra for Teachers (3 cr.) The elementary major is presented with a tactile approach to Algebraic concepts. Students would reason mathematically, solve problems, and encourage full participation, design and present lessons that use the hands-on approach to teaching an algebraic concept. In addition, students would develop portfolios and grade lab homework. The (NCTM) standards are presented and explored. Offered every fall semester.

MATH 2114 Calculus I and Analytic Geometry (4 cr.) An introduction to the basic concepts of Calculus, including limits, derivatives, and integrals using graphical, numerical, recurrence relations, and symbolic points of view. Emphasis is placed on using Calculus in problem-solving, and problem-solving techniques are taught. *(lab included) Prerequisites***:** MATH 1513 or high school credit for Calculus. Offered every fall.

MATH 2203 Math for Teachers I (3 cr.) This course is concerned with the professional development of future elementary teachers in mathematics, such as the nature of mathematics, the contributions of different cultures toward the development of mathematics, and the role of mathematics in culture and society. Mathematical concepts would include but not be limited to problem-solving, sets, numbers, numeration, whole number operations, computation, number theory, fractions, decimals, ratios, proportions, percent, and integers. In addition, calculators, computers, and other technological devices are evaluated. Offered every spring semester.

MATH 2214 Calculus II (4 cr.) A continuation of Calculus I. Rigorous development of differential and integral Calculus. Topics on limits, continuity, differentials, and integration theory are covered. Applications of derivatives and integrals and infinite series and power series are explored. Problem-solving techniques are used, and the basics of logic are used to prove theorems vital to Calculus. *(lab included)* Prerequisite**:** MATH 2114. Offered every spring semester.

MATH 2303 Math for Teachers II (3 cr.) This course is concerned with the planning for and teaching of mathematical experiences, dispositions toward teaching mathematics, and teacher responsibilities. Geometric shapes, measurement, geometry using triangle congruence and similarity, geometry using coordinates and transformations, fractals, and geometric constructions. Calculators, computers, and the internet are utilized. Offered every fall semester.

MATH 2313 Calculus III (3 cr.) A continuation of Calculus II. Vectors in the plane, parametric equations, three-dimensional vectors, solid analytic geometry, and differential Calculus of functions of more than one variable with applications to directional derivatives, gradients, and line integrals are some of the topics covered. Multiple integrals are introduced in rectangular, polar, cylindrical, and spherical coordinates. Proofs of certain theorems are explored. **Prerequisite:** MATH 2214. Offered every fall semester.

MATH 2503 Business Math (3 cr.) Business Math provides coverage of solid, practical, up-to-date fractions, formulas, and algebra. In addition, it would introduce business topics such as bank services, payroll, taxes, risk management, interest, annuities, depreciation, and financial statements. **Prerequisite:** ACT score of 16 or above; passing the My Foundations Math Placement Assessment with 75% or higher; or passing College Foundations course.

MATH 2823 Business Calculus (3 cr.) An informal study of differentiation and integration as applied primarily to polynomial, exponential, and logarithmic functions. Intended for students planning to major in business, life science, and social science. **Prerequisite:** MATH 1513.

MATH 3103 Linear Algebra (3 cr.) A study of the generalization of the properties of straight lines. Topics include linear equations, matrices, determinants, vectors, vector spaces, linear transformations, Eigenvalues, and eigenvectors. Prerequisite: MATH 1513.

MATH 3303 History of Math (3 cr.) A survey of the historical development of mathematics. The course focuses on progressing mathematical concepts from their origin to the present.

Mathematicians who made significant contributions are highlighted. **Prerequisite:** MATH 2214. Offered fall semester: even-numbered years.

MATH 3403 Discrete Math (3 cr.) An introduction to the fundamental ideas of discrete mathematics and a foundation for developing more advanced mathematical concepts. Some topics covered include Number Theory, Sets and operations on sets, logic, permutations and combinations, functions, trees, graph theory, and groups. **Prerequisite:** MATH 1513.

MATH 3703 Introduction to Statistics (3 cr.) The course is a complete introduction to basic statistics as a method of analysis. Statistics is a powerful tool that is used in the business world and the behavioral science area. This course would give the student a working knowledge of statistical terms and formulas. The student would use Microsoft Excel as the medium technology throughout the course. Microsoft Excel spreadsheet program is required for this course.

MATH 4003 College Geometry I (3 cr.) This course is designed to be a "voyage" through plane geometry and its various branches. The student is introduced to the properties of axiomatic systems and investigates each system. Discussions on Euclidean and non-Euclidean Geometries are included. Extensive use of Geometer's Sketchpad software is required with several laboratory investigations. **Prerequisite:** MATH 2313. Offered fall semester: even-numbered years.

MATH 4013 Differential Equations (3 cr.) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods, numerical solution of differential equations. Application to physical sciences and engineering. **Prerequisite:** MATH 2313. Offered spring semester: odd numbered years.

MATH 4103 Abstract Algebra (3 cr.) A study of three themes, arithmetic, congruence, and abstract structures, developed for integers, polynomials, rings, and groups. Numbers, number theory, and number systems are taught. **Prerequisite:** MATH 3403. Offered spring semester: even-numbered years.

Mathematical Modeling 4113 (3 cr.) Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. The emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications. **Prerequisite:** MATH 1513.

MATH 4203 Mathematical Statistics (3 cr.) A study of combinatorics: probability, random variables, discrete and continuous distributions, generating functions, moments, special distributions, multivariate distributions, independence, distributions of functions of random variables, hypothesis testing, analysis of variance, and regression. **Prerequisites:** MATH 3703 and MATH 2313. Offered fall semester: odd-numbered years.

MATH 4243 Regression Analysis (3 cr.) This course uses regression analysis tools to extend quantitative and statistical data analysis skills. Regression analysis focuses on building statistical models of the relationships between variables and using the models to understand phenomena to help predict future outcomes. The ultimate goal of regression analysis is often to support better decision-making.

MATH 4303 College Geometry II (3 cr.) This course is designed to be a "voyage" through plane geometry and its various branches. The students are introduced to axiomatic system properties and investigate each system, including rings and groups. Discussions on non-Euclidean geometries are included. Extensive use of Geometer's Sketchpad software is required with several laboratory investigations. **Prerequisite:** MATH 4003. Offered spring semester: odd numbered years.

MGMT [Management]

MGMT 2303 Management Principles (3 cr.) This course explores the basic functions of management, planning, organizing, leading, and controlling. Emphasis is placed on the development of critical thinking skills, leadership abilities, and ethical decision-making related to contemporary business environments.

MGMT 3113 Management Information Systems (3 cr.) This course explores how data gained from information technology supports management functions and decision-making within an organization. The focus is on the practical application of data obtained to inform decisions, rather than programming or systems design.

MGMT 3243 Project Management (3 cr.) This course covers essential project management principles, including the initiation, planning, execution, and control phases of a project. The roles and responsibilities of a project manager and time management skills are emphasized throughout the course.

MGMT 3253 Managing Social Responsibility (3 cr.) This course offers a comprehensive examination of corporate social responsibility (CSR), encompassing its historical development, management of stakeholder involvement, and challenges with communication. Contemporary issues involving CSR will be examined and strategies will be developed to effectively manage various CSR scenarios.

MGMT 3323 Human Resource Management (3 cr.) This course explores contemporary human resource management functions and processes. Planning, recruiting, selecting, developing, and retaining employees is addressed. Additional topics include Human Resource law and case analysis, performance evaluations, compensation and benefits, labor-management issues, quality of work life, and employee health and safety.

MGMT 3353 Entrepreneurship (3 cr.) This course explores the entrepreneurial process from idea generation to the launch of a new business. Emphasis is placed on the development of a business plan.

MGMT 3453 Negotiations (3 cr.) This course explores the fundamentals of negotiation theories along with the development of negotiation strategies and techniques to be effective in the business environment.

MGMT 4203 Managing Teams (3 cr.) This course focuses on the challenges of managing teams. Through a combination of theoretical ideas and practical exercises, students will explore the complexities of team behavior, learn strategies for improving team effectiveness, and develop techniques for leading teams through challenging situations.

MGMT 4303 Accounting for Managers (3 cr.) This course covers the fundamental knowledge and skills necessary to interpret and use accounting information for decision-making and financial management within organizations. Focus is given to managers' planning and controlling responsibilities rather than financial statement creation. **Prerequisite:** ACCN 2103 Accounting I: Financial Accounting.

MGMT 4413 Strategic Management (3 cr.) This is a capstone course integrating fundamental business concepts to create management policy and formulate a strategic plan. The course uses a computer-based simulation to allow students to practice decision-making, goal-setting, and performance reporting in an authentic free-enterprise structure. Knowledge of diverse business disciplines is applied to problem-solve and evaluate managerial performance.

MGMT 4433 Managing Change (3 cr.) This course explores various change theories and options for managing change, including initiating, planning, implementing, and sustaining change initiatives. Focus will be given to developing change protocols, leading people through turbulent times, and exhibiting a Christ-like attitude to one's employees during times of change. Through case studies and discussions, students will learn to facilitate successful organizational transitions.

MGMT 4803 Management of Nonprofit Organizations (3 cr.) This course will compare and contrast nonprofit and for-profit business structures, focusing on the knowledge, skills, and leadership necessary to manage nonprofit organizations effectively. The focus will be on the management of resources, strategic planning, and the economic challenges facing nonprofits.

MGMT 4911-3 Management Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of finance. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

MGMT 4921-3 Management Internship II (1-3 cr.) This course is designed to provide paraprofessional experience in the field of finance. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. Prerequisite: Junior Standing with at least 30 credits in business-related courses.

MGMT 5113 Organizational Behavior (3 cr.) This course introduces the theories of behavior in human management. A critical analysis is performed on the contributions to the organizational behavior discipline and its research as applied to the business environment. The student will apply the theories of culture development time management, job design, change, motivation, leadership development, communication, small group dynamics, and negotiation in the business setting.

MGMT 5323 Strategic Human Resource Management (3 cr.) This course focuses on the human resource management functions in profit and nonprofit organizations. Major topics include human resource planning, legal requirements, job analysis and design, recruitment, selection, placement, training and development, performance appraisals, career development, compensation and benefits, and reward systems. Students will examine the diverse human resource management functions that influence corporate profitability and sustainability.

MGMT 5353 Advanced Professional Communication (3 cr.) This course equips leaders with the skills to communicate with clarity, impact, and audience appropriateness by utilizing the most acceptable modes and media available. Students will learn to use effective communication tools and adhere to professional etiquette and protocols, enhancing their ability to deliver credible and effective messages within complex organizational contexts.

MGMT 5413 Law and Ethics (3 cr.) This course examines the impact of laws and the legal system on the business environment and managerial decision-making. Major topics include contracts, commercial transactions, agency relationships, organization choices, federal-state-local governance with special emphasis on EEOC and ADA issues, property law, and hiring practices. Special emphasis is placed on recent court cases impacting the business arena.

MGMT 6313 Management Science (3 cr.) This course explores problem-solving and decision-making through the lens of the scientific method of management. Students will develop the skills to discern between qualitative and quantitative approaches when addressing business challenges. Emphasis will be placed on creating computer-based solutions through mathematical modeling, enabling students to substantiate strategic decisions across various organizational functions such as operations, marketing, and finance.

MGMT 6403 International Business Law (3 cr.) This course introduces students to the central concepts of comparative legal systems and major contemporary political and economic trends reshaping the context in which private international transactions are conducted in North America, Europe, East Asia, and other countries.

MGMT 6423 Strategic Business Management I (3 cr.) This course demonstrates the strategic linkage between the functional disciplines (marketing, accounting, finance, legal, information systems, human resource behavior and management, and management science) within the strategic management process. This course focuses on how managers originate, implement, and assess strategies and serves as a capstone for the MBA program.

MGMT 6433 Executive Seminar: International Business (3 cr.) This course explores the impact of international economic, political, cultural, technological, and governmental environments on world trade and business competition. Topics reviewed include trade practices, industry structure, value creation, free trade and trade agreements, national ethical behavior, branding strategies, and promotional practices.

MGMT 6443 International Business Strategies (3 cr.) This course focuses on strategic frameworks and skills critical to compete in the global marketplace successfully. Topics include the content of an economic environment and the cultural, ethical, and legal issues that arise when conducting business internationally. In addition, students will learn how companies enter foreign markets and grow international subsidiaries, succeed in mergers and acquisitions, and cooperate in joint ventures and strategic alliances.

MGMT 6453 Strategic Business Management II (3 cr.) This course is the second term for applying strategic linkage between the functional disciplines (marketing, accounting, finance, legal, information systems, human resource behavior and management, and management science) within a business simulation immersive experience. The course focuses on how managers originate, implement, and assess strategies and is the MBA program's capstone.

MISE [Management Information Systems]

MISE 1103 Hardware and Software Environment (3 cr.) This course looks at foundational topics related to information technology. Topics include computing devices, hardware software, operating systems, computer networks, security, and computer programming. Logical problem-solving, troubleshooting, and maintenance of computer systems are also introduced.

MISE 1203 Basics of Networking (3 cr.) This course explains the fundamentals of networking concepts. It focuses on technological advances made in the field of computer networks. It also covers the impact of OSI and TCP/IP models and how they relate to network communication. The course also details the importance of different protocols in a network and the tools required to secure the network. This course also prepares students for portions of the CompTIA Network+ certification exam.

MISE 2103 Client-Server Networks I (3 cr.) This course illustrates the basic technology in an operating system part of a network. It covers installing, configuring, and securing the client operating system. The course also covers steps to configure various network services in the client operating system and to configure services in a server operating system. **Prerequisites:** MISE 1203 Basics of Networking

MISE 2203 Physical Networks (3 cr.) This course explains how computer networks are created using physical components. Students get an opportunity to simulate the construction of a physical network by using wires, network devices, network protocols, tools, and standards. The course also compares and contrasts transmission media and network devices based on transmission rates. **Prerequisites:** MISE 1203 Basics of Networking

MISE 2303 Client-Server Networks II (3 cr.) This course focuses on installing and configuring network operating systems. It covers configuring key network services relevant to a server in a network. Students get an opportunity to apply policies on the network operating system, secure the network, and troubleshoot problems related to these services. **Prerequisites:** MISE 2103 Client-Server Networks I

MISE 4213 Configuring Email and Web Services (3 cr.) This course focuses on configuring email and web services in the network. It also details procedures of how to configure a web server, secure a web server, install a Mail server, and secure a Mail server. In addition, students can define roles and policies related to email and web services.

MISE 4513 Advanced Networks (Routing and Switching) (3 cr.) This course studies routers, switches, and other computer and telecommunication network devices. The course includes information on network and routing protocols, local and wide area networks, and VLANs, as well as device configuration, management, and troubleshooting and exploring many of the concepts in the Cisco Certified Entry Networking Technician (CCENT) certification exam. **Prerequisite:** MISE 1203 Basics of Networking

MISE 4643 Database Management (3 cr.) This course would introduce the student to the basics of relational database design. The student would learn to develop a relational database and use structured query language (SQL) to make database calls. The course is designed to provide a student with a useful overview of databases and a strong introduction to SQL. **Prerequisite:** CMSC 1203 Foundations of Programming

MISE 4663 Business Intelligence/Data Analytics (3 cr.) The course would focus on the analysis and modeling of data. A major aspect of a business is to provide a model for management to make sound decisions. The student would learn how to access data, glean applicable information, and then present this data in a manner meaningful to decision-makers. **Prerequisite:** CMSC 1203 Foundations of Programming

MISS [Missions]

MISS 3403 Cross-Cultural Communications (3 cr.) A study of communicating the Christian message cross-culturally. Special attention is given to cultural adaptations of Christianity in the light of Biblical faith. Concerns related to cross-cultural living are also explored. Offered spring semester: even-numbered years.

MKTG [Marketing]

MKTG 2273 Marketing Principles (3 cr.) This course is an introduction to the fundamental concepts and theories in the field of marketing. Students will explore how value is created, communicated, and delivered to consumers through various marketing activities and strategies. Topics include marketing mix elements (product, price, place, promotion), market segmentation, consumer behavior, and ethical considerations in marketing.

MKTG 3143 Consumer Behavior (3 cr.) This course provides students with a comprehensive understanding of the psychological, social, and cultural dimensions of consumer behavior and their impact on marketing strategies. Emphasis will be placed on developing the ability to apply critical thinking and analytical skills to understand consumer and stakeholder needs and preferences and how these insights can be leveraged to inform effective marketing strategies. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 3253 Digital Marketing (3 cr.) This course provides an in-depth exploration of digital marketing strategies, tools, and best practices in today's rapidly evolving online environment. Students will learn how to create and implement effective digital campaigns using search engine optimization (SEO), pay-per-click (PPC) advertising, social media marketing, content marketing, web analytics, marketing automation, E-commerce, and conversion optimization. The course emphasizes data-driven decision-making, audience targeting, and conversion optimization across digital platforms. Students will develop the skills necessary to create integrated digital marketing strategies that drive engagement, brand awareness, and business growth. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 3273 Professional Selling (3 cr.) This course equips students with the essential skills, techniques, and strategies needed for a successful career in sales by applying insights into

the psychology of selling, the sales process, and the art of persuasion, all within an ethical framework. Students will learn how to identify customer needs, present solutions, handle objections, and close deals effectively.

MKTG 3513 Personal Branding (3 cr.) This course empowers students with the skills and knowledge necessary to build and manage their personal brand. Students will analyze and articulate their unique value proposition, construct a compelling online presence, and evaluate strategies for effective networking both online and offline.

MKTG 3713 Services Marketing (3 cr.) This course centers on the unique challenges and traits of marketing within service organizations. Students will explore customer expectations management, explain service design processes, practice setting up a mock service, learn to classify obstacles, and illustrate adaptive strategies as situations evolve.

MKTG 3743 Global Marketing (3 cr.) This course explores the complexities and challenges inherent in global markets. Students will analyze the cultural, economic, and legal factors influencing international marketing efforts, evaluate ethical implications in global markets, and apply this knowledge to develop and implement effective global marketing strategies.

MKTG 3763 Content Marketing (3 cr.) This course immerses students in the art and science of creating, distributing, and managing content to attract, engage, and retain a clearly defined audience. Focus includes leveraging content as a powerful tool to drive profitable customer action, enhance brand recognition, and foster long-term loyalty. Emphasis will be placed on understanding the customer journey, developing content strategies that align with business objectives, and optimizing content for search engines (SEO) and social media platforms.

MKTG 4233 Marketing Research Essentials (3 cr.) This course provides students with in-depth exposure to research methodologies and reporting techniques paramount in the marketing domain. By engaging with both qualitative and quantitative research paradigms, students will refine their skills in interpreting complex data sets, crafting compelling narratives from research findings, and presenting insights in a manner that informs and influences strategic marketing decisions. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 4253 Marketing Analytics (3 cr.) This course equips students with the analytical skills and tools necessary to measure, analyze, and optimize marketing performance. Focus is given to the application of data-driven techniques to solve real-world marketing problems and make informed decisions. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 4533 Brand Management & Strategy (3 cr.) This advanced course explores the principles and strategies behind building, managing, and sustaining strong brands in a competitive marketplace. Students will examine key branding concepts, including brand equity, positioning, identity, personality, and consumer perception. The course emphasizes strategic decision making in brand development, extension, and revitalization, as well as the role of storytelling, digital branding, and global brand management. Students will gain practical skills in crafting brand strategies that enhance customer loyalty and market differentiation. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 4843 Integrated Marketing Communications (3 cr.) This capstone course focuses on the strategic integration of multiple marketing channels—including advertising, public relations, digital marketing, social media, direct marketing, and sales promotion to create a cohesive and effective brand message. Students will learn how to develop and execute multi-channel marketing communication campaigns that align with business objectives and target audience needs. As the culminating experience of the marketing degree, students will apply their learning in a comprehensive capstone project, where they will develop and present a full-scale Integrated Marketing Communications plan. Additionally, students will complete a portfolio review, showcasing their work in digital marketing, brand messaging, and campaign development, ensuring they graduate with a strong portfolio for industry readiness. **Prerequisite:** MKTG 2273 Marketing Principles

MKTG 4911-3 Marketing Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of marketing. The Internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in marketing-related courses.

MKTG 4921-3 Marketing Internship II (1-3 cr.) This course is designed to provide paraprofessional experience in the field of marketing. The Internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in marketing-related courses.

MKTG 5233 Marketing Management (3 cr.) This course offers a detailed examination of strategic marketing planning, implementation, and control processes essential for driving sustainable business growth. Students will explore the strategic role of marketing management within organizations and its critical interface with other business functions. Additional topics include market research and analysis, consumer behavior, segmentation, targeting, positioning, brand management, pricing strategies, distribution channels, and integrated marketing communications.

ML [Master of Arts Leadership]

ML 5143 Leadership Theory and Practice (3 cr.) This course offers a comprehensive exploration of leadership theory and development from 1900 to the present, integrating historical insight and modern application. Students will analyze key leadership models, distinguish leadership from management, and examine how leaders influence followers and develop future leaders. Through case studies, reflection, and practical assignments, students will evaluate their personal leadership style and sharpen the self-awareness needed to lead with vision, integrity, and contextual effectiveness across diverse organizational settings.

ML 5153 Public Budgeting and Finance (3 cr.) This course examines how to develop successful fiscal policy initiatives. Students will explore the technical material and the political processes involved in making tax and spending policies. Another focus is economic policy and its impact on a state or municipality.

ML 5163 Global Team Leadership, Training & Coaching (3 cr.) This course explores the key components that nurture and expand global leadership and organizational capabilities, mainly within the psychological contract between the leader and followers in group settings. Students study individual and team formation and development, the role and dimensions of leadership training, global assignments /learning experiences, as well as the intricacies of developmental relationships such as coaching and mentoring. Students study how organizational behavior concepts affect hybrid workforce learning and leadership effectiveness.

ML 5233 Public Policy Implementation (3 cr.) This course examines the ethical implementations of public law and develops an understanding of different analytic strategies for assessing if a program is being instituted as designed and is reasonably connected to its articulated goals.

ML 5243 Leading Change and Innovation (3 cr.) This course explores the processes necessary to identify the need for change using appropriate models, plan the process of change, obtain authorization for the change, and motivate the appropriate stakeholders to ensure success. Students will learn to sharpen the change attempts they believe are critical to an organization's survival and be provided with practical tools to face the potential resistance from people within the organization. Additionally, students will expand perspectives to communicate more effectively the need for change, involve more people in the change process, and allow team members to embrace innovation processes and practices in their roles.

ML 5253 Legislative Process and Behavior (3 cr.) This course facilitates a better understanding of the workings of the federal and state government, the legislative process, the relationship between bicameralism, federalism, the republican form of government, and the roles of elected representatives and the legislative staff.

ML 5263 The Adult Learner (3 cr.) Learners explore the basic theories and current research in adult education. This class draws from both adult development and adult education to explore the stages of human development, issues concerning adult learning ability, how and why adults learn, and how to make sure that learning has taken place.

ML 5273 Nonprofit Leadership (3 cr.) This course examines the unique leadership challenges and opportunities presented in nonprofit organizations. Students would learn about the nature of the nonprofit sector and gain perspectives on management, financial, leadership, and governance issues facing nonprofits.

ML 5343 Financial Development and Resource Management (3 cr.) This course explores the skills necessary for budgeting, stewardship, funding, accountability, and the ethical use of resources. While not an accounting course, the differences between for-profit, not-for-profit, and cash flow accounting requirements are examined. Leaders learn how to ensure budgetary income streams for planned programs to accomplish the mission of the organization.

ML 5353 Decision Making and Data Analytics (3 cr.) Leadership decisions must often be made with incomplete evidence. This course provides an understanding of various forces which influence the process of making and implementing decisions. Students will learn leadership decision making from individual, small group, and social environment contexts, as well as values of good decisions and the unintended consequences of poor decisions. Besides, students will be introduced to the study of frameworks and analytic tools (types, forms and uses of data, data tools, data technologies and platforms) to build decision-making competency into an organization.

ML 6023 Integrative Leadership Project (3 cr.) This is a capstone course for the Master of Arts in Leadership program. It is designed to allow students to synthesize knowledge gained in previous courses into a cohesive view of leadership and to put learned leadership abilities into practice through an applied integrated/consulting leadership project.

MUSI [MUSIC THEORY]

MUSI 1101 Basic Musicianship Lab (1 cr.) The Basic Musicianship Lab would consist of a series of lectures and video presentations dealing with the subject of music theory. It would include a portion of musical rehearsals to help musicians develop their rehearsal skills. A basic course dealing with the nomenclature, notational symbols, and organization of music.

MUSI 1103 Basic Musicianship (3 cr.) A basic course deals with nomenclature, notational symbols, and music organization. Drills to acquaint the student with sight singing and keyboard. Approximately one-third of the time is used to develop basic conducting skills for congregational singing and knowledge of hymnology. Designed for the non-music majors with insufficient background to begin MUSI 2102. The course does not count toward the music requirements for the music major. Offered every semester.

MUSI 1113 Appreciation of Music and Fine Arts (3 cr.) Contribution of the arts in the historical past to the present. There is some discussion of methods and procedures involved in creating an "art." Offered fall semester: odd-numbered years.

MUSI 4212 History and Literature of Music I (2 cr.) Ancient to 1600. A survey of Western art music from its origins in classical Greek culture through the contrapuntal techniques of the 16th century. Development of awareness of styles and formal procedures through the study of represented composers and works. **Prerequisite:** Junior in standing. Offered every fall semester.

MUSI 4222 History and Literature of Music II (2 cr.) Baroque to Classical (1600-1825). This course is a continuation of History and Literature I with a focus on Ancient to 1600 with emphasis on the Baroque and Classical eras. A survey of Western art music from 1600 through 1825. Development of awareness of styles and formal procedures through a study of representative composers and works. **Prerequisite:** Junior in standing in Music. Offered every spring semester.

MUSI 4243 Music Ministry (3 cr.) A course for the music major with a specific emphasis on meeting the particular problems a student would face as a minister of music in the local church. Emphasis is given to his role as minister, personnel relationships, development of graded choir program, evaluation of music, establishing a music library, and other ways the full church music program can be developed to help the entire congregation reach its full potential in Christian worship. **Prerequisite:** Junior/Senior standing. Offered spring semester: even-numbered years.

MUSI 4602 Hymnology/Music Text (2 cr.) This course studies the history and development of hymns and music texts in the church, specifically focusing on the hymnology of the Church of God. Texts are evaluated on the criteria of a worthy subject, literary quality, rhythmic flow, rhyme scheme, metrical patterns, and matching texts to music. **Prerequisites:** Junior/Senior standing. Offered fall semester: odd-numbered years.

NATS [Natural Science]

NATS 2501 Introduction to Meteorology Lab (1 cr.) Laboratory experiences are designed to facilitate an understanding of the relationship between geography and weather and the tools used to forecast weather. Students would examine different types of weather data and how they are collected. Additionally, students would compile and present weather and climate data.

NATS 2503 Introduction to Meteorology (3 cr.) This course is intended to introduce students to meteorology, teach them important and useful terminology and aspects of the atmosphere, and offer them a heightened understanding of solar radiation, global circulation, environmental issues, winds, stability, precipitation processes, weather systems, and severe weather. In addition, basic physical principles, societal impacts, and weather analysis are explored. **Prerequisite:** ENGL 1213.

NATS 2601 Astronomy Lab (1 cr.) Laboratory experiences introduce students to astronomical observations to study objects in the sky. Some activities are designed to facilitate an understanding of how objects from great distances are studied from the Earth. Students explore the constellations, moon, planets, and other objects of our universe.

NATS 2603 Astronomy (3 cr.) This course is intended to introduce students to the field of Astronomy. As an introduction to astronomy, this course covers Earth-Sky relationships and an overview of the Solar System, the Sun, the stars, our Galaxy, other galaxies, the Universe's large-scale structure, and cosmology.

NURS [Nursing]

NURS 1116 Nursing 1: Foundations of Nursing 1 (6 cr.) Provides nursing students with a comprehensive understanding of the fundamental concepts and skills essential to the actual practice of nursing through simulation, labs, and off-site clinical experiences. The course emphasizes the development of a foundation in nursing theory and professional practice necessary for providing safe, effective, and compassionate care to patients across the lifespan. Multiple labs, Labs 66 h SIMs 8 h Theory 62 h Clinical 16 h.

NURS 2213 Nursing 2: MedSurg 1A (3 cr.) The first half of the two-part MedSurg 1 course prepares students to provide compassionate care for acute and chronic health conditions for adult and geriatric patients through simulations, lab experiences, and off-site clinical experiences. Lab 24 h SIMs 4 h, Theory 22 h, Clinical 64 h.

NURS 2313 Nursing 2: MedSurg 1B (3 cr.) The second half of the two-part MedSurg 1 course prepares students to provide compassionate care for acute and chronic health conditions for adult and geriatric patients through simulations, lab experiences, and off-site clinical experiences. 32 Clinical hours and three simulations Lab 24 h SIMs 4 h, Theory 10 h, Clinical 64 h.

NURS 2416 Nursing 3: Mental Health (6 cr.) Prepares nursing students to provide comprehensive, compassionate care to individuals experiencing mental health disorders across the lifespan through simulations, labs, and off-site clinical experiences. The course will integrate theories of mental health and illness with evidence-based practices, equipping students with the knowledge and skills necessary to support the social, mental, and emotional well-being of patients. Lab 20 h SIMs 8 h, Theory 70 h, Clinical 32 h.

NURS 3513 Nursing 4: Pediatrics (3 cr.) Prepares nursing students with the knowledge and skills necessary to provide safe, effective, and developmentally appropriate care to pediatric patients and their families through simulations, lab experiences, and off-site clinical experiences. The course will include care for the unique physiological, psychological, and developmental needs of children from infancy through adolescence. Emphasis is placed on family-centered care, the role of the nurse in advocating for the child and family, and the importance of communication in establishing a therapeutic relationship with both pediatric patients and their caregivers. Lab 8 h SIMs 8 h, Theory 30 h, Clinical 24 h.

NURS 3523 Nursing 5: OB (3 cr.) Prepares nursing students to provide care for women during pregnancy, childbirth, and the postpartum period, as well as to provide care for newborns through simulations, lab experiences, and off-site clinical experiences. The real-world settings will include labor and delivery units, postpartum units, and neonatal intensive care units (NICUs). This course focuses on the principles and practices of maternal and newborn nursing, emphasizing the physiological, psychological, and cultural aspects of childbearing. Lab 16 h SIMs 8 h, Theory 25 h, Clinical 24 h.

NURS 3616 Nursing 6: MedSurg 2 (6 cr.) Prepares nursing students to manage and provide care for patients with complex, multifaceted health conditions. This course focuses on the integration of advanced nursing knowledge, critical thinking, and clinical skills necessary to care for patients with multiple comorbidities, acute illnesses, and chronic conditions that require coordinated care. Through high-fidelity simulations and clinical experiences in high-acuity off-site clinical settings, students will develop the ability to prioritize care, manage complex treatment regimens, and respond to rapidly changing patient conditions. Lab 8 h SIMs 8 h, Theory 53 h, Clinical 72 h.

NURS 3713 Nursing 7: Leadership (3 cr.) Students will develop the leadership skills and competencies needed for effective nursing practice in today's complex healthcare environment. This course emphasizes the role of the nurse as a leader, manager, and change agent within healthcare organizations. It prepares students to take on leadership roles at various levels of nursing practice. The course covers essential leadership and management theories, principles, and styles, with a focus on how they apply nursing practice through simulations, lab experiences, and off-site clinics. Lab 8 h SIMs 8 h, Theory 25 h, Clinical 32 h.

NURS 3723 Nursing 8: Immersion (3 cr.) Immersion experience designed to bridge the gap between nursing education and professional practice. The course provides nursing students with an intensive, hands-on learning experience in an off-site clinical setting, allowing them to apply their accumulated knowledge and skills in real-world patient care scenarios. The course is structured

to immerse students in the full scope of nursing practice. Lab 8 h SIMs 8 h, Theory 12 h, Clinical 56 h.

NURS 3823 Family Assessment (3 cr.) This course introduces students to the essential concepts and skills needed for a family assessment within the context of nursing. Using a holistic and culturally sensitive approach, students will learn how to conduct comprehensive assessments that will include family dynamics, health patterns, life stages, and environmental influences. Through case studies, discussions, and self-guided fieldwork, students will gain proficiency in identifying family strengths, risks, and coping mechanisms, as well as recognizing patterns of behavior that impact health. The course also explores frameworks and theories relevant to family assessment, including family systems theory, genogram construction, and ecomaps.

NURS 3843 Community Health Nursing (3 cr.) This course prepares students to evaluate and address health needs for a community and population levels. Emphasizing a public health approach, students will explore the social determinants of health, epidemiology, health promotion, disease prevention, and community-based nursing interventions. Through discussions, presentations, community engagement, and real-world case studies, students will gain skills in assessing community health needs, planning and implementing public health initiatives, and advocating for vulnerable populations. Key topics include environmental health, global health trends, communicable disease control, health policy, and ethics in public health. Students will perform community assessments and develop evidence-based strategies to promote health equity and improve community outcomes. Practicum Hours: 15

NURS 3943 Nursing Theory and Professional Practice (3 cr.) This course introduces students to foundational nursing theories that shape nursing practice, research, and education. Students will explore major theoretical frameworks that provide insights into the nature of nursing, patient care, health, and healing. Emphasizing critical thinking and application, the course covers key nursing theorists, including Florence Nightingale, Jean Watson, Dorothea Orem, and Madeleine Leininger, and examines how these theories guide nursing assessment, intervention, and evaluation. Through lectures, discussions, and reflective assignments, students will learn to evaluate and apply nursing theories within clinical practice, considering the cultural, ethical, and holistic dimensions of care. The course also emphasizes the importance of theory in advancing nursing as a profession and in fostering evidence-based practice.

NURS 4133 Nursing Research and Evidence-based Practice (3 cr.) This course introduces fundamental concepts of nursing research and evidence-based practice (EBP). The course emphasizes understanding research methodologies, critical appraisal of literature, and the application of research findings to clinical practice. Students will explore how evidence informs nursing interventions, enhances patient outcomes, and supports decision-making in healthcare settings. Topics covered include research ethics, quantitative and qualitative research methods, data analysis, and translating research into practice.

NURS 4153 Nursing Leadership (3 cr.) This course is designed as a culminating experience, focusing on the development and practice of leadership skills essential for professional nursing practice. This course integrates prior learning and emphasizes applying leadership and management principles in a healthcare. Students engage in a class project that demonstrates their ability to lead teams, make evidence-based decisions, and address quality improvement and patient safety. Topics include team collaboration, ethical decision-making, conflict resolution, healthcare policy, and systems management. Practicum Hours: 15

NURS 4273 Population and Global Health (3 cr.) The course is designed for students to present ways to improve health outcomes for populations across the local, state, national and global environments taking into account the broader social, economic, and environmental factors that influence health disparities.

PHED [Physical Education]

PHED 1303 Health and Wellness (3 cr.) Addresses and explores the components of personal health blended with the presentation and understanding of information relating to fitness and wellness. Physical fitness and wellness, along with the other ingredients of this course, would create an understanding of how to improve health and have a higher quality of life and longevity.

PHED 1411-2 Jogging (1-2 cr.) Study of the history of jogging followed by a series of physical tests. Actual jogging in as many different surroundings as possible.

PHED 3311-3312 Intercollegiate Sports (1-2 cr.) Physical education credits are given for participation in intercollegiate athletics where a person is a member of the varsity athletics. The Athletic Director determines the credit.

PHIL [Philosophy]

PHIL 1203 Critical Thinking (3 cr.) Designed to enhance student's capacity to think clearly and critically. We would consider numerous real-world examples of how people reason well and poorly – including examples from editorials, news reports, billboards, television, movies, and everyday conversation. (Philosophy and ethics, sociology, history, general education elective, elective).

PHIL 2103 Introduction to Philosophy and Ethics (3 cr.) Students are challenged to think critically, clearly, correctly, and comprehensively about their basic values and beliefs and to defend a biblically sound Christian worldview through an introduction to selected issues in logic, epistemology, metaphysics, worldviews, and ethics. **Prerequisite:** Sophomore standing. Offered every fall semester.

PHIL 3203 Making of the Modern Mind (3 cr.) An understanding of philosophical concepts, beginning with the Greeks through Augustine and concluding with the significant philosophical system of the Western world and Eastern philosophy. Evaluation of these systems relative to personal faith and values would assist in developing a statement of philosophy by the individual student.

PHYS [Physics]

PHYS 1133 General Physics I (3 cr.) General Physics I is an algebra-based course. This course includes mechanics in one and two dimensions, thermodynamics, and/or waves. **Prerequisites:** College algebra or equivalent.

PHYS 1134 General Physics I (with Lab) (4 cr.) This course is algebra-based. This course includes mechanics in one and two

dimensions, thermodynamics and waves, with laboratory. **Prerequisites:** College algebra or equivalent.

PHYS 1233 General Physics II (3 cr.) General Physics II is an algebra-based course. This course is a continuation of PHYS 1133 General Physics I and includes electricity and magnetism, light, thermodynamics, and waves, and may also include modern physics. **Prerequisites:** PHYS 1133.

PHYS 1234 General Physics II (with Lab) (4 cr.) This course is algebra-based. This course is a continuation of PHYS 1134 and includes electricity and magnetism, light, thermodynamics, and waves, and may also include modern physics with laboratory. **Prerequisites:** PHYS 1134.

PMIN [Professional Ministries]

PMIN 1103 Foundations of Ministry (3 cr.) This course is the first ministry course for those preparing for ministry. Serious attention is given to the nature of a call to ministry and appropriate response. The student would assess their temperament, interest, and gifts for ministry and other careers through various testing instruments, observation, and interviews. In addition, each person would receive assistance setting personal and educational goals. Offered every semester.

PMIN 1203 Christian Formation (3 cr.) An overview of what Christian Education is and how it is accomplished. Foundations, materials and methods, and para-church organizations are examined, as well as an introduction to spiritual practices and the importance of personal spiritual formation and its effects on Christian Education. **Prerequisite:** PMIN 1103. Offered every spring semester.

PMIN 2603 Christian Education Ministry and Discipleship (3 cr.) An overview of the task and goals of Christian Education and its foundational role in the formation of Christian disciples. Historical, biblical, and theological concepts are utilized in practical applications. **Prerequisite:** PMIN 1103.

PMIN 2703 Church Multimedia Ministry (3 cr.) Instruction and hands-on experience in using communication tools for local church ministry. Students are instructed in the basic set-up and function of video projectors, sound systems, and basic stage lighting, including using computers in ministry, PowerPoint, and other media programs. In addition, drama, video, and other worship aids are included. Media in worship is the focus of this course. This class would replace counterpoint and is an elective in the Specialized Ministries Major. Offered fall semester: odd-numbered years.

PMIN 2913 Women in Ministry (3 cr.) The participation of women in the vocation of ministry has contributed greatly to the mission of the church. The class explores theological, sociological, psychological, and political issues raised by the participation of women in the ministerial vocation. Offered spring semester: odd numbered years.

PMIN 3023 World Religions and Heretical Movements (3 cr.) A study of the major living religions of today: Animism (Folk Religions), Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Islam, and Judaism. Also, some typical American cults are included. Offered fall semester: even-numbered years.

PMIN 3103 Homiletics I (3 cr.) The thrust of this course is a study of the fundamental principles of sermon preparation. The lives and works of renowned speakers are studied via video, audio, and printed texts. The emphasis is on analyzing the content, methods, and skills that have distinguished these noted speakers. The steps of learning from the text, interpreting a text, arriving at a message, and designing a sermon are followed in preparing the message. In addition, students would gain experience in preparing their sermons. **Prerequisite:** COMM 1103. Offered every fall semester.

PMIN 3123 Evangelism and Discipleship (3 cr.) A study of the nature, purpose, and process of biblical evangelism and its application to various ministries. A study of New Testament discipleship principles and their application, with a special emphasis on building disciplined relationships and small group ministry. Offered every fall semester.

PMIN 3133 Introduction to Spiritual Direction (3 cr.) An introductory study of the history and principles of the practice of spiritual direction to help other Christ-followers live a life of intimacy and responsiveness to God's voice. **Prerequisites:** PMIN 1203 and Junior standing or instructor permission. Offered spring semester: even-numbered years.

PMIN 3153 Youth Ministry Methods and Curriculum (3 cr.) A study of developing and arranging youth ministry methods, program activities, and curriculum content, and investigating scope and sequence in youth ministry. Principles for the effective organization, administration, and implementation of youth ministry in the local church or a Para-church organization are the focus of this course. Offered every spring semester.

PMIN 3203 Homiletics II (3 cr.) Students are guided in the techniques and skills of sermon delivery. In addition, they would gain experience in preparing and delivering their sermons in class and chapel services. Videotaping facilities of Mid-America Christian University are utilized in recording a student's performance for the benefit of review and improvement of skills in oral delivery. **Prerequisite:** COMM/PMIN 3103. Offered every spring semester.

PMIN 3301 Christian Worship Lab (1 cr.) The Christian Worship Lab would consist of lectures and video presentations on Christian Worship and Spiritual Leadership. In addition, it would include a portion of musical rehearsals to help musicians develop their rehearsal skills. This course is designed to sharpen the student's skills as a participant and leader of worship services.

PMIN 3303 Christian Worship (3 cr.) This course is designed to sharpen the student's skills as a participant and leader of worship services. A study is made of the principles and foundations of worship, the history of liturgies and forms, and current expressions of public and private worship. The elements of worship are noted with an emphasis on maintaining a central theme. **Prerequisite:** PMIN 1103.

PMIN 3513 Youth Ministry (3 cr.) A study of the educational development, attitudes, needs, and problems of junior high and senior youth. The student would examine the youth culture and various models of youth ministry and construct a personal philosophy for ministering to/for/by and with youth. Attention is given to planning an adequate program for ministering to youth through a team approach. **Prerequisite:** PMIN 1103 and PMIN 1203. Offered every fall semester.

PMIN 3643 Stephen Ministry (3 cr.) Practical training in providing distinctively Christian, one-on-one caregiving is offered in this

course. Students are trained in a local church setting in the skills required in Christian caregiving. Emphasis is on providing an organized system of ongoing care for the local congregation. Offered every spring semester.

PMIN 3713 Workshop in Pastoral Ministry (3 cr.) This course will feature a study of the various practices of pastoral ministry, including baptism, foot washing, and communion, along with such special services as marriage, funerals, dedication, and ordination. Biblical and theological backgrounds and practical aspects are emphasized. Actual services will be constructed. Attention will be given to the appropriate use of music, scripture, prayer, and other worship aids. Students will be expected to participate in both simulated worship services and regular worship services conducted by the class members. **Prerequisite:** PMIN 3103.

PMIN 4113 Internship in Professional Ministries (3 cr.) The advanced student is provided an opportunity to gain practical experience by working in the area of professional ministries, in which he anticipates he is most involved in his professional ministry. Any specialization concentration areas selected as a major or minor by the student may be strengthened by actual field experience in that area of vocational ministry. The student would work under a trained specialist in the chosen area to gain first-hand experience in his vocational choice. (Areas include adult ministries, children's ministries, Christian education, and disciplining ministries). **Prerequisites:** Advanced standing and approval of the department chairperson. Offered on demand.

PMIN 4223 Conflict Management (3 cr.) In this course, students would explore and apply proven leadership tools and biblical principles for managing conflict within the church, workplace, and other life settings. Effective communication and conflict management skills are examined from a biblical perspective and given life application through readings, conflict scenarios, and research.

PMIN 4233 Nonprofit and American Church Law (3 cr.) The major focus is the legal rights, duties, and liabilities of nonprofit organizations and directors, officers, employees, and volunteers relevant to (1) forming a nonprofit organization and establishing and maintaining tax-exempt status; (2) designated funds, reporting requirements, fiduciary duties and responsibilities, and liability; (3) clergy-penitent privilege, child and elder abuse reporting, and confidentiality; and (4) sexual misconduct, risk management, and lawsuits between Christ-followers. In addition, some attention is given to alternative means of conflict resolution and selected church and clergy tax and First Amendment issues. Offered spring semester: even-numbered years.

PMIN 4303 Leadership Formation (3 cr.) This course would introduce the student to basic leadership principles and methods. Students are exposed to various leadership styles. Students would understand the principles of a personal leadership style, vision, mission, and purpose. In addition, the student would examine the role of change, inspiration/motivation, and servant leadership. **Prerequisites:** PMIN 1103. Offered every spring semester.

PMIN 4323 Wesleyan Polity and Practices (3 cr.) This course will feature a study of the doctrine (from a Wesleyan perspective), polity (governance structure), and pastoral practices (including ordination and the sacraments) in the Methodist tradition as interpreted by the Global Methodist Church.

PMIN 4503 The Church's Ministry to Families (3 cr.) Major concerns are the biblical foundation, objectives, organization, and administration of a family life education program in the local church. Includes an analysis of two-parent, single-parent, and other parental arrangements. **Prerequisites:** PMIN 1103, PMIN 1203, junior/senior standing. Offered fall semester: even-numbered years.

PMIN 4623 Spiritual & Congregational Care (3 cr.) This course would expose students to various ministry models that would assist congregational leaders in meeting the congregation's spiritual and critical life needs.

PMIN 4803 Professional Staff Relationships (3 cr.) Principles and practice of successful relationships with senior pastor and staff personnel. **Prerequisite:** PMIN 1103 and junior/senior standing. Offered spring semester: even-numbered years.

PMIN 4893 Practicum in Pastoral Care I (3 cr.) This course would focus on developing skills and understanding to provide Christian care for people in crisis adequately. Through classroom lectures, required readings, and supervised work in the clinical environment, students can demonstrate the practices involved in providing appropriate pastoral care. Offered every semester.

PMIN 4973 Pastoral Care in the Local Church (3 cr.) This course would focus on developing pastoral care skills and framing an understanding of adequately administering a caregiving ministry. Particular attention is given to establishing and maintaining a community of care in a Christian congregation. Offered spring semester: even-numbered years.

PMIN 4983 Practicum in Pastoral Care II (3 cr.) This course aims to develop further each student's ability to give quality pastoral care to persons in a crisis. Particular emphasis is placed on experiences designed to aid the student in providing distinctively Christian care during medical and emotional trauma. **Prerequisites:** PMIN 4893. Offered on demand.

PMIN 4993 Honor Studies (3 cr.) Honor Studies are open only to students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. **Prerequisite:** 90 hours and instructor and school chair approval. Offered on demand.

PMIN 5033 Church's Ministry to Families (3 cr.) The major focus of this course is to provide biblical programming that addresses the systems and needs of family life in the local church and community. Parental arrangements and family structures of contemporary society will be studied.

PMIN 5203 Self-Assessment and Development (3 cr.) This course explores the first step in becoming an effective minister: self-understanding. Students analyze their preferred ways of interacting with others along the four continuums described by Myers and Briggs, clarify their relational voice, identify their spiritual gifts, and articulate their desired master role in ministry. The assets of personal characteristics, experiences, passions, relationships, and expertise inform the self-assessment and development process.

PMIN 5303 Christian Worship from a Wesleyan Perspective (3 cr.) This course examines Christian worship through a Wesleyan understanding of the "means of grace"—acts of piety and acts of

mercy—as vital channels of God's transformative grace. Students will explore worship as a holistic Christian lifestyle and its corporate expression in the local church, delving into the role of the Lord's Supper, baptism, sacred music, and preaching in building a grace-filled community. Through biblical, historical, and practical study, participants will deepen their approach to congregational worship in the Christian tradition. **Prerequisite:** MA in Christian Ministry Core

PMIN 5313 Homiletics (3 cr.) A study of the methodology in organizing material into proper sermonic form. Students will apply valid methods of textual analysis and outline construction. (Content includes: Developing a Sermon Series; Steps in Sermon Preparation, Propositional Preaching; Outlining the Sermon; Developing the Theme of the Sermon; prepare for expository preaching; the process of expository preaching; and practice in sermon presentation) Guidance on preaching effectively to diverse groups of hearers in light of cultural challenges in a variety of congregational and community contexts is given.

PMIN 5323 Biblical Leadership, Coaching, and Ethics (3 cr.) Essential biblical principles bearing on the purpose and character of leadership will be analyzed within the biblical context and in terms of the contemporary understanding of leadership and coaching others in a diverse society. Strategies for establishing and maintaining moral and ethical integrity in one's life and ministry will be explored.

PMIN 5333 Church History and Christian Movement (3 cr.) The course will explore the rise of the Church under persecution, orthodoxy vs. heresy, doctrinal developments, the rise of the Roman Papacy and opposition to it during the Middle Ages, the Protestant Reformation, the development of modern denominationalism, modern Roman Catholicism, the ecumenical movement and current developments. The range of various denominations and faith groups within Christianity will be explored.

PMIN 5343 Wesleyan Polity and Practices (3 cr.) This course will feature a study of the doctrine (from a Wesleyan perspective), polity (governance structure), and pastoral practices (including ordination and the sacraments) in the Methodist tradition as interpreted by the Global Methodist Church and applied to its local and global context.

PMIN 5453 Church of God Distinctives (3 cr.) This course will feature a study of the doctrine (from a Wesleyan-Holiness perspective), polity (governance structure), and pastoral practices (including credentialing and the ordinances) of the Church of God Movement (Anderson, IN) and applied to its local and global context.

PMIN 5463 Evangelism in a Post-Modern Era (3 cr.) An emphasis is given to discovering how the entire church can be involved in ministries that produce a growing "disciplining" Christian community. New Testament principles and strategies of evangelism and discipleship will be studied, as well as their application through contemporary methodologies. Students will also be challenged to creatively develop evangelistic strategies applicable to their current church or ministry setting.

PMIN 5473 Leading Strategic Change (3 cr.) "Where there is no vision, the people perish" (Proverb 29:18). These words formulate the theme for this course. In a changing world, church leaders and churches are called to examine and re-examine the vision and mission of their organization. This course will provide key administrative principles in not only strategically planning for change but also understanding when and how to implement change.

PMIN 5803 Congregational Care (3 cr.) This course will examine the role of pastoral care in its various forms and functions within the local church. The Biblical and historical nature of pastoral care as "soul care" will be explored, along with the role of a pastor in various care ministries and conflict resolution. Attention will also be given to the equipping of the laity for organized care ministry efforts within the church, as well as for outreach.

PMIN 5903 How to Teach the Bible (3 cr.) A Bible study skills course that examines and applies appropriate methods and materials for teaching the Bible. A book is chosen, and exegetical and eisegetical techniques are used for laying out teaching and leading small group Bible studies, prayer meetings, and special training sessions.

PMIN 6933 Integrative Ministry Practicum (3 cr.) Materials, methods, and administration of Christian educational programs for the spiritual, intellectual, and relational needs of individuals and families will be explored. This course also guides students in the preparation, activity, presentation, and writing of their capstone ministry project report.

PMIN 6946 Clinical Pastoral Education (CPE) Unit 1 (6 cr.) This course introduces students to pastoral care and crisis care ministries. Students will explore mental health, pastoral care, and trauma (family and individual). Students engage in weekly debriefing sessions, textbook readings, didactics, reflection papers, theological reflection, and clinicals (patient visits, trauma care). This training is useful for congregational and workplace ministries, hospices, prisons, and hospitals (6 credit hours). Students who go on to earn a total of 4 units of CPE will meet the criteria expected for employment in chaplaincy.

POLS [Political Science]

POLS 1103 American Federal Government (3 cr.) A survey study of the history, principles, structure, processes, and functions of the United States Federal Government.

POLS 2203 State and Local Government (3 cr.) Analysis of the state's position in the federal system, state and local government in the United States, state constitution, constitutional development, functions, and state government problems. **Prerequisite:** POLS 1103. Offered spring semester: odd numbered years.

POLS 3104 Constitutional Law (4 cr.) The course includes separation of powers, taxation, police powers of the government, zoning, and eminent domain. Also, the course examines the relationships between the federal, state, and local governments and how they are related to American Indian governments. Additionally, the course emphasizes provisions of the Constitution that directly relate to law enforcement powers.

POLS 4543 Veterans' Policy, before 9/11 (3 cr.) The course will cover national policy on the military and veterans from pre-Civil War through the Cold War era. Topics include the 19th-century development of a national military, standardization of the military and support to veterans before WWII, supporting WWII veterans

through the GI Bill, veterans of the Korean and Vietnam conflicts, and Cold War veterans.

POLS 4553 Veterans' Policy, after 9/11 (3 cr.) The course will cover the alteration of national policy on military veterans following the September 11, 2001 attack on the U.S. Topics include the 9/11 GI Bill, various Presidential directives, the Forever GI Bill, how VA hospitals and treatment of veterans have changed, and the cost of the changes to the nation.

PSYC [Psychology]

PSYC 1103 Introduction to Psychology (3 cr.) An Introductory course designed to acquaint the student with a broad view of psychology. It should introduce the student to the field's major concepts, history, and development. In addition, attention is given to concepts such as learning, motivation, personality, stress, consciousness, intelligence, reasoning, and cognitive, social, moral, and psychological development. Offered every semester.

PSYC 2203 Marriage and Family (3 cr.) Consideration of factors in self-understanding and interpersonal relations. Mate selection, changing roles of men and women, and problems of marital adjustments are investigated. Socialization of children and problems of parenthood are considered. The effects of family violence, including children and spousal abuse, are discussed. **Prerequisite:** PSYC 1103. Offered every semester.

PSYC/SOCI 2303 Social Psychology (3 cr.) A study of the nature of the social structures that man has developed and their influences on the functioning of human individuals and groups. Emphasis is given to interactive processes involved in socialization, leadership, attitude formation, motivation, cognition, and self-concept formation. **Prerequisites:** PSYC 1103 and SOCI 1103. Offered spring semester: even-numbered years.

PSYC 2403 Child and Adolescent Psychology (3 cr.) Based on theory and research, this course studies human development from conception through young adulthood. Major theoretical approaches to physical, cognitive, and psychosocial development are examined. In addition, this study would include parent/child, sibling, and other relationships as they relate to developmental processes and stages. Studies are divided into five periods of childhood: prenatal, infancy and toddlerhood, early childhood, middle childhood, and adolescence.

PSYC 3103 Psychology of Learning (3 cr.) Topics include basic learning theories, psychological principles applied to learning theories, psychological principles of behavioral, emotional, and belief change, and applications to psychology, instruction, and educational practice. **Prerequisite:** PSYC 1103. Offered every fall semester.

PSYC 3113 History and Systems of Psychology (3 cr.) A survey of psychological thought from early philosophical roots to modern concepts of psychology as a science. Topics include the philosophy of mind and key psychological ideas that changed the world, with an emphasis placed on developments since the first psychological laboratory in 1879.

PSYC 3123 Industrial Organizational Psychology (3 cr.) This course would serve as an introductory course to the area of Industrial Organizational Psychology as a potential career field. The course would offer a broad description and examination of the psychological principles used in the world of work. Students would examine major theories, their applications in the workplace, and research conducted on those theories. The role of psychologists in job analysis, employee selection processes, employee training, performance appraisal processes, worker motivation, job satisfaction, and skills analysis, eliminating stress in the workplace, group, and team communications as well as the leadership skills leading to maximal outcomes would all be discussed in this course. The course would also move beyond theory to an overview of the applications of those theories in practice. **Prerequisite:** PSYC 1103. Offered Spring Semester: even-numbered years.

PSYC/EDUC 3303 Development Across the Life Span (3 cr.) This course is a study of human development and the nature of those social structures that impact it, especially social, emotional, physical, and cognitive aspects of human development throughout the life span. **Prerequisite**: PSYC 1103.

PSYC 3313 Behavior Modification and Applied Psychology (3 cr.) This course would introduce the application of scientific methodology to the resolution of problems in human behavior. The special focus of this course is the research and theoretical advances in the field of behavior modification and its application to the modification of behavior through systematic manipulation of the response-contingent environmental consequences. **Prerequisite:** PSYC 1103.

PSYC 3623 Dynamics of the Family in Crisis (3 cr.) An examination of various crises that a family can experience throughout its various stages and the resources both within the family and external to it that can help family members through the crisis. **Prerequisite:** PSYC 1103. Offered every fall semester.

PSYC 3633 Psychology of Addictions and Substance Abuse (3 cr.) This course is an introductory course in alcohol and drug counseling. It would focus on the historical, theoretical, and practical aspects of abuse, addiction, and chemical dependency counseling. **Prerequisite:** PSYC 1103. Offered every spring.

PSYC 3713 Psychological Statistics (3 cr.) This course provides a foundation study of descriptive and inferential, parametric, and non-parametric statistical techniques used in psychological research, including measures of central tendency, variability, correlation, regression analysis, hypothesis testing, t-tests, Chi-square, and simple analysis of variance. In addition, this course prepares students to use computers for upper-level statistical analyses. Finally, it prepares them for advanced classes in statistics. **Prerequisite:** PSYC 1103.

PSYC 3803 Introduction to Research Methods (3 cr.) The purpose of this class is to introduce students to the various methods of doing research in the behavioral sciences. Surveys, longitudinal, cross-sectional, naturalistic observations, and experimental designs are studied. Each student would complete a research project using knowledge gained from this class and the statistics class that precedes it. Students would have the opportunity to present and display these projects at the University's Public Annual Research Day Research Poster Presentation. **Prerequisites:** PSYC 1103 and MATH 3703 or PSYC 3713. Offered every spring semester.

PSYC 3813 Cognitive Psychology (3 cr.) The exploration of the theory and application of how people accomplish complex cognitive tasks. Emphasis is on research based on human

information processing theories, which include pattern recognition, attention, memory organization, language comprehension, problem-solving, and decision-making are among the topics that are presented. **Prerequisite:** PSYC 1103.

PSYC 3903 Stress Management (3 cr.) This course is designed to acquaint students with the basic principles of stress management and their application to personal and occupational stress situations. **Prerequisite:** PSYC 1103.

PSYC 4213 Physiological Psychology and Neuroscience (3 cr.) Survey of neuroanatomy and brain structures, neural activity, genetics, and neurochemical and biochemical basis related to emotions, behavior, mental disorders, and human development. **Prerequisite:** PSYC 3303.

PSYC 4233 Performance and Sports Psychology (3 cr.) This course is designed to assist students in learning and understanding the application of psychological principles in Sports Psychology and Performance. Various psychological theories and research in personality, motivation, arousal and regulation, anxiety, competition and cooperation, leadership, and imagery are explored as they relate to human performance and emotional, physical, and psychological well-being. In addition, psychological development is discussed as it relates to character and sportsmanship development. The course would serve as an introduction to how these theories and principles are applied in the field of Performance and Sports Psychology. **Prerequisite:** PSYC 1103.

PSYC 4313 Multicultural Psychology (3 cr.) The course would explore ethnic and socio-cultural diversity from a psychological perspective. The study would focus on how diversity affects interpersonal and institutional processes along with its impact on psychological functioning and the utilization of psychological knowledge. **Prerequisite:** PSYC 1103.

PSYC 4333 Positive Psychology (3 cr.) Positive psychology is the study of how human beings prosper even in the face of adversity. Its goal is to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive. The study would examine the paradigm shift from pathology to strengths-based psychology. The focus would include pleasure and positive experience, happiness, positive thinking, flow, character strengths, values, talents, wellness, and positive interpersonal relationships. **Prerequisite:** PSYC 1103.

PSYC 4343 Psychology of Motivation and Emotions (3 cr.) The research into motivational and emotional processes and their practical application are studied. The areas of study include basic motivational concepts and theories, basic emotions, underlying physiological and neurological processes, and social and cultural concepts. **Prerequisite:** PSYC 1103.

PSYC 4403 Small Groups: Principles and Practices (3 cr.) This course deals with both the theoretical and practical processes of group relationships. Task accomplishment, decision-making, leadership styles, and member roles are examined. The course is designed as a learning laboratory stressing the practical application of principle studies. **Prerequisite:** PSYC 1103. Offered every spring semester.

PSYC 4603 Pastoral Counseling (3 cr.) A study of counseling from a Christian perspective as it relates to helping people deal more effectively with personal, spiritual, and non-pathological problems. Specific issues are examined. Attention is given to the development of counseling skills and role-playing. **Prerequisites:** PSYC 1103. Offered every spring semester.

PSYC 4703 Psychology of Abnormal Behavior (3 cr.) This course would give students a general introduction to the study of abnormality and the disordered experiences that make up such abnormality. In addition, the major diagnostic categories, clinical treatment approaches, and problems of studying abnormal living are examined. **Prerequisite:** PSYC 1103. Offered every fall semester.

PSYC 4803 Personality Development (3 cr.) This course provides a general introduction to the classical theories of personality in American psychology. It introduces the student to the objectives and challenges of a scientific study of personal life. Emphasis is given to a critical evaluation of personality theories and approaches, including psychodynamic, behavioral, phenomenological, trait, and social learning theories. **Prerequisite:** PSYC 1103.

PSYC 4813 Professional Ethics and Conduct (3 cr.) This course addresses the legal requirements and behavioral expectations for behavioral science professionals. It is designed to equip students entering the field with the necessary information to function in a professional manner as behavioral science practitioners. **Prerequisite:** PSYC 1103. Offered spring semesters: even-numbered years.

PSYC 4893 Special Topics in Psychology (3 cr.) This course is designed to address topics of special interest in the psychology content field. Topics would vary according to student interest and/or curriculum improvement needs. **Prerequisites:** Instructor permission. Offered on demand.

PSYC 4903 Internship: Field Experience (3 cr.) This course is designed to be the capstone experience for the behavioral science major. Students would work in a clinical setting under the supervision of a qualified on-site clinical supervisor. Weekly participation in internship groups with other student interns and a behavioral science faculty member is an integral part of this course. **Prerequisites:** Thirty (30) hours in behavioral science and senior standing. Offered every semester.

PSYC 4993 Honor Studies (3 cr.) Honor Studies are open to students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The course instructor must approve the course's offering and its format. All work must be completed within one regular semester or one summer. **Prerequisites:** 90 hours and approval of the instructor and School Chair. Offered on demand.

SMGT [Sports Management]

SMGT 3113 Leadership and Ethics in Sports (3 cr.) This course examines the ethical issues sometimes encountered in sport management settings. Emphasis is placed on ethical dilemmas sports managers could encounter in the daily operation of commercial, recreational, and educational athletic programs. In addition, students study leadership theories and practices as they relate to sports organizations and their effects on employee motivation in an athletic setting.

SMGT 3123 Sociology of Sports (3 cr.) This course examines diverse ways organized sports reflect and influence the values and social structures of society. Students will analyze the major political, economic, and social functions of sports in historical and cross-cultural contexts. Topics explored include women in sports, race within sports, and the changing functions of collegiate and professional athletics.

SMGT 3313 Sports Marketing (3 cr.) This course prepares students with the skills necessary to address marketing issues specific to the sports industry. Topics include brand marketing in sports, athlete endorsements, sports product marketing, event promotion, and the impact of digital media on sports marketing.

SMGT 3513 Sports Fundraising and Sponsorship (3 cr.) This course examines skills, strategies, and techniques needed for successful revenue generation in the sports industry. Additional focus is given to corporate sponsorship and its impact on the sports industry from a sales and marketing perspective.

SMGT 4123 Sports Facilities Management (3 cr.) This course is designed to provide learning experiences in managing sports facility operations, planning new sports facilities, and renovating and maintaining existing facilities. The focus on sports facilities design and management is reinforced through field study and guest lecturers.

SMGT 4223 Sports Law and Risk Management (3 cr.) This course provides a presentation of the basic legal system, its terminology, and its principles as applied to professional and amateur sports. Emphasis is given to identifying and analyzing legal issues, exploring the ramifications of those issues, and limiting the liability of sports organizations.

SMGT 4911-3 Sports Management Internship I (1-3 cr.) This course is designed to provide paraprofessional experience in the field of sports management. The internship is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

SMGT 4921-3 Sports Management Internship II (1-3 cr.) This course Is designed to provide paraprofessional experience in the field of sports management. The Internship Is a supervised work experience with an organization approved by the academic advisor. Written reports regarding the experience and employer evaluation are required. Credits vary, with 40 hours worked equating to one credit hour. **Prerequisite:** Junior Standing with at least 30 credits in business-related courses.

SOCI [Sociology]

SOCI 1103 Introduction to Sociology (3 cr.) A study of the nature of social relations, social institutions, social processes, and the products of these relationships. The nature of culture, communication, socialization, mobility, social control, and other sociological concepts are considered. Offered every fall semester.

SOCI 1203 Social Problems (3 cr.) The impact of technological change, social change, and mobility in Western society is examined. Conflicts concerning social values and social disorganization are studied as these apply to a variety of familial, economic, religious, and other interpersonal situations. **Prerequisite:** SOCI 1103. Offered every spring semester.

SOCI 2243 Introduction to Cultural Anthropology (3 cr.) A study of people's cultures worldwide, including the principles behind the various aspects of culture. The course is designed to provide an understanding of cross-cultural problems, which can assist in more effective communication of the Gospel and a better understanding of the person’s culture. **Prerequisites:** SOCI 1103 and PSYC 1103. Offered spring semester: Odd-numbered years.

SOCI/PSYC 2303 Social Psychology (3 cr.) A study of the nature of the social structures that man has developed and their influences on the functioning of human individuals and groups. Emphasis is given to interactive processes involved in socialization, leadership, attitude formation, motivation, cognition, and self-concept formation. **Prerequisites:** PSYC 1103 and SOCI 1103. Offered spring semester: even-numbered years.

SOCI 3433 Researching Veterans (3 cr.) The course will look at the research conducted on U.S. veterans to give students an idea of how the population has been categorized using reliable, open-source studies and data. Data sources will include government and non-profit sources and Veterans journals. The course will include research on 21st-century student veterans, Adult Learning, Disability-Related, Adaptation, Transition, and Identity Studies.

SPAN [Spanish]

SPAN 1104 Elementary Spanish I (4 cr.) Emphasis is placed on acquiring good pronunciation, building basic vocabulary, understanding elementary constructs, and learning simple conversational patterns. Offered every fall semester.

SPAN 1204 Elementary Spanish II (4 cr.) A continuation of the skill-building processes of elementary Spanish 1104, with an introduction to more difficult grammatical constructs, grammar, and the practice of more complex conversational patterns. **Prerequisite:** SPAN 1104. Offered every spring semester.

THEO [Theology]

THEO 1103 Biblical Life and Witness (3 cr.) An introduction to the basic teachings of the Bible to help the student understand how to live a Christian life and how to witness to others what God can do. Offered every semester.

THEO 2103 Systematic Theology I (3 cr.) It is an introductory study of what we can know about God, humanity, sin, salvation, sanctification, the church, and the end of the world. **Prerequisites:** BIOT 1103, BINT 1203, and THEO 1103. Offered every fall semester.

THEO 2203 Systematic Theology II (3 cr.) A continuation of the introductory study of what it is possible for us to know about God, humanity, sin, salvation, sanctification, the church, and the end of the world. **Prerequisites**: THEO 2103. Offered every spring semester.

THEO 2303 Introduction to Christian Theology (3 cr.) An introduction to the nature of Christian knowledge, exploring what it is, the task of understanding it—how you do it—and the shape of its key elements—how they fit together—covering topics such as God, humanity, sin, salvation, sanctification, the Church, and the end of the world. **Prerequisites:** BINT 1203.

THEO 3403 The Person and Work of the Holy Spirit (3 cr.) The person and work of the Holy Spirit are studied in the light of Biblical teaching {with an emphasis on a Wesleyan perspective}. The activity of the Holy Spirit is traced through the Old and New Testaments, with special emphasis on the teaching of Christ and Pauline Pneumatology. The historical development of the doctrine is also considered. **Prerequisite:** THEO 2103-2203. Offered fall semester: even-numbered years.

THEO 3603 Spiritual Formation and Ministry (3 cr.) The purpose of this class is to explore and practice disciplines of Christianity that are foundational for a dynamic Christian life and ministry. Such a lifestyle would ultimately lead to a life of holiness as a part of the experience of sanctification and the ongoing process of holy living. **Prerequisite:** PMIN 1103.

THEO 3813 Judeo-Christian Ethics (3 cr.) A study of theoretical and practical problems of moral conduct and proposed solutions, emphasizing the nature of ethics, values, right obligations, and opportunities.

THEO 3823 Biblical Concepts of Leadership (3 cr.) A study of the concepts of leadership in the context of the scriptures. Applications of the concepts for both personal and career goals.

THEO 3833 Foundations of Ethics: Christian Theology (3 cr.) A systematic study of Bible doctrines such as God, Christ, the Holy Spirit, man, sin, salvation, and related topics. These themes are examined through the focus of New Testament literature with an emphasis on their ethical implications.

THEO 4203 Eschatology: Last Things (3 cr.) A study of the biblical teachings on the kingdom of God, the second coming of Christ, the Millennial theories, and the final destiny of humankind. **Prerequisite:** Twelve (12) hours of Bible/Theology. Offered spring semester: odd numbered years.

THEO 4303 Church of God Theology (3 cr.) This course studies the distinctive vision and contribution of writers in the Church of God Reformation Movement (Anderson) to understanding the Christian life and sanctification, the Church, and eschatology in their historical context. Issues of church polity and collaborative Ministries within this movement would also be considered. **Prerequisites:** BINT 1103 and BINT 1203. Offered fall semester: even-numbered years.

THEO 4323 The Teachings of Wesleyan-Arminian Theology (3 cr.) For centuries, John Wesley and Jacob Arminius's teaching has shaped the interpretation and application of scripture concerning depravity, election, atonement, grace, and perseverance. Many mainline denominations and faith groups, including the Church of God Reformation Movement, have embraced these teachings. Students would explore theological tenants in light of Wesleyan-Arminian teachings and their application to Christian living.

THEO 4403 Theology of Ministry (3 cr.) This course clarifies and grounds the practical functions of pastoral ministry and congregational leadership in a biblical ministry model as participation in God's continuing reconciliation activity. We would consider the relationship between God and our ministry, some practical implications of this, and the role of personal formation in faithful ministry theologically. **Prerequisites:** THEO 2203 or THEO 2303. Offered spring semester: odd numbered years.

THEO 4923 Special Topics in Theology (3 cr.) This course is designed to address topics of special interest in theology. Topics would vary according to student interests and curriculum improvement needs. **Prerequisites:** Junior standing or instructor's permission. Offered spring semester: odd numbered years.

THEO 4993 Honor Studies (3 cr.) Honor Studies are open to students with initiative and capability in individual study and research. The course is designed to allow students to do advanced work in an area of particular interest to them under the supervision of a selected faculty member. The course instructor must approve the course's offering and its format. All work must be completed within one regular semester or one summer. **Prerequisites:** 90 hours and instructor and department head approval. Offered on demand.

THEO 5113 Systematic Theology (3 cr.) This course systematically explores Christian beliefs about God, humanity, sin, salvation, sanctification, the church, and eschatology. Integrating biblical foundations, historical development, and contemporary issues, students engage with key theological texts to deepen their understanding of Trinitarian theology, soteriology, ecclesiology, and God's redemptive plan. **Prerequisite:** BIOT 5113 and BINT 5203

THEO 5213 Wesleyan-Arminian Theology (3 cr.) The first half of this course addresses the background and development of Arminian theology. It would demonstrate that classical Arminian theology has a rightful place in the Evangelical church in relation to Reformed theology and sustains important differences from Calvinism. The second half of this course would address the theology of John Wesley, focusing on God as "holy love" as a central theme and giving particular attention to the doctrine of Christian Perfection.

THEO 5223 Theological Method (3 cr.) The Wesleyan quadrilateral would provide the basis for lectures, readings, and discussions on the role of Scripture, tradition, experience, and reason in making theological decisions relating to ministry and church work. In addition, the implications of other contemporary theological methods for ministry are explored.

THEO 5233 Spiritual Formation from a Wesleyan Perspective (3 cr.) This course would challenge students to explore and apply theological principles of Wesley's Means of Grace as building blocks that empower and energize one to live and lead with spiritually-formed Christ-like character.

THEO 5313 History of Christian Thought I (3 cr.) This course surveys Christian thought from the New Testament era up to the Reformation, focusing on key figures (e.g., Ignatius, Augustine, Aquinas) and events shaping early and medieval theology. It explores the vital doctrines of the Christian faith, faith-reason tensions, and Christianity's institutional growth through primary sources and scholarship. **Prerequisite:** MA in Christian Ministry Core

THEO 5323 History of Christian Thought II (3 cr.) This course surveys the development of Christian thought from the Reformation to the present, analyzing pivotal events, influential figures, and theological movements that have shaped the Church's intellectual and spiritual trajectory. With particular emphasis on the Wesleyan-Holiness tradition, the course will engage primary texts and sources, as well as assess the interplay of doctrine and culture. **Prerequisite:** MA in Christian Ministry Core

THEO 5333 Apologetics (3 cr.) This course equips students to defend historic, orthodox Christianity, focusing on core doctrines using Scripture and tradition. Attention is also given to the use of reason through training in apologetic methods such as classical, evidential, presuppositional approaches. It addresses objections surrounding the issues of biblical reliability, Jesus' historicity, and the problem of evil, equipping students for evangelistic and academic engagement. **Prerequisite:** MA in Christian Ministry Core

THEO 5403 Personal and Work of the Holy Spirit (3 cr.) This course explores the identity, nature, and work of the Holy Spirit from a Biblical perspective. Through key scriptural texts, students will study the Spirit's role in the Trinity, creation, redemption, and the church—covering His ministry in inspiration, empowerment, sanctification, and spiritual gifts. Lectures, discussions, and assignments aim to deepen theological insight and spiritual growth. **Prerequisite:** MA in Christian Ministry Core

UNIV [University Courses]

UNIV 0171 College Foundations (1 cr.) This remediation course provides individualized instruction in the essentials of math. Students in this course scored below 16 on the math section of the ACT placement exam.

UNIV 0173 College Foundations (3 cr.) This remediation course provides individualized instruction in reading, math, and English. Students in this course scored below 75% on the English or math assessments.

UNIV 1101 Becoming a Master Student (1 cr.) This course allows the student to learn and adopt a variety of theories and techniques that promote success in academic pursuits and beyond. Offered every fall.

UNIV 1123 Success at MACU (3 cr.) This course would include strategies to succeed in college and life. The course aims to improve academic performance by empowering students to become active, responsible learners who can prosper in college.

UNIV 2503 Professional Development Review (3 cr.) Professional development guides students through documenting college-level learning outside a college setting to earn college credit for that learning.

Personnel Directory

Administration

Board of Trustees

Rev. Dr. Randall W. Spence
Chairperson

Rev. Todd Braschler
Vice Chairperson

Mr. Steven Goo
Secretary

Ms. Amy Alden
Rev. Jim Clark
Mr. Michael Clements, Jr.
Rev. Crystal Colp
Mr. Steven E. Cottom
Dr. Derrol Dawkins
Mr. Scott Duncan
Mr. Steve Foskin
Mr. Stuart Graham
Mr. Clark Jolley
Dr. Eric Anthony Joseph
Mr. Justin Koch
Mrs. Lisa Leeper
Mrs. Rosanna Lucero-Torrez
Rev. Dr. Richard Mansfield
Rev. Brian Marlett
Mr. David McCutcheon
Rev. Eli Pagel
Mrs. Brenda Pierson
Rev. Thom Pratt
Rev. Andrew Rehbein
Dr. Jessica Rimmer
Rev. Larry Speelman
Mr. Scott Staton
Rev. Jeff Stewart
Rev. Todd M. Watson
Mr. Ron Whitton, Jr.

President's Advisory Council on Excellence (P.A.C.E.)

Mr. Craig Boelte
Mr. Deon Colp
Dr. Gary Kendall
Mr. Mitch Rankin
Dr. Claude Robold
Rev. Bill Search
Dr. John Steffens
Mr. Gary Thornhill

University President's Cabinet

Rev. Dr. Phil Greenwald, PhD
President

Jody Allen, MA
Vice President, Chief of Operations and Chief Information Officer

Dr. Daniel Fisher, PhD
Vice President for University Advancement

Ashley Gotcher, MBA
Vice President of Alumni Engagement and Strategic Communications

Amanda Harris, MBA
Vice President of Strategic Initiatives

Dean Meadows, MBA
Vice President of Finance and Chief Financial Officer

Dr. Sharon Lease, EdD
Vice President of Academic Affairs and Chief Academic Officer

Dr. Bobbie Spurgeon-Harris, EdD
Executive Vice President and Chief of Staff

Administrative Leadership

Allen, Jody, MA
Vice President of Operations, Chief Operations Officer, Chief Information Officer
BA, Angelo State University; MA, University of Oklahoma

Alvarez-Stanton, Erica, MEd
Executive Director of Admissions and Community Outreach
BS, McPherson College; MEd, University of Central Oklahoma

Braden, Brittany, BS
Bursar
BS, Mid-America Christian University

Brock, Kim, MBA
Controller
BS, University of Central Oklahoma; MBA, University of Central Oklahoma College of Business

Canary, Christopher, MDiv
Director of Student Services
BA, Oklahoma Baptist University; MDiv, George W. Truett Theological Seminary at Baylor University

Carlson, Blake, MS
Director of Student Life, Conduct, and Safety
BA, Southern Nazarene University; MS, Union Institute & University

Davidson, Stephanie, MS
University Registrar
BS, MS, Mid-America Christian University

Dugay, Kevin, BS
Campus Pastor
BS, Mid-America Christian University

Fisher, Daniel, PhD
Vice President for University Advancement
BA, Greenville University; MEd, Seattle Pacific University; PhD, Azusa Pacific University

Foote, Michael, MBA
Director of Financial Aid
BS, MBA, Mid-America Christian University

Gall, Connie
Director of Facilities

Gotcher, Ashley, MBA
Vice President of Alumni Engagement and Strategic Communications
BS, Oklahoma State University; MBA, Mid-America Christian University

Harris, Amanda, MBA
Vice President of Strategic Initiatives
BM, Oklahoma City University; MBA, University of Phoenix

Kendall, Brad, MDiv
University Chaplain and Executive Director of Spiritual Formation
BS, Mid-America Christian University; MDiv, Anderson University

Kendrick, Marsha, MEd
Director of Library Services
BA, University of Central Oklahoma; MEd, East Central University

Lease, Sharon, EdD
Vice President of Academic Affairs and Chief Academic Officer
BA, Oklahoma City University; MEd, Millersville University; MEd, The University of Guam; EdD, The University of Oklahoma

Meadows, Dawn, EdD
Dean of Academic Instruction
BA, Warner University; MA; EdD, Liberty University; MA, Asbury Theological Seminary

Meadows, Dean, MBA
Vice President of Finance and Chief Financial Officer
BA, Warner University; MBA, University of Phoenix

Moeller, Marcus, BS
Athletic Director
AA, Ozark Christian College; BS, Missouri Southern

Randall, Jennifer, MA
Assistant Vice President of Enrollment
BS, Mid-America Christian University; MA, University of Oklahoma

Rehbein, Esther, MEd
Dean of Adjunct Faculty
BS, Gulf-Coast Bible College; MA, Northern Arizona University

Russell, Jessica, BA
Director of Human Resources
BA, Metropolitan State University of Denver

Smith, Christie, EdD
Dean of Academic Initiatives/Academic and Curriculum Services
BBA, Sam Houston State University; MEd, University of Houston; EdD, Abilene Christian University

Spurgeon-Harris, Bobbie, EdD
Executive Vice President and Chief of Staff
BS, Northwestern Oklahoma State University; MSS, United States Sports Academy; EdD, United States Sports Academy

Strain, Michelle, LPC
Director of Counseling Services
BA, MCMHC, MHR, University of Oklahoma

Thompson, Jessica, MEd
Dean of Student Development and Engagement
BS, Oklahoma Christian University; MEd, University of Oklahoma

Thompson, Morgan, MEd
Dean of Institutional Research and Effectiveness
BS, Mid-America Christian University; MEd, University of Oklahoma

University Departments

Academic Affairs

Dr. Sharon Lease
Vice President of Academic Affairs and Chief Academic Officer

Julie Shatswell
Executive Assistant to Academic Affairs

Dr. Dawn Meadows
Dean of Academic Instruction

Esther Rehbein
Dean of Adjunct Faculty

Academic Initiatives

Dr. Christie Smith
Dean of Academic Initiatives/Academic and Curriculum Services

Dorothy Koglin
Senior Program Coordinator for the Dean of Academic Instruction

Curriculum Services

Rebecca Enright
Senior Instructional Design Specialist

Scott Hahn
Senior Instructional Technologist

Colby Ingram
Instructional Technologist

Rachel Martinez
Instructional Design Specialist

Jasmin Roberti
Instructional Design Specialist

Nursing Education

Dr. Saundra Medrano RN
Director of Nursing Education

Dr. Gina Wilson RN
Assistant Director of Nursing Education

Sarah McVaugh
Nursing Simulation Lab Manager

Science Lab Support

Allison Statton
Science Lab Manager

Pyper Steinweiss
School of Science Lab Assistant

Admissions/Enrollment

Jennifer Randall
Assistant Vice President of Enrollment

Erica Alvarez-Stanton
Executive Director of Admissions

Jarrod Bowman
Assistant Director of Enrollment Management

Melissa Heath
Assistant Director of Admissions

Operations and Support Services

Amanda Orso
Operations and Support Services Manager

Kiara Britton
Enrollment Coordinator

Rylan Castleberry
Enrollment Coordinator

Ann Corbly
Welcome Center Coordinator

Mavys Robertson
Welcome Center Coordinator

Elizabeth Wortham
Welcome Center Coordinator

Admissions/Enrollment Counselors

Kris Chavis
Admissions Counselor

Garrett Grive
Admissions Counselor

Alex Sanchez-Hernandez
Admissions Counselor

Kelly Shimp
Admissions Counselor

Lexi Simmonds
Admissions Counselor

Chelsie Bowman
Reentry Specialist

Faythe Brandt
Enrollment Counselor

Tami Marshall
Executive Enrollment Counselor

Ana Moreno
Enrollment Counselor

Daniel Salazar
Enrollment Counselor

Christina Zumbrunnen
Executive Enrollment Counselor

Alumni Engagement and Strategic Communications

Ashley Gotcher
Vice President of Alumni Engagement and Strategic Communications

Haylee Batdorf
Content and Brand Coordinator

Alli Garner
Executive Assistant to Communications

Whitney Knight
Web and Communications Manager

Anna-Kate Weichel
Assistant Director of Strategic Communications

Jessica Glasco
Pom Coach

Athletics

Marcus Moeller
Athletic Director

Justin Gordon
Head Athletic Trainer

Kyle Highfill
Athletic Operations Coordinator

Mariah Hubble
Assistant Athletic Trainer

Adam Stanek
Sports Information Director

Baseball

Brett Stanton
Head Baseball Coach

Kyle Barrett
Associate Head Baseball Coach

Austin Orth
Assistant Coach

Basketball

Josh Gamblin
Head Men's Basketball Coach

Dominick Ford
Assistant Coach Men's Basketball

Scott Morris
Head Women's Basketball Coach

Cross Country

Merritt Suenram
Head Cross Country Coach

Stacey Brown
Assistant Cross Country Coach

Esports

Daniel Peaslee, BA
Director of Esports and Head Coach

Soccer

Aaron Hoxie
Head Men's Soccer Coach

Anthony Yousey
Head Women's Soccer Coach

James Roberson
Associate Head Men's Soccer Coach

Softball

Elicia Espinosa
Head Women's Softball Coach

Chenise Delce
Assistant Softball Coach

Volleyball

Holly McKamie
Head Volleyball Coach

Cafeteria

Mark Ainbinder
Cafe 1412 Chef

Campus Ministries

Bradley Kendall
University Chaplain

Kevin Dugay
Director of Campus Ministries

Campus Store

Heather Barrett
Director of Campus Store and University Mail Room

Facilities Management

Connie Gall
Director of Grounds and Maintenance

Facilities Management

Dusty Figura
Facilities Supervisor

Paige Witcher
Maintenance and Fleet Operations Coordinator

Grounds

William Craig
General Maintenance and Groundskeeper

Richard Wolfe
Maintenance Technician

Financial Aid

Michael Foote
Director

Karen Sisemore
Financial Aid Manager

Carol Alsip
Operations Specialist

Rita Castleberry
Financial Aid Specialist

Matthew Costilow
Operations Specialist

Cody Donnell
Financial Aid Counselor

Mark Helton
Financial Aid Counselor

Amanda Magby
Financial Aid Counselor

William McMurry
Financial Aid Counselor

Human Resources

Jessica Russell
Director of Human Resources

Melissa Bermudo
Human Resources Generalist

Ashley Tetreault
Human Resources Generalist

Information Technology

Jody Allen
Vice President, Chief Information Officer

Richard McMahon
Assistant Director of Administrative Systems

Allison Bratcher
Technology Specialist/Executive Assistant to the CIO

Marty Carver
IT Administrative System Project Manager

Garrett Finnell
Systems Integration & Automation Specialist

Preston Marshall
Systems Integration & Data Analytics Specialist I

Jack Patterson
Technology Specialist

Institutional Research and Effectiveness

Morgan Thompson
Dean of Institutional Research and Effectiveness

Westley Dorton
Data Analyst

Triston Herron
Data Specialist

Learning Resource Center/Library

Marsha Kendrick
Director of Library Services

Mark Robichaud
Coordinator of Accommodations and Testing

Caleb Schirmer
Coordinator of Student Success

Mail Room

Heather Barrett
Director of Campus Store and University Mail Room

Office of Business and Finance

Dean Meadows
VP Chief Financial Officer

Shannon Lathrop
Executive Assistant to the CFO

Kim Brock
Controller

Bursar's Office

Brittany Braden
Bursar

Rebecca Batdorf
Financial Advocate

Sabrina Deaton
Administrative Coordinator

Katie Fairchild
Finance Advocate

Tiffany Griffin
Finance Advocate

Alebra Richey
Collections Advocate

Miranda Whitson
Finance Advocate

Business Office

Toni Kumanovic
Assistant Controller

Marshena Ashong
Accounts Payable Specialist

Ennie Neeley
Staff Accountant

Office of the President

Rev. Dr. Phil Greenwald
President

Carrie Green
Executive Assistant to the President

Amanda Harris
Vice President of Strategic Initiatives

Dr. Bobbie Spurgeon-Harris
Executive Vice President and Chief of Staff

Office of the Registrar

Stephanie Davidson
University Registrar

Clint Boardman
Associate Registrar

Victoria Tucker
Assistant Registrar

Madi Willman
Administrative Assistant to the Registrar

Jessica Bone
Academic Records and Audit Advisor

Karen Flores
Registrar Services Advisor

Erik Rangel
Registrar Services Advisor

Elaine Sutton
Academic Records and Audit Advisor

Office of Student Affairs

Jessica Thompson
Dean of Student Development and Engagement

Erica Alvarez-Stanton
Executive Director of Community Outreach and Services

Career Services

MaKailee Davis
Director of Graduate and Career Development

Residence Life

Grace Gandy
Resident Director

Jason Nwisienyi
Resident Director

Student Life

Blake Carlson
Director of Student Life, Conduct and Safety

Student Services

Christopher Canary
Director of Student Services

Nathan Braudrick
Student Services Manager

Lauren Brewer
Student Services Support Specialist I

James Brooks
Student Services Support Specialist

Paul Burkhardt
Community Engagement and ESL Specialist

Melanie Cron
Retention Specialist III

Madi Neal
Services Support Specialist I

Adrian Silva
Services Support Specialist I

LaHonda Toussaint, MEd
Student Veteran Advisor

Product Development

R. David Rose
Assistant VP for Product Development

Scraper Counseling Center

Michell Strain, LPC
Director of Counseling Services

Christy Barlow
Licensed Counselor

Heather Murphy
Licensed Counselor

Whitney Outon
Counseling Center Administrative Assistant

University Advancement and Development

Daniel Fisher, PhD
Vice President for University Advancement

Jonathan Werner
Director of Development

Gabriel Renda
Coordinator of Church Relations and Annual Fund

Kristel Kendall
Coordinator of Advancement & Donor Relations

Full-Time Faculty

The date in parentheses represents the year of becoming full-time faculty at MACU.

Akers, Marvin, MA (2018)
Associate Professor: School of Humanities and Social Sciences
AS, Community College of the Air Force; BS, MA, Mid-America Christian University

Allen, Jennifer, MSN, CNE, RN, (2025)
Assistant Professor: School of Nursing
MSN, Southwestern Oklahoma State University, BSN, Oklahoma State University

Arnold, Trina, MBA (2016)
Assistant Professor: School of Humanities and Social Sciences
BS, University of Central Oklahoma; MEd, University of Central Oklahoma; MBA, Southern Nazarene University

Barton, Pamela, MA (2016)
Assistant Professor: School of Ministry
BS, University of Central Oklahoma; MA, Friends University

Bell, Lisa, MBA (2021)
Associate Professor: School of Business
AS, Oklahoma City Community College; BS, Mid-America Christian University, MBA, Mid-America Christian University

Bland, Rebeccah, MA (2012)
Assistant Professor: School of English
BA, Southwestern Christian University; MA, University of Central Oklahoma

Brown, LeAnn, PhD (2025)
Chair/Associate Professor: Thomas School of Global Leadership
BS, Fort Hays State University, MSEd, Portland State University; PhD, Indiana Institute of Technology

Castleberry, Garret, PhD (2017)
Co-Chair/Professor: School of Humanities and Social Sciences
BA, Southwestern Oklahoma State University; MA, University of North Texas; PhD, University of Oklahoma

DeSecottier, Leon Renault, EdD (2012)
Co-Chair/Professor Emeritus: School of Behavioral Science and Counseling
BS, MS, EdD Texas Tech University

Fernando, Deshani, PhD (2017)
Associate Professor: School of Science and Mathematics
BS, University of Kelaniya, Sri Lanka; PhD, Oklahoma State University

Ford, Larry, DBH (2022)
Assistant Professor: School of Behavioral Science and Counseling
BS, Mid-America Christian University; MS, University of Oklahoma; DBH, Arizona State University

Fowler, Betsy, PhD (2025)
Associate Professor: School of Behavioral Science and Counseling
BS, Mid-America Christian University; MS, Palm Beach Atlantic University; PhD, Regent University

Fowlkes, Carol, PhD (1998)
Co-Chair/Professor: School of Science and Mathematics
BA, MEd, Mid-America Nazarene College; PhD, Oklahoma State University

Harris, Mark S, MS, MA (2001)
Associate Professor: School of English
BS, MS, Radford University; MA, University of Central Oklahoma

Hayes, Jayme, MS (2021)
Assistant Professor: School of Science and Mathematics
BS, University of Oklahoma; MS, Kansas City University

Herron, Triston, MS (2022)
Assistant Professor: School of Science and Mathematics
BS Mid-America Christian University; MS, Southern New Hampshire University

Hurdman, Michael, MS (2015)
Associate Professor: School of Ministry
AA, Nazarene Bible College; BS, MS, Southwestern Christian University

James, Terry, PhD (2020)
Associate Professor: School of Teacher Education
BS, MEd, University of Central Oklahoma; PhD, University of Oklahoma (Clarifying) JS

Key, Justin, PhD (2012)
Chair/Professor: School of Ministry
BA, Mid-America Christian University; MDiv, Asbury Theological Seminary; PhD, Southwestern Baptist Theological Seminary

Kihega, Harold, PhD (2016)
Co-Chair/Professor: School of Science and Mathematics
BS, Cameron University; MEd, University of Central Oklahoma; PhD, University of Oklahoma

Koch, Laura, MBA (2023)
Associate Professor: School of Business
BS, Public Relations, Oklahoma State University; BS, Marketing, Oklahoma State University; MBA, University of Oklahoma

McMurry, William, MBA, MLA (2015)
Interim Co-Chair/Assistant Professor: School of Business
BS, University of Central Oklahoma; MBA, University of Phoenix; MLA, Oklahoma City University

Medrano, Saundra, PhD, MSN, CNE, RN (2024)
Director/Associate Professor: School of Nursing
BSN, MSN, University of Oklahoma; PhD, Capella University

Milton, Tyrone, MA (2023)
Assistant Professor: School of Behavioral Science and Counseling
AA, Oklahoma City Community College; BS, Southern Nazarene University; MA, Southern Nazarene University

Nance, Julie, PhD (2013)
Associate Professor: School of Ministry
BA, Anderson College; MDiv, Louisville Seminary; PhD, International Seminary

Philipson, Danielle, EdD (2022)
Assistant Professor: School of Business
BA, University of California, Irvine; MHA, Cornell University; EdD, Abilene Christian University

Pickens Jr, Mark S, PhD (2011)
Chair/Professor: School of English
BA, Oklahoma City University; MA, University of Oklahoma; PhD, University of Oklahoma

Rehbein, Esther, MEd (2004)
Associate Professor: School of Teacher Education
BS, Gulf-Coast Bible College; MA, Northern Arizona University

Riesenmy, Kelly, PhD (2018)
Interim Co-Chair/Professor: School of Business
BA; MA, University of Missouri-Kansas City; PhD, Regent University

Robichaud, Mark, MPE (2025)
Director of Sports Management and Ethics Program: School of Business
BS; MPE, Springfield College

Sampedro, Jesus, DSL (2019)
Professor: Thomas School of Global Leadership
BBA, University of Carabobo; MBA, DSL, Regent University

Sanders, Michael, DMin (2021)
Professor: School of Ministry
BS, Gulf-Coast Bible College; MAR, Asbury Theological Seminary; DMin, Anderson University School of Theology

Schell, Kenneth, PhD (2019)
Co-Chair/Associate Professor: School of Humanities and Social Sciences
BA, Mid-America Christian University; MA, Arizona State University; PhD, Liberty University

Simmons, Max, PhD (2024)
Associate Professor, School of Science and Mathematics
BS, MS, PhD, University of Oklahoma

Sloan, Stephen, JD (1991)
Professor: School of Business
BA, MS, Southern Nazarene University; JD, University of Oklahoma College of Law

Sutton, Wendell, JD (2004)
Professor: School of Ministry
BS, Oklahoma State University; MA, Southern Nazarene University; JD, University of Oklahoma College of Law

Thomas, Kimberly, DMin (2000)
Co-Chair/Professor: School of Behavioral Science and Counseling
BS, Gulf-Coast Bible College; MA, Texas Southern University; DMin Houston Graduate School of Theology

Van Pelt, Gennifer, PhD (2024)
Assistant Professor: School of Behavioral Science and Counseling
BS, MA, PhD, Liberty University

Whisenhunt, Teresa Glenne', PhD (2024)
Chair/Associate Professor: School of Teacher Education
BS, MEd, East Central University; PhD, University of Oklahoma

Wilson, Gina, DNP, MSN, CNE, RN, (2025)
Assistant Director/Associate Professor: School of Nursing
DNP, American Sentinel College of Nursing and Health Sciences at Post University, MSN, BSN, University of Oklahoma

Part-Time Faculty

Alcindor, Palupcia, DBA
AS, Indian River State College; BS, Indian River State College; MBA, Saint Leo University; DBA, Walden University

Ackerman, George, PhD
BA, Florida Atlantic University; MS, MBA, JD, Nova Southeastern University; PhD, Capella University

Adams, Kristina, PhD
BS, University of Oklahoma; MEd, University of Oklahoma; PhD, University of Oklahoma

Allen, Jody, MA
BA, Angelo State University; MA, University of Oklahoma

Alston, Roy, PhD
BS, United States Military Academy; MBA, Indiana Wesleyan University; PhD, Walden University

Anderson, Katherine, PhD
BS, Ohio State University; MS, Ohio State University; MS, Florida State University; PhD, Argosy University in Sarasota

Askins, Rana, MBA
BS, University of Oklahoma; MBA, Oklahoma City University

Ashby, John, MA
BA, Richard Virginia Seminary, MA, Virginia Beach Theological Seminary; MA, Baptist Missionary Association Theological Seminary; MA, Regent University

Attanasi, Mark, MBA
BA, Southern Nazarene University; MBA, Keller Graduate School

Bailey, Rachel, MBA
BS, MBA, Mid-America Christian University

Banworth, Marcellus, PhD
BS, East Central University; PhD, University of Oklahoma

Baird, James, MBA
BS, Oklahoma Christian University; MBA, University of Dallas

Barnes, Ann, MEd
BS, Central State University; MEd University of Central Oklahoma

Barnett, Jeanene, Ed. D.
B.A., University of Tulsa; MA, University of Tulsa; Ed. D., Oklahoma State University

Bateman, Michael, DBS
BA, MS, Southern Nazarene University; MA, Trinity Theological Seminary; MA, DBS, Andersonville Theological Seminary

Bates, Olivia, MS
BA, Mid-America Christian University; MS, University of Oklahoma

Beaty, Robert, MDiv
BS, Southwestern Assemblies of God University; MDiv, Assemblies of God Theological Seminary

Beckham, James, PhD
BS, Oklahoma State University; MEd, University of Oklahoma; PhD, University of Oklahoma

Bednarz, Joseph, MEng
BS, University of Oklahoma; M.Eng. Stevens Institute of Technology

Bergren, Christina, PhD
BS, University of Texas at Austin; MA, University of Texas at San Antonio; PhD, Capella University

Berrada, Mounir, MBA
BS, International Institute for Higher Education; MBA, Oklahoma City University

Betz, Wendi, PhD
BA, University of Oklahoma; MA, PhD, University of Arkansas

Birdwell, Jamie, DBA
BMus, Troy University; MS, Troy University; MS, Troy University; DBA, Florida Institute of Technology

Blackburn, Laura, EdD
BS, Mid-America Christian University; MEd, University of Central Oklahoma; EdD, Olivet Nazarene University

Bland, Rebeccah, MA
BA, Southwestern Christian University; MA, University of Central Oklahoma

Boardman, Clint, MBA
BS; MBA, Mid-America Christian University

Bokhari, Layla, MS, MA
BA, University of Oklahoma; MS, University of Phoenix; MA, University of Oklahoma

Boswell, David, MBA
BBA, University of Central Oklahoma; MBA, Oklahoma City University

Bowell, Cassandra, MS
BS, Oklahoma State University; MS, Oklahoma State University

Bowman, Chelsie, MA
BA, Warner University; MA, Mid-America Christian University

Bowman, Chris, MSA
BBA, University of Michigan-Flint; MSA, Central Michigan University

Braudrick, Jeremiah, DMin
BS, Liberty University; MDiv, Southwestern Theological Seminary; MTh, Liberty Theological Seminary; DMin, Fuller Theological Seminary

Brecher, Jakob, MBA
AS, Illinois Central College; BS, Southern Illinois University; MBA, Southern New Hampshire University

Brink, Robert, DMin
BA, Gulf-Coast Bible College; MDiv, Anderson School of Theology; DMin, Asbury Theological Seminary

Brown, Lamar, PhD
BA, University of Michigan-Flint; MA Marygrove College; PhD, Walden University

Brown, Tiffany, DBA
BA Clark Atlanta University; MA, DBA University of Phoenix

Burnam, Amanda, MA
BS, Western New Mexico University; MA, New Mexico State University

Burnett, Arthur, MDiv
BA, Anderson University; MDiv, Anderson Theological Seminary

Burwick, John, MS
BS, Coker College; MA, Webster University; MS, Webster University

Busby, Leah, MBA
BBA, Lamar University; MBA, Lamar University

Busch, Joseph, MS
BS, Mid-America Christian University; MS, University of Oklahoma

Campbell, John, PhD
BS Oklahoma State University; MBA, University of Central Oklahoma; MS, PhD, University of Oklahoma Health Science Center

Carbajal, Shelethia, Ed.D.
BS, Mid-America Christian University; MBA, Oklahoma City University; Ed.D., National University

Carlson, P Blake, MS
BS, Southern Nazarene University; MS, Union Institute & University

Castleberry, Rance, MEd
BA, Northwestern Oklahoma State University; MEd, Northwestern Oklahoma State University

Chambers, Mary-Lynn, MA
BA, University of Western Ontario; MA, East Carolina University

Chang, Ian, PhD
BS, Northern Illinois University; MS, Northern Illinois University; PhD, University of Alabama

Chapman, Lara, MA
BA, University of Central Florida; MA, University of South Florida, St. Petersburg

Clark, Angela, MEd
BA, Mid-America Christian University; MEd, University of Central Oklahoma

Clouse, Patty, MS
BS, MS, Southern Nazarene University

Conner, Blake, MS
BS, MS, Mid-America Christian University

Collins, Aaron, MS
AS, Oklahoma City Community College; BS, Oklahoma Baptist University; MS, University of Nebraska at Kearney

Colvin, Justene, MEd
AA, Blinn College; BA, Sam Houston State College; MA, Grand Canyon University; M Ed, Texas A&M University

Cooper, Sherry, MSN
ASN, Rose State College; BSN, Southern Nazarene University; MSN, University of Arkansas Grantham

Conner-Boyd, Joyce, DBA
BS, Walden University; MBA, Walden University; DBA, Walden University

Copeland, Kristopher, PhD
AA, Carl Albert State College; BA, Northeastern State University; MA, University of Arkansas; PhD, University of Arkansas

Costello, Vanessa, EdD
BA, Jamaica Theological Seminary; MA, Liberty University, EdD, Liberty University

Courts, Bari, PhD
BA, Kenyon College; MBA, University of Cincinnati; PhD, Capella University

Cox, Christopher P, PhD
BS, Oklahoma State University; MPT, Wichita State University; MS; University of Alabama -Tuscaloosa; PhD, Oklahoma State University

Cox, Rodney, Ed D
AA, Northeastern Oklahoma State University; BS, Northeastern State University; MS, Northeastern State University; Ed D, Oklahoma State University

Cragin, John, PhD
BA, Oklahoma Baptist University; PhD, University of Oklahoma

Cressman, Kenneth, DMin
BA, Southern Methodist University: MBA, University of Oklahoma; JD, University of Oklahoma; MDiv, Phillips Graduate Seminary; DMin, Asbury Theological Seminary

Cron, Melanie, MA
BA, California State University; MA, University of East Anglia

Crow, Charles, PhD
BA, Southern Nazarene University; MDiv, Nazarene Theological Seminary; DMin, Phillips University Graduate Seminary

Curran, Kathy, MDiv
BS, Mid-America Christian University; MMin, Mid-America Christian University

Cuthbertson, Mark, MA
BA; MA, University of Toledo

Daffern, Cynder, MSN
BSN, University of West Florida; MSN, Western Governors University

Davidson, Stephanie, MS
BS, MS, Mid-America Christian University

DeCarlo, Vernona, MEd
BS, Oklahoma State University; MEd, University of Central Oklahoma

DelGiudice, Constance, EdD
AA, Indian River State College; BS, MS, Palm Beach Atlantic University; EdD, Argosy University

Dillman, Raymond, PhD
BA, University of Oklahoma; MA, Auburn University; PhD, Oklahoma State University

Drake, Chelsea, BSN
BSN, University of Central Oklahoma

Drew, Joseph, MA
BS, Mid-America Bible College; MA, Southeast Missouri State University

Dunn, Margaret, EdD
BS, Alma College; MDiv, Asbury Theological Seminary; EdD, University of Houston

Dukes, Allen, MS
BSE, Oklahoma Christian College; MS, Oklahoma State University

Dunn, Anita, MA
BA, Covington Seminary; MA, Chaminade University; MA, Tiffin University

Dutton, Kelsie, MA
AA, Hill College; BS, Mid-America Christian University; MA, Southern Nazarene University

Earnest, Terrell, DMin
BS, Southern Nazarene University; MS, Nazarene Theological Seminary; DMin, Luther Rice Seminary

Ebert, Michael G, MA
BS, Gulf-Coast Bible College; MA, Mid-America Christian University

Ellis, Jeri, EdD
BA, Wesleyan College; MA, University of Cincinnati; EdD, University of Cincinnati

Embry, Sherry, MA, MEd
BS, East Texas Baptist University; MEd, University of North Texas; MA, University of Texas at Arlington

Enright, Rebecca, MAT
BM, Southwestern Oklahoma State University; MAT, Brenau University

Ensworth, John, MS
BS, Arizona State University; MS, University of Oklahoma

Epperson, Michelle, MS
BS, University of Oklahoma; MS, Mid-America Christian University

Ewing, Christopher, PhD
BA, St. Louis University; MA, Central Michigan University; PhD, Capella University

Farley-Parker, E Ann, PhD
BA, Baylor University; MDiv, Southwestern Baptist Theological Seminary; PhD, Southwestern Baptist Theological Seminary

Feirtag, James, MDiv
BA, Anderson University; MDiv, Anderson University School of Theology

Finnie, Stephanie, PhD
BS, Langston University; MS, East Central University; PhD Capella University

Fleming, Ed, DMin
AAS, Lamar University; BS, MBA, LeTourneau University; DMin, United Theological Seminary

Flores, Jimmie, PhD
BBA, St Mary's University; MA, PhD, Fielding Graduate University; MBA, University of St Thomas; MS, DeVry University; MS, MEd, Regis University; DMgt, University of Phoenix

Foote, Michael, MBA
BS; MBA, Mid-America Christian University

Foster, Misti, MEd
BS, Southwestern Christian University; MEd, University of Central Oklahoma

Fowler, Elizabeth, MS
BS, Mid-America Christian University; MS, Palm Beach Atlantic University

Frock, Jacqulyn, MSN
AAS, Bacone College; BA, University of Oklahoma; BSN, Oklahoma City University; MSN, Oklahoma City University

Furey, Dennis, MA
AS, Oklahoma State University; BS, MA, Mid-America Christian University

Gammill, Shellie, PhD
BS, East Central University; MEd, East Central University; PhD, University of Oklahoma

Garrett, Kyle, MBA
BS, Oklahoma State University; MBA, University of Central Oklahoma

Garrett, Sarah, MA
BA, Cameron University; MA, Central Michigan University

Getahun, Yonas, MS
BS, Bahirdar College; MS, Ababa University; MS, Troy University

Gleason, Katelyn, MS
BS, University of Oklahoma; MS, Capella University

Glover, Brian, MBA, MA
BS, MBA, Mid-America Christian University; MA, Liberty University

Goldstein, Jonathan, MS
BS, George Mason University; MS, Capella University

Goodwin, Sharon, PhD
BA, MS, Park Point University; PhD, Capella University

Gotcher, Ashley, MBA
BS, Oklahoma State University; MBA, Mid-America Christian University

Grace, April, EdD
BS, University of Oklahoma; MEd, University of Oklahoma; EdD, University of Phoenix

Gray, Andrea, MA
BS, New Mexico State University; MA, University of Phoenix; MA, University of Phoenix

Gray, Laura, PhD
BA, University of Louisiana at Monroe; MEd, University of Southern Mississippi; EdS, University of South Alabama; PhD, Capella University

Gregston, Shae, MS
BFA, University of Central Oklahoma; MS Southern Nazarene University

Griffith, Renee, MA
BS; MA, Mid-America Christian University

Griffith, Robert, MS
AA, Tarrant County College; BA, University of Texas at Arlington; MS, University of Oklahoma

Grossnickle, Courtney, MA
BA, Liberty University; MA, Liberty University

Gunter, Annette, JD
BS Southern Nazarene University; MIM, Thunderbird: Global School of Management; JD, University of Oklahoma

Guyer, Jared, MBA
AS, Lincoln Trail College; BS, Valparaiso University; MBA Oklahoma Christian University

Hadley, Phylis, EdD
BS, MEd, Southern Nazarene University; EdD, Southwestern College

Hahn, Scott, MEd
BS, MEd, University of Central Oklahoma

Hall, Amy, MEd
BA, University of Science & Arts of Oklahoma; MEd, Southwestern Oklahoma State University

Hardaway, Roger, JD
BS, Middle Tennessee State University; BSEd, University of Memphis; MA, New Mexico State University; MAT, University of Wyoming; MA, Eastern New Mexico University; JD, University of Memphis; DA, University of North Dakota

Harrell, Sue, MS
BS, Mars Hill College; MS, Shenandoah University

Harrington, Melody, MEd
BS; MEd, University of Central Oklahoma

Harrison, James, MBA
BS Saint Joseph's College, MBA University of Phoenix

Harter, James, MS
BBA, University of North Texas; BA, Southern New Hampshire University; MS, Southern New Hampshire University

Hatchel, Mark, DIT
BS, Dakota State University; MS; MBA, University of Maryland Global; DIT, Capella University

Hau, Melonie, EdD
BA, University of Central Oklahoma; MEd, University of Central Oklahoma; EdD, University of Oklahoma

Hayes, Virginia, PhD
BS, American Public University; MS, John Brown University; PhD, Capella University

Heckert, Clifford, JD
BA, Cameron University; JD, University of Oklahoma

Heitland, William, EdD
BS, Ohio State University; MS, St. Francis University; EdD, Ball State University

Herron, Dwight, MS
BA, Oklahoma Christian College; MS, Mid-America Christian University

Higgins, Barbara, MS
BS; MS, Mid-America Christian University

Higgins, Benjamin, MA
BA, Mid-America Christian University; MA, Liberty Baptist Theological Seminary

Hiotellis, Sofoklis, MBA
BS; MS, Old Dominion University; MBA, Strayer University

Hix, Rebecca, MS
BA, Mid-America Christian University; MS, Arkansas State University

Hoaglin, Kristen, MBA
BS; MBA, Mid-America Christian University

Homan, Stephanie, PhD
AA, Mesa Community College; BA Psychology, Arizona State University; MA, Ottawa University; PhD, Walden University

Howard, Kenny, MDiv
BA, Mid-America Bible College; MDiv, Asbury Theological Seminary; DMin, Anderson University School of Theology

Hudnett, Richard, EdD
BS, Fairleigh Dickinson University; MBA; Nova Southeastern University; EdD, Nova Southeastern University

Hunnicutt, Ryan, JD
BS, Mid-America Christian University; JD, University of Oklahoma College of Law

Hurdman, Barbara, MS
BS, Liberty University; MS, Liberty University

Irwin, Kathleen, PhD
BS, M, BA, University of North Carolina; PhD, Capella University

James, Jill, MA
BA University of North Texas; MA, University of North Texas

James, Terry, PhD
BS, Indiana State University; MS, Indiana University; PhD, University of Oklahoma

Jane, Courtney, DBA
BA, University of California at San Diego; MEd, Harvard University; MEd, Western Governors University; MBA, Dartmouth College; DBA, Argosy University

John, Elsa, MD
MD, University of Debrecen

Johnson, Harlan, PhD
BS, Bacone College; MBA, Southern Nazarene University; MEd, East Central University; PhD North Central University

Johnson, Jill, EdD
BA, University of Wisconsin; MA Hamline University; MA, Argosy University; Ed D, University of St Thomas

Joiner, Cherrilleye, MS
AS, Southern Union State Community College; BA, Auburn University; MS, Cameron University

Jolley, Joseph Clark, JD
BA; Oklahoma Baptist University, JD University of Oklahoma

Jones, Todd, MBA
BS, Marywood University; MBA, Liberty University

Karpf, Jason, MPS
AA, Los Angeles Pierce College; BS, University of Phoenix; MPS, University of Denver

Kastl, Christina, MS
AA, Redlands Community College; BS, University of Central Oklahoma; MS, Walden University; Certificate; Walden University

Kelly, Zakkiyya, MBA
BS, Park University; MBA Park University

Kerlin, Susan, MEd
BS, San Diego State University; MEd, University of Central Oklahoma

Kirk, Lawrence, MDiv
BA, Oklahoma Baptist University; MDiv, Southwestern Baptist Theological Seminary

Kirts, Drew, MBA
BS, Western Governor's University; MBA Western Governor's University

Krejci, Adam, JD
BS, Oklahoma Christian University; JD, Oklahoma City University

Kwakye, Joris, MS
BS, Morehouse College; MS, Clark Atlanta University

Ladiski, Dawn, MEd
BS, Oklahoma State University; MEd, Oklahoma City University

Lawson, Sylvia, DBA
BS, Pembroke State University; MA, DeVry University; DBA, Walden University

Lawter, Jenna, MS
BBA, University of Central Oklahoma; MS, Oklahoma State University

Le, Chau, MAcct
BS, University of Central Oklahoma; MAcct, Oklahoma Christian University

Lee, David, JD
BS, MBA, Florida Agricultural and Mechanical University; LLM, The Judge Advocate Legal Center, and School; JD, Emory University School of Law

Lehrmann, Leslie, MA
BA, Oklahoma Baptist University; MA, University of Oklahoma

Little, Bradley, JD
BS, JD, University of Oklahoma

Love, Krystal, MBA
BSW, Western Michigan University; MBA, Spring Arbor University

Lusitana, Thomas, MDiv
AS, Lincoln Land Community College; BA, Mid-America Christian University; M Div, Asbury Theological Seminary

Mannin, Owen, MRE
BGS, University of Nebraska at Omaha; MA, Liberty Baptist Theological Studies; MRE, Liberty Baptist Theological Seminary

Manning, Kathleen, MEd
BA, University of Central Oklahoma; MEd, University of Central Oklahoma

Marci, Melody, MA
BA, TEC de Monterrey; MA Regent University

Marlett, Brian, MS
BA, MS, Mid-America Christian University

Martin, John, Ph.D.
B.A., Southern Nazarene University; MA Fuller Theological University; Ph.D., Northcentral University

Martinez-Leeper, Lisa, MMin, MBA, MHR
BLS, MHR, University of Oklahoma; MBA; Oklahoma City University; MMin, Mid-America Christian University

Mata, Jodi, PhD
BS, MEd, PhD, University of North Texas

Mathis, Pamela, MBA
BS, University of Science and Arts of Oklahoma; MBA, Mid-America Christian University

Maturen, Amy, PhD
AA, Delta Community College; BS, Central Michigan University; MS, Capella University; PhD, Capella University

Mayes, Tamika, DBA
BA, Florida Atlantic University; MBA, University of Houston; DBA, Argosy University

Mayfield, Patrick, MA
BA, MA, University of Central Oklahoma

McCaffery, Jack, JD, DBA
BA, National-Louis University; MHSA, Strayer University; LLM, St Thomas University School of Law; JD, Barry University School of Law; DBA Argosy University

McCoy, Donna, PhD
BS, Southwestern College of Christian Ministries; MS, Southern Nazarene University; MA, Southern Nazarene University; PhD, Capella University

McCroskey, Robert, PhD
AB, MA, Bethany Nazarene College; DMin, PhD, The Evangelical Theological Seminary of Indonesia

McLain, Jesse, DMin
BA, Warner Southern College; MS, Capella University; MDiv, DMin, Asbury Theological Seminary

McLemore, Roosevelt, MBA
BS, MBA, Mid-America Christian University

McNeely, Mandy, MS
BS, MS, Mid-America Christian University

McPherson, Charlotte, DMin
BA, BS, Mid-America Christian University; MA Pacific International University; DMin Trinity College and Seminary

Mendenhall, Michelle, MA
BA, University of California Los Angeles; MA, Biola University

Mensah, Ashanti, MS
BS, University of Central Oklahoma; MS, Langston University

Michelson, Marty, PhD
BA, Northwest Nazarene College; MA, Point Loma Nazarene College; MA, MA, Southern Nazarene University; PhD, University of Denver; PhD, University of Manchester, UK

Mills, Brian, PhD
BS, Friends University; MA, Friends University; MA, Southwestern Baptist Theological Seminary; PhD, Regent University

Monjaraz, Fernando, MS
BS, St. Mary's University; MS, Texas Tech University

Moreau, Kevin, MA
BS, MA, Mid-America Christian University

Morgan, David, MS
BA, University of Oklahoma; MS, Southern Nazarene University

Mouse, Melani, PhD
BS, Southwestern Oklahoma State University; MEd, Southwestern Oklahoma State University; PhD; University of Oklahoma.

Muthalaly, Alexander Koshy, PhD
BA, Bangalore University; BD, Union Biblical Seminary; MTh, United Theological College; MBA, Southern Nazarene University; PhD, Southern Baptist Theological Seminary

Nguyen, Truyen, PhD
BS, PhD, University of Texas at Arlington; MA, Dallas Baptist University

Ojo, Sam, DBA
BS, Sacred Heart University; MBA, University of New Haven; DBA, Argosy University

Okere, Erica, DBA
BAS, Wilberforce University; MBA, University of Phoenix; DBA, Argosy University

Orso, Amanda, MA
AA, BS, Oklahoma State University; MA, Mid-America Christian University

Overstreet, Eldon, JD
BS, Oklahoma State University; JD, The University of Tulsa

Palmer, Catherine, MS
BS, The University of Oklahoma; MS, The University of Central Oklahoma

Parker, Andrew, PhD
BA, Southeastern Baptist Theological Seminary; MDiv, New Orleans Baptist Theological Seminary, MBA, Liberty University; PhD, Southern Baptist Theological Seminary

Parker, Jessica, MEd
BS, Southwestern Christian University; MEd, Concordia University; MEd, Southwestern Oklahoma State University

Parker, Selene, MEd
BS, University of Central Oklahoma; MEd, University of Central Oklahoma

Patterson, Sean, MS
BS, Mid-America Christian University; MS University of New Haven

Pierre-Paul, Robert, PhD
BS, St Thomas Aquinas; MS, Florida Atlantic University; PhD, Capella University

Pink, Clarice, MA
BA, Texas A&M University; MA, Texas A&M University

Pittman, Cecilia, MEd
BS, Texas A&M University; MEd, University of Central Oklahoma

Ponce, Lani, PhD
BS, Williams Baptist College; MS, Walden University; PhD, Walden University

Post-McCorkle, Amy, PhD
BA, Cameron University; MA, Oklahoma State University; PhD, University of Oklahoma

Powell, James, PhD
BS, East Carolina University; MA, Gardner Webb University; PhD, University of North Carolina at Charlotte

Price, Tiffany, MA
BA, Chowan University; MA, East Carolina University

Pullin, Timothy, JD
BS, University of Oklahoma; JD, Baylor University

Ray, Billy, MEd
BS, University of Central Oklahoma; MEd, University of Central Oklahoma

Rehbein, Andrew, MA
BS, Mid-America Christian University; MA Indiana Wesleyan University

Rehbein, Jon, MA, MBA
BS, Gulf-Coast Bible College; MA, Fuller Theological Seminary; MBA, Mid-America Christian University

Robins, Jana, MHR
BS, University of Oklahoma; MHR, University of Oklahoma

Rollins, Judith, MBA
BS, Mid-America Christian University; MBA, Mid-America Christian University

Rom, Morgan, MS
BS, MS, Oklahoma State University

Ross, Bo, MBA
MBA, Oklahoma Baptist University; BA, University of Central Oklahoma

Ross, Donald, MBA
BS, University of Oklahoma; MBA, Southern Nazarene University

Ruby, Steve, PhD
BA, Mid-America Nazarene University; MDiv, Nazarene Theological Seminary; PhD, Bakke Graduate School

Russell, Hope, MS
BS, MS, University of Central Oklahoma

Salas-Amaro, Armando, DBA
AA, Miami-Dade Community College; BBA, Florida International University; MBA; St. Thomas University; DBA, University of Phoenix

Sandoval, Lindsey Jo, MBA
BS, MBA, Mid-America Christian University

Scalf, Twana, MA
BA, BA, MA, University of Oklahoma

Schmeling, Daniel, PhD
BS, Austin Peavy State University; MS, Capella University; PhD, Northcentral University

Seal, Teresa, MBA
BA University of Oklahoma; MBA, Southern Nazarene University

Sewell, Sheldon, PhD
BS, Mid-America Christian University; MA, Liberty University; PhD, Regent University

Shankle, David, PhD
BBA, Baylor University; MA, Wayland Baptist University; PhD, Dallas Baptist University

Shelby, Kristen, MEd
BS, Oklahoma State University; MEd, Southwestern Oklahoma State University

Sheppard, George, DBA
BS, Suny Empire State College; MBA, Suny Empire State College; MEd, Northcentral University; MEd, Grand Canyon University; DBA, Walden University; EdD, Liberty University

Slade, Alison, PhD
BA, Auburn University; MA Auburn University; PhD; University of Southern Mississippi

Sloat, Mary, EdD
BA, Phillips University; MEd, Phillips University; MA, University of Central Oklahoma; MEd, Southwestern Oklahoma State University; EdD, Oklahoma State University

Smith, Christie, EdD
BBA, Sam Houston State University; MEd, University of Houston; EdD, Abilene Christian University

Springs, Delores, DSL
BA, San Jose State University; MA, Liberty University; DSL, Regent University

Spurgeon-Harris, Bobbie, EdD
BS, Northwestern Oklahoma State University; MSS, United States Sports Academy; EdD, United States Sports Academy

Starr, David, MDiv
BS, Mid-America Christian University; MDiv, Anderson University

Statton, Allison, MS
BS, Southwestern Oklahoma State University; MS, The Ohio State University

Stephens, John, EdD
AAS, Oklahoma City Community College; BS, University of Central Oklahoma; MBA, Southern Nazarene University; EdD, Southern Nazarene University

Stevens-Blair, Alicia, MEd
BS, St. Gregory's University; MEd, University of Central Oklahoma

Stevens, Mary, PhD
BS, East Central State College; MS, East Central State University; MEd, University of Central Oklahoma; PhD, University of Oklahoma

Stewart, Kendra, PhD
BS, Central Missouri State University; MA, Webster University; PhD Arizona State University

Stewart, Nathan, MA
BA, Anderson University; MA, Regent University

Stiffler, Kevin, MDiv
BS, California Polytechnic State University; MDiv, Anderson University School of Theology

Tardibono, Timothy, JD
BS, Oklahoma Christian University; MA, Regent University; JD, Regent University

Teszlewicz, Jonathan, MBA
BS, Oklahoma State University; MBA Maryville University of St Louis

Thomas, John, MBA
BS, University of Oklahoma; MBA, Mid-America Christian University

Thomas, Kaylie, MA
BA, University of Central Oklahoma; MA, University of Central Oklahoma

Thompson, Morgan, MEd
BS, Mid-America Christian University; MEd, University of Oklahoma

Toles, Keith, MMin
BS, MMin, Mid-America Christian University

Toles, La'Keesha, MBA
BBA, University of Central Oklahoma; MBA, Mid-America Christian University

Toussaint, LaHonda, MEd
BS, University of Maryland; MEd, University of Oklahoma

Trammell, Bailey, MCP
BS, Northwestern Oklahoma State University, MCP, Northwestern Oklahoma State University

Tyus, John, DMin
BS, Franklin University; MA, Liberty University; DMin, United Theological Seminary

Waggoner, Joshua, MBA
BS, MBA, Mid-America Christian University

Walker, Dustin, MS
BS, University of Central Oklahoma; MS, Mid-America Christian University

Ward, Tonya, PhD
BS, MS, Southern Nazarene University; PhD, Oklahoma State University

Wasserleben, Karl, MBA
BS, Mid-America Christian University; MBA, Mid-America Christian University

Watson-Wilkes, Haleigh, MEd
BA, Mid-America Christian University; MEd, University of Texas

Waymack, Matthew, EdD
BS, University of Georgia; MEd, University of Georgia; EdD, University of Georgia

Webster, Rebecca, PhD
BS, University of Central Oklahoma; MEd, University of Central Oklahoma; MA, Southwestern Christian University; PhD, Regent University

Wedel, Todd, MA
BA, Oklahoma Baptist University; MA, University of Oklahoma

Weichel, Anna-Kate, MA
BA, University of Oklahoma; MA, Mid-America Christian University

West, Ashleigh, MA
BA, Mid-America Christian University; MA, Northeastern State University

Whetstone, Rachel, MS
BA, Mid-America Christian University; MS, Walden University

Whitmore, Luke, MPA
BS, University of Nebraska – Lincoln; MPA, University of Nebraska – Omaha

Williams, Matthew, DMin
BA, Anderson University; MA, Ashland Theological Seminary; DMin, Liberty University

Williams, Tiffany, MHR
BBA, Langston University; MHR, University of Oklahoma

Wilson Mumpower, Stacie, PhD
BA, MA, University of Texas at El Paso; PhD, University of Oklahoma

Winters, Barron, DCS
AAS, Rose State College; BS, Southwestern College; MS, Southwestern College; DCS, Colorado Technical University

Woods, Curtis, MBA, MA
AA, Pierce College; BS, University of Arkansas; MBA, Webster University; MA, Stetson University

Woolcock, Sherene, EdD
BS, Middle Tennessee State University; MS, Kaplan University; EdD, Trevecca University

Worcester, Matthew, MBA
BS, Mid-America Christian University; MBA, Mid-America Christian University

Wright, Jay, MAcc
BAcc, Radford University; MBA, Old Dominion University; MAcc, Liberty University

Youngman, William, EdD
BA, Mount Vernon Nazarene College; MA, University of Dayton; EdD, University of Cincinnati

Zavala, James, EdD
AA, Queensborough Community College; BS, John James College of Criminal Justice; MS, Grand Canyon University; EdD, Grand Canyon University

Zehr, Sandore, PhD
BS, University of Indianapolis; MBA, Ball State University; PhD, Sullivan University

Zimmerman, Daniel, DM
BS, Illinois State University; MHR, DeVry University; MBA, DeVry University; DM, Colorado Technical University

Emeriti Faculty and Presidents

Adams, Juanita, MA (1957)
Professor Emeritus
BA, Warner Pacific College; MA University of Houston

Curtis, Melva W, EdD (1984)
Professor Emeritus
BS, California State University at Fresno; MA, University of San Francisco; EdD, Oklahoma State University

DeSecottier, Leon Renault, EdD (2012)
Professor Emeritus
BS, MS, EdD, Texas Tech University

Fozard, John, PhD (1999)
President Emeritus
BS, Southern Illinois University; MM, Anderson College School of Theology; PhD, Trinity College and Seminary, Newburg, Indiana

McBee, John, EdD (2005)
Professor Emeritus
BSE, MA, Truman State University; EdD, Oklahoma State University

McDonald, William, PhD (1961)
Professor Emeritus
BS, Anderson College; MA, Ball State Teachers College; PhD, Ball State University

Middlebrooks, Marvin L, MMin (1993)
Professor Emeritus
BS, Gulf-Coast Bible College; MMin, Southern Nazarene University

Roddy, Ronald, EdD (1990)
Professor Emeritus
BA, University of Houston; BS, Gulf-Coast Bible College; MEd, Our Lady of the Lake University, Texas; EdD, Oklahoma State University

Roddy, Shirley, PhD (1995)
Professor Emeritus
BA, MHR, PhD, University of Oklahoma

Sanders, Cliff, DMin (1992)
Professor Emeritus
BA, Gulf-Coast Bible College; MDiv, DMin, Asbury Theological Seminary

Trick, Nelson, DMin (1965)
Professor Emeritus
BA, Trinity University; MDiv, Bonebrake Theological Seminary; STM, DMin, United Theological Seminary