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Masters of Leadership, Program Review, Section 1

Chair's Summary Statement

Chair's Summary Statement

Like a number of other programs in SBL and elsewhere, the ML program reached an apex of enrollment almost a decade ago, and experienced a steady annual decline until Dr. Sampedro assumed management of the degree. As the presentation will show, enrollments are trending upward and *retention is at the highest point since the first year of the program in 2006-07*, indicating that we should continue to gain students annually, even with flat enrollment numbers. I credit Dr. Sampedro's strong personal interest in and communication with students, his own contributions to outreach and recruitment, and his active review and improvement of curricula as the reasons for the program's turnaround.

Comparative cost considerations aside, The ML degree should be a very attractive destination for our identified target demographic. It's a short (30 hour) graduate degree, focusing on management and leadership, which makes it the quickest option for working students seeking to improve their potential for management employment or promotion. It affords several emphases that make it attractive to a range of professions. The Ministry Leadership (MLM) emphasis has become the most heavily attended emphasis, although it is not clear to me at this point if that is mainly due to an influx of students from the MM degree, or new recruits. The ML can accept our own undergraduate students who qualify for 4+1 concurrent graduate courses. Four of the core business discipline courses are now shared with the MBA, which helps increase the population in those courses, maximize the Instructor resource, and offer more possibilities to give students on-ground or hybrid classes. Uniquely, we offer the ML as a Spanish-language degree, developed initially by Drs. Enrique Cepeda and Melody Macri nee Cepeda, but the Spanish-language version services very few students, and I am convinced by discussion with Dr. Sampedro that it does not have a large potential for recruitment of students in its current form. Our internal focus should be improvement of the English ML degree, particularly in these areas:

1. Revision of courses to include SBL's "high engagement" pedagogy, and to freshen stale curricula.
2. Improve average student population of the BA and HE emphases, or consider sunsetting them.
3. Integrated opportunities to improve social and professional networking among ML, MBA, and SBL students generally.
4. Integrated and meaningful Christian Discipleship opportunities within coursework (also an objective of the MBA program)
5. If the MLM continues to be a viable emphasis, consider adapting the curriculum to the student population, which is mainly ministerial but not necessarily Wesleyan in their approach.
6. Inclusion of rubrics for all appropriate assignments, and use of rubrics by Instructors.
7. Create better paths for remediation of sub-par writing skills demonstrated by many students.
8. Improvement of the Instructor resource through continued recruitment of Adjuncts, Instructor Monitoring, and inclusion of the Adjunct community.

I feel strongly that Dr. Sampedro has demonstrated the ability and energy to complete this agenda. Working through some frustrating situations where textbooks in his courses have been unilaterally discontinued, and although we have not yet agreed on a viable sustainable format for building partnerships with students and stakeholders, he has nonetheless persevered to make progress where it counts – student population and retention.

Wm. Scott McMurry
Interim Chair, School of Business Leadership

Masters of Leadership, Program Review, Section 2

Program Sheet from Catalog

Program Sheet for the Master of Arts in Leadership Program

Mid-America Christian University Catalog 2020-2021

December 15, 2020

Leadership, M.A.

Effective: 03/01/2019

Designed for those who desire to be transformative, visionary leaders in a variety of professional settings around the world, 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.

DEGREE REQUIREMENTS

See the Academic Program Requirements section of this Catalog for additional requirements.

M.A. Leadership Core Requirements (18 Hrs)

*MGMT 5113 Organizational Behavior

*MGMT 5353 Communication in Professional Organizations

*ML 5143 Leadership Theory and Practice

*ML 5163 Training and Development

ML 5243 Leading Change

ML 6023 Integrative Leadership Project

Additional Degree Requirements (12 hours)

ML 5263 The Adult Learner

ML 5273 Nonprofit Leadership

ML 5343 Financial Development and Resource Management

ML 5353 Decision Making

Total M.A. Leadership Required Hours 30

*These courses are approved to take 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.

M.A. Leadership Optional Emphases

Students may choose to replace the additional degree requirements above with one of the following emphases:

Business Management Emphasis (12 Hrs)

ACCN 5133 Managerial Accounting

ECON 5223 Managerial Economics in a Globalized Environment

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

MGMT 5413 Legal Environment

Total Business Management Emphasis Required Hrs – 30

Higher Education Emphasis (12 Hrs)

HEA 5313 Higher Education History and Administration

HEA 5323 Higher Education Law

HEA 5333 Higher Education Budgeting and Finance

ML 5263 The Adult Learner

Total Higher Education Emphasis Required Hrs – 30

Ministry Leadership Emphasis (15 Hrs)

BIOT 5133 Selected Genres of Old and New Testaments

THEO 5233 Spiritual Formation from a Wesleyan Perspective

THEO 5213 Wesleyan-Arminian Theology

PMIN 5203 Self-Assessment and Development

PMIN 5903 How to Teach the Bible

Total Ministry Leadership Emphasis Required Hrs – 33

Public Administration Emphasis (12 Hrs)

ML 5153 Public Budgeting and Finance

ML 5233 Public Policy Implementation

ML 5253 Legislative Process and Behavior

ML 5273 Nonprofit Leadership

Total Public Administration Emphasis Required Hrs – 30

Transformational Leadership Emphasis (12 Hrs)

Requires special permission from the Dean of the College of Adult and Graduate Studies.

ML 5403 Bethel Studies I

ML 5413 Bethel Studies II

ML 5423 Bethel Studies III

ML 5433 Bethel Studies IV

Total Transformational Leadership Emphasis Required Hrs – 30

Program Sheet for the Master of Business Administration

Mid-America Christian University Catalog 2019-2020

March 15, 2020

Graduate Degree Programs

"Jesus increased in wisdom and stature and in favor with God and Man." Luke 2:52

Business Administration, M.B.A.

Effective: 06/01/2018

The Master of Business Administration (M.B.A) program is a dynamic course of study geared toward today's rapidly changing business environment. Grounded in traditional business theory, the program 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.

DEGREE REQUIREMENTS

See the Academic Program Requirements section of this Catalog for additional requirements.

M.B.A. Core Requirements (18 Hrs)

Students are required to complete a Business Case Study.

ACCN 5133 Managerial Accounting

ECON 5223 Managerial Economics in a Globalized Environment

FINC 5333 Modern Corporate Finance

*MGMT 5113 Organizational Behavior

*MGMT 5323 Human Resource Management

*MGMT 5413 Legal Environment and Ethics (Christian Worldview)

Additional M.B.A. Course Requirements (18 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

*MGMT 5353 Communication in Professional Organizations

MGMT 6313 Management Science/Operations Management

MGMT 6423 Strategic Business Management

Choose six (6) additional hours from the list below to complete a general M.B.A. degree.

MGMT 6433 Exec. Seminar Series: International Business

MGMT 6443 International Business Strategies

MKTG 5113 Global Mktg and Multi-Cultural Comm.

Total M.B.A. Required Hours – 36

M.B.A. OPTIONAL EMPHASES

Students may choose to replace the additional degree requirements above with one of the following emphases:

CPA Accounting Emphasis (18 Hrs)

Required Prerequisites for students who do not have a bachelor's degree in Accounting. **If student has not completed Intermediate Accounting II, there may be additional prerequisite courses that must be taken prior to enrollment in course: ACCN 3913 Intermediate Accounting II, ACCN 3933 Income Tax Accounting I, ACCN 4443 Advanced Financial Accounting OR Equivalent, and ACCN 4633 Auditing

ACCN 5153 Advanced Accounting Information Systems

ACCN 5163 Business Taxation

ACCN 5173 Advanced Auditing

ACCN 6113 Advanced Theories of Financial Accounting

Choose six (6) additional hours from the list below to complete a general M.B.A. & CPA Accounting Emphasis.

ACCN 5143 Advanced Cost Accounting

Healthcare Management Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

*MGMT 5353 Communication in Professional Organizations

MGMT 6313 Management Science/Operations Management

MGMT 6423 Strategic Business Management

HC 5213 Healthcare Management

HC 5223 Healthcare Legal Environment

HC 5233 Healthcare Finance

HC 5243 Healthcare Information Systems

Total MBA & Healthcare Management Emphasis Required Hrs – 42

Human Resource Management Emphasis (27 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

*MGMT 5353 Communication in Professional Organizations

MGMT 6313 Management Science/Operations Management

MGMT 6423 Strategic Business Management

HR 5213 Compensation and Benefit

HR 5223 Human Resource Development

HR 5233 Recruiting and Selection

HR 5243 Labor-Law and Employee Relations

HR 6213 Knowledge for Professional Certification

Total MBA & Human Resource Mgmt. Emph. Required Hrs – 45

International Business Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

*MGMT 5353 Communication in Professional Organizations

MGMT 6313 Management Science/Operations Management

MGMT 6423 Strategic Business Management

ECON 5233 International Economics

MGMT 6403 International Business Law

MGMT 6443 International Business Strategies

MKTG 5113 Global Marketing and Multi-Cultural Communications

Total MBA & Int'l. Business Emphasis Required Hrs – 42

Management Accounting Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

*MGMT 5353 Communication in Professional Organizations

MGMT 6313 Management Science/Operations Management

MGMT 6423 Strategic Business Management

ACCN 5143 Advanced Cost Accounting

ACCN 5153 Advanced Accounting Information Systems

ACCN 5163 Business Taxation

ACCN 5173 Advanced Auditing

Total MBA & Mgmt. Accounting Emphasis Required Hrs – 4

*These courses are approved to take 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

Masters of Leadership, Program Review, Section 3

Program Assessment System

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership

Leadership /MA Program Curriculum Map		Organizational Behavior	Communication in Professional Organizations	Leadership Theory and Practice	Training and Development	Leading Change	Integrative Leadership Project	The Adult Learner	Non Profit Leadership	Financial Development and Resource Management	Decision Making
Program Outcomes		MGMT 5153	MGMT 5353	ML 5143	ML 5163	ML 5243	ML 60223	ML 5263	ML 5273	ML 5343	ML 5353
1	Graduates will demonstrate the ability to articulate the theories of organizational behavior that serve as a foundation for effective leadership, and integrate them in the context of particular organizations.	1.1, 1.2		1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1,1.2		1.1, 1.2		
2	Graduates will articulate and model ethical leadership skills to achieve organization-wide engagement through collaboration, cooperation, diplomacy, and diversity.	2.2	2.1			2.1, 2.2	2.1	2.2	2.2		2.2
3	Graduates will interpret and apply current and emerging leadership theories to integrate innovation, creativity, and change in complex organizations.				3.2	3.1, 3.2				3.1	3.1, 3.2
4	Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.	4.1	4.2	4.1			4.1		4.2		4.2
5	Graduates will construct effective administrative policies for planning, budgeting, and financial accountability.					5.2			5.2	5.1, 5.2	
6	Graduates will interpret and apply adult learning theories to effectively develop human resources and to enhance lifelong learning.				6.2			6.1			
Student Learning Outcomes											
1.1	Students will facilitate a critical evaluation of organizational practices and their impact on work behaviors, attitudes, and performance.	X		X	X	X	X		X		
1.2	Students will be able to review the leadership of an organization for effectiveness and make recommendations for improvement.	X		X	X	X	X	X	X		
2.1	Students will be able to analyze a problem situation, apply an appropriate methodology for solving the problem, and apply the personal communication competencies that leaders require to motivate followers.		X			X	X		X		
2.2	Students will analyze case studies or actual business situations and make decisions with ethical outcomes	X				X					X
3.1	Students will be able to assess given situations and determine the impact of management decisions and actions on the organization, the stakeholders, and the natural environment.					X				X	X
3.2	Students will be able to solve organizational problems and achieve organizational goals by applying management theory, managing change, integrating knowledge from multiple disciplines, and conducting independent research.				X	X					X
4.1	Students will be able to identify the proper research tools and demonstrate proper research methodology.	X		X			X				
4.2	The student will apply the communication skills of writing, speaking, and listening through written assignments, case studies, and discussion board topics.		X						X		X
5.1	Students will demonstrate appropriate usage of budget and financial terminology when evaluating and interpreting financial statements.									X	
5.2	Students will be able to develop and justify practical strategies, tools, and practices that can lead to an adaptive approach to project					X			X	X	

	management in a variety of settings, scales, and diverse industry environments.										
6.1	The student will become knowledgeable of the best practices in adult learning and will be able to apply those practices to adult learning situations.						X				
6.2	The student will be able to assess training needs, to determine and develop content, to evaluate results, and to track ongoing follow through of training.				X						

[illegible]

Masters of Leadership, Program Review, Section 4

Program Curriculum Map

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership

Leadership /MA Program Curriculum Map		Organizational Behavior	Communication in Professional Organizations	Leadership Theory and Practice	Training and Development	Leading Change	Integrative Leadership Project	The Adult Learner	Non Profit Leadership	Financial Development and Resource Management	Decision Making
Program Outcomes		MGMT 5153	MGMT 5353	ML 5143	ML 5163	ML 5243	ML 60223	ML 5263	ML 5273	ML 5343	ML 5353
1	Graduates will demonstrate the ability to articulate the theories of organizational behavior that serve as a foundation for effective leadership, and integrate them in the context of particular organizations.	1.1, 1.2		1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1,1.2		1.1, 1.2		
2	Graduates will articulate and model ethical leadership skills to achieve organization-wide engagement through collaboration, cooperation, diplomacy, and diversity.	2.2	2.1			2.1, 2.2	2.1	2.2	2.2		2.2
3	Graduates will interpret and apply current and emerging leadership theories to integrate innovation, creativity, and change in complex organizations.				3.2	3.1, 3.2				3.1	3.1, 3.2
4	Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.	4.1	4.2	4.1			4.1		4.2		4.2
5	Graduates will construct effective administrative policies for planning, budgeting, and financial accountability.					5.2			5.2	5.1, 5.2	
6	Graduates will interpret and apply adult learning theories to effectively develop human resources and to enhance lifelong learning.				6.2			6.1			
Student Learning Outcomes											
1.1	Students will facilitate a critical evaluation of organizational practices and their impact on work behaviors, attitudes, and performance.	X		X	X	X	X		X		
1.2	Students will be able to review the leadership of an organization for effectiveness and make recommendations for improvement.	X		X	X	X	X	X	X		
2.1	Students will be able to analyze a problem situation, apply an appropriate methodology for solving the problem, and apply the personal communication competencies that leaders require to motivate followers.		X			X	X		X		
2.2	Students will analyze case studies or actual business situations and make decisions with ethical outcomes	X				X					X
3.1	Students will be able to assess given situations and determine the impact of management decisions and actions on the organization, the stakeholders, and the natural environment.					X				X	X
3.2	Students will be able to solve organizational problems and achieve organizational goals by applying management theory, managing change, integrating knowledge from multiple disciplines, and conducting independent research.				X	X					X
4.1	Students will be able to identify the proper research tools and demonstrate proper research methodology.	X		X			X				
4.2	The student will apply the communication skills of writing, speaking, and listening through written assignments, case studies, and discussion board topics.		X						X		X
5.1	Students will demonstrate appropriate usage of budget and financial terminology when evaluating and interpreting financial statements.									X	
5.2	Students will be able to develop and justify practical strategies, tools, and practices that can lead to an adaptive approach to project					X			X	X	

	management in a variety of settings, scales, and diverse industry environments.										
6.1	The student will become knowledgeable of the best practices in adult learning and will be able to apply those practices to adult learning situations.						X				
6.2	The student will be able to assess training needs, to determine and develop content, to evaluate results, and to track ongoing follow through of training.				X						

[illegible]

Masters of Leadership, Program Review, Section 5

Three-Year Program Assessment Using POs and SLOs

PO 1: KNOWLEDGE OF DISCIPLINE				PO 2: ETHICAL LEADERSHIP				PO 3: COLLABORATION			
1	2	3	4	1	2	3	4	1	2	3	4
4	11	27	60	0	5	13	32	6	12	17	60
4%	11%	26%	59%	0%	10%	26%	64%	6%	13%	18%	63%
Needs Improvement		Acceptable		Needs Improvement		Acceptable		Needs Improvement		Acceptable	
15%		85%		10%		90%		19%		81%	

PO 4: COMMUNICATION				PO 5: CRITICAL THINKING				PO 6: LIFELONG LEARNING (ML ONLY)			
1	2	3	4	1	2	3	4	1	2	3	4
3	7	27	65	0	0	16	6	2	3	17	32
3%	7%	26%	64%	0%	0%	73%	27%	4%	6%	31%	59%
Needs Improvement		Acceptable		Needs Improvement		Acceptable		Needs Improvement		Acceptable	
10%		90%		0%		100%		9%		91%	

Recorded Date	C1_1	C1_2	C1_3	PO 1/PO 1.1	PO 1/PO 1.2	PO 1/PO 1.3	PO 1/PO 1.4	SLO 1.1	SLO 1.2	SLO 1.3	SLO 1.4	PO 2/PO 2.1	PO 2/PO 2.2	PO 2/PO 2.3	PO 2/PO 2.4	SLO 2.1	SLO 2.2	SLO 2.3	SLO 2.4	PO 3/PO 3.1	PO 3/PO 3.2	PO 3/PO 3.3	PO 3/PO 3.4	SLO 3.1	SLO 3.2	SLO 3.3	SLO 3.4	PO 4/PO 4.1	PO 4/PO 4.2	PO 4/PO 4.3	PO 4/PO 4.4	SLO 4.1	SLO 4.2	SLO 4.3	SLO 4.4	PO 5/PO 5.1	PO 5/PO 5.2	PO 5/PO 5.3	PO 5/PO 5.4	SLO 5.1	SLO 5.2	SLO 5.3	SLO 5.4	PO 6/PO 6.1	PO 6/PO 6.2	PO 6/PO 6.3	PO 6/PO 6.4	SLO 6.1	SLO 6.2	SLO 6.3	SLO 6.4	PO 7/PO 7.1	PO 7/PO 7.2	PO 7/PO 7.3	PO 7/PO 7.4	SLO 7.1	SLO 7.2	SLO 7.3	SLO 7.4	PO 8/PO 8.1	PO 8/PO 8.2	PO 8/PO 8.3	PO 8/PO 8.4	SLO 8.1	SLO 8.2	SLO 8.3	SLO 8.4	PO 9/PO 9.1	PO 9/PO 9.2	PO 9/PO 9.3	PO 9/PO 9.4	SLO 9.1	SLO 9.2	SLO 9.3	SLO 9.4	PO 10/PO 10.1	PO 10/PO 10.2	PO 10/PO 10.3	PO 10/PO 10.4	SLO 10.1	SLO 10.2	SLO 10.3	SLO 10.4	PO 11/PO 11.1	PO 11/PO 11.2	PO 11/PO 11.3	PO 11/PO 11.4	SLO 11.1	SLO 11.2	SLO 11.3	SLO 11.4	PO 12/PO 12.1	PO 12/PO 12.2	PO 12/PO 12.3	PO 12/PO 12.4	SLO 12.1	SLO 12.2	SLO 12.3	SLO 12.4	PO 13/PO 13.1	PO 13/PO 13.2	PO 13/PO 13.3	PO 13/PO 13.4	SLO 13.1	SLO 13.2	SLO 13.3	SLO 13.4	PO 14/PO 14.1	PO 14/PO 14.2	PO 14/PO 14.3	PO 14/PO 14.4	SLO 14.1	SLO 14.2	SLO 14.3	SLO 14.4	PO 15/PO 15.1	PO 15/PO 15.2	PO 15/PO 15.3	PO 15/PO 15.4	SLO 15.1	SLO 15.2	SLO 15.3	SLO 15.4	PO 16/PO 16.1	PO 16/PO 16.2	PO 16/PO 16.3	PO 16/PO 16.4	SLO 16.1	SLO 16.2	SLO 16.3	SLO 16.4	PO 17/PO 17.1	PO 17/PO 17.2	PO 17/PO 17.3	PO 17/PO 17.4	SLO 17.1	SLO 17.2	SLO 17.3	SLO 17.4	PO 18/PO 18.1	PO 18/PO 18.2	PO 18/PO 18.3	PO 18/PO 18.4	SLO 18.1	SLO 18.2	SLO 18.3	SLO 18.4	PO 19/PO 19.1	PO 19/PO 19.2	PO 19/PO 19.3	PO 19/PO 19.4	SLO 19.1	SLO 19.2	SLO 19.3	SLO 19.4	PO 20/PO 20.1	PO 20/PO 20.2	PO 20/PO 20.3	PO 20/PO 20.4	SLO 20.1	SLO 20.2	SLO 20.3	SLO 20.4	PO 21/PO 21.1	PO 21/PO 21.2	PO 21/PO 21.3	PO 21/PO 21.4	SLO 21.1	SLO 21.2	SLO 21.3	SLO 21.4	PO 22/PO 22.1	PO 22/PO 22.2	PO 22/PO 22.3	PO 22/PO 22.4	SLO 22.1	SLO 22.2	SLO 22.3	SLO 22.4	PO 23/PO 23.1	PO 23/PO 23.2	PO 23/PO 23.3	PO 23/PO 23.4	SLO 23.1	SLO 23.2	SLO 23.3	SLO 23.4	PO 24/PO 24.1	PO 24/PO 24.2	PO 24/PO 24.3	PO 24/PO 24.4	SLO 24.1	SLO 24.2	SLO 24.3	SLO 24.4	PO 25/PO 25.1	PO 25/PO 25.2	PO 25/PO 25.3	PO 25/PO 25.4	SLO 25.1	SLO 25.2	SLO 25.3	SLO 25.4	PO 26/PO 26.1	PO 26/PO 26.2	PO 26/PO 26.3	PO 26/PO 26.4	SLO 26.1	SLO 26.2	SLO 26.3	SLO 26.4	PO 27/PO 27.1	PO 27/PO 27.2	PO 27/PO 27.3	PO 27/PO 27.4	SLO 27.1	SLO 27.2	SLO 27.3	SLO 27.4	PO 28/PO 28.1	PO 28/PO 28.2	PO 28/PO 28.3	PO 28/PO 28.4	SLO 28.1	SLO 28.2	SLO 28.3	SLO 28.4	PO 29/PO 29.1	PO 29/PO 29.2	PO 29/PO 29.3	PO 29/PO 29.4	SLO 29.1	SLO 29.2	SLO 29.3	SLO 29.4	PO 30/PO 30.1	PO 30/PO 30.2	PO 30/PO 30.3	PO 30/PO 30.4	SLO 30.1	SLO 30.2	SLO 30.3	SLO 30.4	PO 31/PO 31.1	PO 31/PO 31.2	PO 31/PO 31.3	PO 31/PO 31.4	SLO 31.1	SLO 31.2	SLO 31.3	SLO 31.4	PO 32/PO 32.1	PO 32/PO 32.2	PO 32/PO 32.3	PO 32/PO 32.4	SLO 32.1	SLO 32.2	SLO 32.3	SLO 32.4	PO 33/PO 33.1	PO 33/PO 33.2	PO 33/PO 33.3	PO 33/PO 33.4	SLO 33.1	SLO 33.2	SLO 33.3	SLO 33.4	PO 34/PO 34.1	PO 34/PO 34.2	PO 34/PO 34.3	PO 34/PO 34.4	SLO 34.1	SLO 34.2	SLO 34.3	SLO 34.4	PO 35/PO 35.1	PO 35/PO 35.2	PO 35/PO 35.3	PO 35/PO 35.4	SLO 35.1	SLO 35.2	SLO 35.3	SLO 35.4	PO 36/PO 36.1	PO 36/PO 36.2	PO 36/PO 36.3	PO 36/PO 36.4	SLO 36.1	SLO 36.2	SLO 36.3	SLO 36.4	PO 37/PO 37.1	PO 37/PO 37.2	PO 37/PO 37.3	PO 37/PO 37.4	SLO 37.1	SLO 37.2	SLO 37.3	SLO 37.4	PO 38/PO 38.1	PO 38/PO 38.2	PO 38/PO 38.3	PO 38/PO 38.4	SLO 38.1	SLO 38.2	SLO 38.3	SLO 38.4	PO 39/PO 39.1	PO 39/PO 39.2	PO 39/PO 39.3	PO 39/PO 39.4	SLO 39.1	SLO 39.2	SLO 39.3	SLO 39.4	PO 40/PO 40.1	PO 40/PO 40.2	PO 40/PO 40.3	PO 40/PO 40.4	SLO 40.1	SLO 40.2	SLO 40.3	SLO 40.4	PO 41/PO 41.1	PO 41/PO 41.2	PO 41/PO 41.3	PO 41/PO 41.4	SLO 41.1	SLO 41.2	SLO 41.3	SLO 41.4	PO 42/PO 42.1	PO 42/PO 42.2	PO 42/PO 42.3	PO 42/PO 42.4	SLO 42.1	SLO 42.2	SLO 42.3	SLO 42.4	PO 43/PO 43.1	PO 43/PO 43.2	PO 43/PO 43.3	PO 43/PO 43.4	SLO 43.1	SLO 43.2	SLO 43.3	SLO 43.4	PO 44/PO 44.1	PO 44/PO 44.2	PO 44/PO 44.3	PO 44/PO 44.4	SLO 44.1	SLO 44.2	SLO 44.3	SLO 44.4	PO 45/PO 45.1	PO 45/PO 45.2	PO 45/PO 45.3	PO 45/PO 45.4	SLO 45.1	SLO 45.2	SLO 45.3	SLO 45.4	PO 46/PO 46.1	PO 46/PO 46.2	PO 46/PO 46.3	PO 46/PO 46.4	SLO 46.1	SLO 46.2	SLO 46.3	SLO 46.4	PO 47/PO 47.1	PO 47/PO 47.2	PO 47/PO 47.3	PO 47/PO 47.4	SLO 47.1	SLO 47.2	SLO 47.3	SLO 47.4	PO 48/PO 48.1	PO 48/PO 48.2	PO 48/PO 48.3	PO 48/PO 48.4	SLO 48.1	SLO 48.2	SLO 48.3	SLO 48.4	PO 49/PO 49.1	PO 49/PO 49.2	PO 49/PO 49.3	PO 49/PO 49.4	SLO 49.1	SLO 49.2	SLO 49.3	SLO 49.4	PO 50/PO 50.1	PO 50/PO 50.2	PO 50/PO 50.3	PO 50/PO 50.4	SLO 50.1	SLO 50.2	SLO 50.3	SLO 50.4	PO 51/PO 51.1	PO 51/PO 51.2	PO 51/PO 51.3	PO 51/PO 51.4	SLO 51.1	SLO 51.2	SLO 51.3	SLO 51.4	PO 52/PO 52.1	PO 52/PO 52.2	PO 52/PO 52.3	PO 52/PO 52.4	SLO 52.1	SLO 52.2	SLO 52.3	SLO 52.4	PO 53/PO 53.1	PO 53/PO 53.2	PO 53/PO 53.3	PO 53/PO 53.4	SLO 53.1	SLO 53.2	SLO 53.3	SLO 53.4	PO 54/PO 54.1	PO 54/PO 54.2	PO 54/PO 54.3	PO 54/PO 54.4	SLO 54.1	SLO 54.2	SLO 54.3	SLO 54.4	PO 55/PO 55.1	PO 55/PO 55.2	PO 55/PO 55.3	PO 55/PO 55.4	SLO 55.1	SLO 55.2	SLO 55.3	SLO 55.4	PO 56/PO 56.1	PO 56/PO 56.2	PO 56/PO 56.3	PO 56/PO 56.4	SLO 56.1	SLO 56.2	SLO 56.3	SLO 56.4	PO 57/PO 57.1	PO 57/PO 57.2	PO 57/PO 57.3	PO 57/PO 57.4	SLO 57.1	SLO 57.2	SLO 57.3	SLO 57.4	PO 58/PO 58.1	PO 58/PO 58.2	PO 58/PO 58.3	PO 58/PO 58.4	SLO 58.1	SLO 58.2	SLO 58.3	SLO 58.4	PO 59/PO 59.1	PO 59/PO 59.2	PO 59/PO 59.3	PO 59/PO 59.4	SLO 59.1	SLO 59.2	SLO 59.3	SLO 59.4	PO 60/PO 60.1	PO 60/PO 60.2	PO 60/PO 60.3	PO 60/PO 60.4	SLO 60.1	SLO 60.2	SLO 60.3	SLO 60.4	PO 61/PO 61.1	PO 61/PO 61.2	PO 61/PO 61.3	PO 61/PO 61.4	SLO 61.1	SLO 61.2	SLO 61.3	SLO 61.4	PO 62/PO 62.1	PO 62/PO 62.2	PO 62/PO 62.3	PO 62/PO 62.4	SLO 62.1	SLO 62.2	SLO 62.3	SLO 62.4	PO 63/PO 63.1	PO 63/PO 63.2	PO 63/PO 63.3	PO 63/PO 63.4	SLO 63.1	SLO 63.2	SLO 63.3	SLO 63.4	PO 64/PO 64.1	PO 64/PO 64.2	PO 64/PO 64.3	PO 64/PO 64.4	SLO 64.1	SLO 64.2	SLO 64.3	SLO 64.4	PO 65/PO 65.1	PO 65/PO 65.2	PO 65/PO 65.3	PO 65/PO 65.4	SLO 65.1	SLO 65.2	SLO 65.3	SLO 65.4	PO 66/PO 66.1	PO 66/PO 66.2	PO 66/PO 66.3	PO 66/PO 66.4	SLO 66.1	SLO 66.2	SLO 66.3	SLO 66.4	PO 67/PO 67.1	PO 67/PO 67.2	PO 67/PO 67.3	PO 67/PO 67.4	SLO 67.1	SLO 67.2	SLO 67.3	SLO 67.4	PO 68/PO 68.1	PO 68/PO 68.2	PO 68/PO 68.3	PO 68/PO 68.4	SLO 68.1	SLO 68.2	SLO 68.3	SLO 68.4	PO 69/PO 69.1	PO 69/PO 69.2	PO 69/PO 69.3	PO 69/PO 69.4	SLO 69.1	SLO 69.2	SLO 69.3	SLO 69.4	PO 70/PO 70.1	PO 70/PO 70.2	PO 70/PO 70.3	PO 70/PO 70.4	SLO 70.1	SLO 70.2	SLO 70.3	SLO 70.4	PO 71/PO 71.1	PO 71/PO 71.2	PO 71/PO 71.3	PO 71/PO 71.4	SLO 71.1	SLO 71.2	SLO 71.3	SLO 71.4	PO 72/PO 72.1	PO 72/PO 72.2	PO 72/PO 72.3	PO 72/PO 72.4	SLO 72.1	SLO 72.2	SLO 72.3	SLO 72.4	PO 73/PO 73.1	PO 73/PO 73.2	PO 73/PO 73.3	PO 73/PO 73.4	SLO 73.1	SLO 73.2	SLO 73.3	SLO 73.4	PO 74/PO 74.1	PO 74/PO 74.2	PO 74/PO 74.3	PO 74/PO 74.4	SLO 74.1	SLO 74.2	SLO 74.3	SLO 74.4	PO 75/PO 75.1	PO 75/PO 75.2	PO 75/PO 75.3	PO 75/PO 75.4	SLO 75.1	SLO 75.2	SLO 75.3	SLO 75.4	PO 76/PO 76.1	PO 76/PO 76.2	PO 76/PO 76.3	PO 76/PO 76.4	SLO 76.1	SLO 76.2	SLO 76.3	SLO 76.4	PO 77/PO 77.1	PO 77/PO 77.2	PO 77/PO 77.3	PO 77/PO 77.4	SLO 77.1	SLO 77.2	SLO 77.3	SLO 77.4	PO 78/PO 78.1	PO 78/PO 78.2	PO 78/PO 78.3	PO 78/PO 78.4	SLO 78.1	SLO 78.2	SLO 78.3	SLO 78.4	PO 79/PO 79.1	PO 79/PO 79.2	PO 79/PO 79.3	PO 79/PO 79.4	SLO 79.1	SLO 79.2	SLO 79.3	SLO 79.4	PO 80/PO 80.1	PO 80/PO 80.2	PO 80/PO 80.3	PO 80/PO 80.4	SLO 80.1	SLO 80.2	SLO 80.3	SLO 80.4	PO 81/PO 81.1	PO 81/PO 81.2	PO 81/PO 81.3	PO 81/PO 81.4	SLO 81.1	SLO 81.2	SLO 81.3	SLO 81.4	PO 82/PO 82.1	PO 82/PO 82.2	PO 82/PO 82.3	PO 82/PO 82.4	SLO 82.1	SLO 82.2	SLO 82.3	SLO 82.4	PO 83/PO 83.1	PO 83/PO 83.2	PO 83/PO 83.3	PO 83/PO 83.4	SLO 83.1	SLO 83.2	SLO 83.3	SLO 83.4	PO 84/PO 84.1	PO 84/PO 84.2	PO 84/PO 84.3	PO 84/PO 84.4	SLO 84.1	SLO 84.2	SLO 84.3	SLO 84.4	PO 85/PO 85.1	PO 85/PO 85.2	PO 85/PO 85.3	PO 85/PO 85.4	SLO 85.1	SLO 85.2	SLO 85.3	SLO 85.4	PO 86/PO 86.1	PO 86/PO 86.2	PO 86/PO 86.3	PO 86/PO 86.4	SLO 86.1	SLO 86.2	SLO 86.3	SLO 86.4	PO 87/PO 87.1	PO 87/PO 87.2	PO 87/PO 87.3	PO 87/PO 87.4	SLO 87.1	SLO 87.2	SLO 87.3	SLO 87.4	PO 88/PO 88.1	PO 88/PO 88.2	PO 88/PO 88.3	PO 88/PO 88.4	SLO 88.1	SLO 88.2	SLO 88.3	SLO 88.4	PO 89/PO 89.1	PO 89/PO 89.2	PO 89/PO 89.3	PO 89/PO 89.4	SLO 89.1	SLO 89.2	SLO 89.3	SLO 89.4	PO 90/PO 90.1	PO 90/PO 90.2	PO 90/PO 90.3	PO 90/PO 90.4	SLO 90.1	SLO 90.2	SLO 90.3	SLO 90.4	PO 91/PO 91.1	PO 91/PO 91.2	PO 91/PO 91.3	PO 91/PO 91.4	SLO 91.1	SLO 91.2	SLO 91.3	SLO 91.4	PO 92/PO 92.1	PO 92/PO 92.2	PO 92/PO 92.3	PO 9
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Masters of Leadership, Program Review, Section 6

Program Outcome Student Learning Outcome Measurements

Department: School of Business Leadership Name: Scott McMurry													
Learning Report													
What type of program do you direct?	Select your Academic Program	Select your Co-Curricular Department	Are you submitting a new Program Outcome Action Plan or Reporting Results from a previous Action Plan?	New Learning Report Date	Which SLOs Will Be Measured	Program Outcome(s) Supported	Student Group Identified	Action Plan (goals & strategies)	Reporting Semester	Anticipated Results (from X to Y, by when)	Updated Learning Report Date	Reported PO(s)	Semester(s) of Student Learning Outcome Measurements
Academic	Accounting and Ethics, B.B.A.		New Learning Report	4/3/22	SLO 1.1, 1.2, 1.3	PO 1	CAS Undergraduates, CASGS Undergraduates	Update accounting courses to meet the new CPA exam requirements.	SP 21	Increase in average score in PO 1 learning grades by end of spring 2022.	1/10/2022	PO 1	FA 21
Academic	Business Administration and Ethics, B.B.A.		New Learning Report	1/15/2022	SLO 4.2, 5.1 and 5.2	Program Outcomes 4 and 5	CASGS Undergraduates	Measure SLO's 4.2 and 5. 2 in various MISE courses. Measure SLO 5.1 in MGMT 4413 Strategic Management.	FA 21	The majority will achieve 3 or 4 on rubric grades by December 31, 2021.	1/15/2022	Program Outcome 4: Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools. Program Outcome 5: Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	FA 21
											1/13/2022	Business Administration and Ethics BBA CAS	FA 21
Academic	Business Administration, M.B.A.		Update to Learning Report								1/7/2022	PO 1.1 (Met requirement) The student will use measurable indices and ratios to identify and emphasize challenges and opportunities and to effectively design business process based on that knowledge. PO 1.2 (MET) The student will identify and analyze internal and external environmental variables that affect a firm's competitive advantage. PO 2.1 (MET) The student will engage in discussion about business cases to identify ethical issues and challenges. PO2.2 (MET) The student will demonstrate the ability to address managerial problems through ethical and legal analysis. PO 3.1 (MET) The student will collaborate with other students to apply teamwork principles on group projects. PO 3.2 (MET) Students will work in designated ad hoc work groups to review, discuss, analyze and present solutions based on case work groups or source materials. PO 4.1 (MET) The student will be able to make a professional and effective presentation to a group, utilizing presentation technologies such as PowerPoint, Prezi, Google Presentations, Keynote or other widely-used presentation tools. PO 4.2 (MET) Students will demonstrate the ability to distinguish between quantitative and qualitative measurements and to determine the value of each for testing and structuring business models. PO 5.1 (MET) Student will demonstrate an awareness of international perspectives and global challenges in written assignments. POS. 2 (MET) The student will evaluate competitive forces, with the goal of developing and implementing appropriate strategies to compete effectively in the marketplace. PO6.1 (MET) The student will discover how environmental factors and the global business environment affect strategic management decisions. PO 6.2 (MET) The student will analyze and apply eCommerce in international marketing strategies, including the use of social networks and methods of communication and commerce.	FA 21
Academic	Cybersecurity, B.S.		New Learning Report	1/18/2022	SLOs 1.n	Program Outcome 1: Graduates will demonstrate knowledge of relevant content in their selected discipline, and the ability to situationally apply that knowledge to core business functions including management, marketing, business law, accounting, economics, and finance.	All MACU Students	Initial data for Cybersecurity is sparse, because it's a new program. Many POs 1 and 3 were assessed, for only three courses, and the results for PO 1 reaffirm anecdotal evidence from student and instructor interaction, as well as EOC exams, students are not demonstrating sufficient knowledge of content. Initial investigation indicates that one of the measured courses, which is required for Cyber, AS, and DA degrees simply contains too much content at too high a level. Therefore, we will restate the course into an introductory course and an intermediate course, to facilitate reasonable learning expectations and better mastery of the materials.	FA 22	Increase in average rubric score on SLOs 1.n from 3.0 to at least 3.3, by December 31, 2022			
Academic	Digital Marketing, B.S.		New Learning Report	7/15/2021	3.1 Students will coordinate, plan and develop a group presentation. 3.2 Students will collaborate on research design, data analysis, reporting and presentation of findings to key stakeholders in the organization.	Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	CASGS Undergraduates	Revise the course to include a group project that incorporates research design, data analysis, & reporting	SP 21	This is an important aspect that is not currently being addressed in the courses aligned with the SLO's. I am in process of revising one course and will also revise another. I anticipate once revised the students will have a better understanding of the process of working with a marketing team to achieve results that can be utilized for data analysis.	1/5/2022	Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	FA 21
Academic	Healthcare Management and Ethics, B.S.		Update to Learning Report								1/6/2022	PO1: Graduates will demonstrate knowledge of relevant content in their selected discipline, and the ability to situationally apply that knowledge to core business functions including management, marketing, business law, accounting, economics, and finance. PO2: Graduates will exhibit the ability to make ethical business decisions, informed by Christian principles of equity, justice, integrity, and the intrinsic worth of all people. PO3: Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting. PO 4: Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools. PO 5: Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	FA 21
Academic	Healthcare Management and Ethics, B.S.		Update to Learning Report								12/13/2021	PO 2: Graduates will exhibit the ability to make ethical business decisions, informed by Christian principles of equity, justice, integrity, and the intrinsic worth of all people. PO 3: Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting. PO 4: Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools. PO 5: Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	SP 21
Academic	Healthcare Management and Ethics, B.S.		Update to Learning Report								7/13/2021	HC2.1, HC2.2, HC2.3 HC3.1, HC3.2, HC4.1, HC4.2, HC5.2	SP 21

[illegible]

Masters of Leadership, Program Review, Section 7

End of Course Reports

[illegible]

Masters of Leadership, Program Review, Section 8

End of Course Evidence

End of Course Student Survey 2020 - 2021

Course Number	Number of EOC Reports	Course Enrollment	Average EOC Score	Instructor	Term/Section
ML5163	6	15	3.44	Daniel Zimmerman	06W1 20F1
ML5253	1	3	3.18	Joseph Jolley	06W1 20F1
ML5343	1	10	4.	David Lee	06W1 20F1
ML5243	2	11	3.15	Roy Alston	08W1 20F1
ML5273	3	10	3.	Sharon Goodwin	08W1 20F1
ML5263	1	4	3.45	John Martin	09W1 20F2
ML6023	6	14	3.58	LaMar Brown	09W1 20F2
MGMT5113	7	23	3.6	Jesus Sampedro	09M1 20F2
MGMT5113	8	22	3.6	Daniel Zimmerman	09W1 20F2
ML5233	1	1	3.73	Joseph Jolley	11W1 20F2
ML5353	1	4	3.91	Jesus Sampedro	11W1 20F2
ML5143	6	21	3.63	Harlan Johnson	11W1 20F2
ML5343	2	4	2.24	David Lee	01W1 21SF
ML5163	7	15	2.57	Roy Alston	01W1 21SF
MGMT5353	1	11	4	Tonya Ward	02M1 21SF
ML5273	2	5	3.59	Sharon Goodwin	02W1 21SF
ML5243	7	14	2.88	Jesus Sampedro	02W1 21SF
ML6023	3	12	3.88	Jesus Sampedro	03W1 21SS
ML5263	2	13	3.64	John Martin	03W1 21SS
ML5143	1	5	3.18	Anna Macri	09S1 20F2
MGMT5113	1	6	3.91	Jesus Sampedro	11S1 20F2
ML5163	1	6	2.45	Jose Martinez-Quiroga	01S1 21SF
MGMT5353	1	4	4	Edgar Medina-Diaz	03S1 21SS
Emphasis courses					
PMIN5203	1	2	4	Charles Crow	08W1 20F1
THEO5213	3	6	4	Charles Crow	09W1 20F2
THEO5233	1	3	3.09	Samuel Bruce	11W1 20F2
BIOT5133	1	6	4	Margaret Dunn	11W1 20F2
PMIN5203	1	5	4	Charles Crow	02W1 21SF
THEO5213	2	1	3.64	Charles Crow	03W1 21SS
HEA5323	1	1	4	Adam Krejci	01W1 21SF

Masters of Leadership, Program Review, Section 9

Curriculum Reviews

CD Curriculum Review Summary for ML Courses

Course Number	Course Name	Date	Action
ML 5143	Leadership Theory and Practice	10/01/2019	Book Update
ML 5273	Nonprofit Leadership	1/7/2020	Completely updated
PMIN 5203	Self-Assessment and Development	1/7/2020	revised course from 7 weeks to 6 weeks
HEA 5333	Higher Education Budgeting and Finance	1/14/2020	new edition of textbook, will need some revision to course
ML 5243	Leading Change	1/14/2020	Updated Links
ML 6023	Integrative Leadership Project	2/11/2020	New course
THEO 5233	Spiritual Formation From a Wesleyan Perspective	3/31/2020	assignment updates, adapted some assignments.
THEO 5233	Spiritual Formation	04/15/2020	Revised objectives, adapted the format, and some assignments.
L 5233	Public Policy Implementation	4/28/2020	Update the course to the new version of the book. Included some spiritual dimensions to the course. M
ML 5153	Public Budgeting and Finance	8/11/2020	Update the new version of the textbook, and some resources
ML 5163	Training and Development	05/05/2021	Book Update and added new resources
HEA 5333	Higher Education Law	05/13/2021	Update the new version of the textbook, and some resources

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To be reviewed

		Last Update	Rewriter
ML 5143	Leadership Theory and Practice	10/1/2019	Jesus Sampedro
ML 5263	The Adult Learner	11/3/2015	?
ML 5273	Non profit leadership		Sharon Goodwin?
ML 5343	Financial Development and Resource Mgt	7/25/14	David Lee?
ML 5353	Decision Making	8/26/14	Jesus Sampedro
ML 5253	Legislative Process and Behavior	3/3/2015	Clark Jolley
HEA53 13	Higher Education History and Adm	8/5/2014	Roger Hardway (lisa)

Masters of Leadership, Program Review, Section 10

Retention and Persistence Rates

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Gilligan's Island: The Musical

presented by:
The School of Music
Mid-America Christian University

YOU ARE INVITED TO ATTEND A PERFORMANCE OF OUR SHOW!

DAYTIME SHOWINGS: THURS. 11/14-10:30AM FRI. 11/15-1:30PM SUN. 11/17-3:00PM

EVENING SHOWINGS: THURS. 11/14-7:30PM SAT. 11/16-7:30PM

COST – **FREE**

PRESENTED IN JASCO CHAPEL

3500 SW 119TH ST
OKLAHOMA CITY, OK 73170
CONTACT EDDIE VANDEWALKER: 405-692-3155 OR EDDIE.VANDEWALKER@MACU.EDU

The MACU School of Music performance of Gilligan's Island: the Musical. The event is free. For those of you in the OKC area, it is a great opportunity to visit campus for a fun night out.

Hope to see you there!.

Steve Sloan

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School of Business Leadership **Leadership, M.A.**

HAVE YOU HEARD!

Welcome to the first issue of the Master of Arts, Leadership newsletter. We are using the newsletter as a way to communicate quarterly with students and faculty about the people, concepts, and events associated with the program.

In this issue we are introducing Program Director Steve Sloan and Professor Jesus Sampedro Hidalgo as well as student Matt Crossey.

For future issues, feel free to submit stories, personal information, or leadership principles whether you are a faculty member or student.

Send them to:

Dr. Steve Sloan

Program Director, Master of Arts, Leadership

Mid-America Christian University

3500 SW 119th

Oklahoma City, Oklahoma 73170

steve.sloan@macu.edu; 405-692-3158

CAREER DEVELOPMENT

Dr. Steve Sloan

Career development is one of the reasons people pursue an academic program in leadership. There are numerous books, training seminars, journal articles, and academic programs related to leadership.

Here is just one of the many ideas related to career development from IMB:

5 Best Tips for Creating a Personal Leadership Development Plan

- Include your career vision in the personal development plan.
- Use the SMART (Specific, Measurable, Acceptable, Realistic, Time-Bound) approach in creating your personal leadership development plan.
- Set firm action steps in your personal leadership development plan.
- Integrate personal leadership skills development into your plan.
- Assess, reassess and grow your personal leadership development plan alongside your career.

IMB Business School. Personal leadership development plan.

Retrieved from <https://www.imd.org>

LET ME INTRODUCE...

Dr. Steve Sloan, Program Director, Master of Arts, Leadership. Dr. Sloan has been a part of the Mid-America Christian University community since 1991 when he was hired to be the first full-time business instructor at MACU. Dr. Sloan has helped build a successful business school from 4 students in 1991 to between 800-900 students.



Dr. Sloan has degrees from New Mexico Military Institute, Southern Nazarene University, and the University of Oklahoma Law Center related to leadership, business, and law. Dr. Sloan has been a member of numerous committees and has held leadership positions among faculty and academic departments. He is a licensed attorney in Oklahoma and is certified by the Human Resources Certification Institute as a Professional in Human Resources (PHR) Dr. Sloan



Dr. Jesus A. Sampedro Hidalgo is an Assistant Professor of Leadership in the School of Business Leadership and is involved in teaching leadership courses as well as translating Master of Leadership courses from English to Spanish. Dr. Sampedro Hidalgo holds a Doctorate in Strategic Leadership (DSL) and an MBA from Regent University (Virginia USA)

He also possesses a diploma in Foreign Trade and a BA in Business Administration from the Universidad de Carabobo in Venezuela. He is also a LLC Certified Leadership Coach-Trainer (Licensees for Latin America) with *Lifeforming Leadership Coaching*. A US-Based international ministry organization that trains leadership coaches and serves in more than 18 countries from the US. He is a member of the International Coach Federation (ICF) and International Leadership Association (ILA).

Dr. Sampedro Hidalgo has worked in the industrial development, real estate, and banking industries. He has lectured, given conferences, , trained, and consulted in leadership, management, spirituality related topics for diverse audiences in the USA, England, Czech Republic, Switzerland, United Arab Emirates, Singapore, Trinidad, Guatemala, Ecuador, Peru, Columbia, Panama, Dominican Republic, Brazil, Argentina, the Philippines, and Venezuela, among others.

Dr. Sampedro Hidalgo has been in leadership positions in a variety of organizations including government, non-profit organizations, and corporations including Bridgestone/Firestone, Pepsi, Deloitte, Lincoln Electric, and Mondelez-Kraft, among others.

Dr. Sampedro Hidalgo has researched and published articles in a diverse number of specialized magazines. His undergraduate and graduate teaching assignments have included Leadership, International Trade, International Marketing Research, and Organizational Behavior at Regent University. (Virginia USA), Mid-America Christian University, Universidad de Carabobo, and at the triple accredited and top business school in Venezuela, the Instituto de Estudios Superiores de Administracion-IESA (Venezuela).

Dr. Sampedro Hidalgo has authored and co-authored various leadership books including “LIDER Excepcional COACH Transformacional” (209, Spanish), a

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Kohan-Page UK.; and “Visionary Leadership: The Art of Turning Visions into Reality” (2013), “Character: The Leader’s Key Performance Indicator” (2011); and “A Leadership Framework for Transformation: Values-Based Ideas and Stories for Emerging Entities from Around the Globe.” (2008)

Dr. Sampedro Hidalgo is also chief editor of the leadership blog

www.recursosparalederes.blogspot.com, and Chief Editor of the Marketplace

Ministry Blog *Inspiracion para Liderar* www.inspiracionparalederar.blogspot.com

(CBMC-CPEC Latinoamerica)

Dr. Sampedro Hidalgo is co-founder and president of “Global Leadership Consulting”, a leadership training and consulting firm. He is an active member with the Connecting Business and Marketplace to Christ (CBMC-CPEC) international ministry (Located in 96 countries) where he served as a board member on the CBMC International Board, and currently is Chairman of the Latin American Executive Committee. He is a founding member of the Council for Business & Theology of the World Evangelical Alliance (WEA) since January 2016. His various institutional and community roles have also included university student-leader and director at the Carabobo State’s Executive Chamber, among others.

Dr. Sampedro Hidalgo is married to Gaby, a worship leader, award-winning singer/composer and performing artist (@Gabysounds). They have two girls (Ana Gabriela and Eva Lucia).

Student Profile: Matt Cossey. WHEN MATT COSSEY VISITED MACU to see his friend graduate in 2003, he never imagined that fifteen years later, he would be back on campus to fill a vital role: that of campus pastor. After filling in as MACU’s interim pastor last year, Cossey recently transitioned into the position full-time.



“I was in between seasons of my life when the opportunity came about to be the interim pastor,” he said. “At first it was odd to me, working in a school instead of a church, but I loved the idea of being a part of students’ lives.” For Cossey, ministry is the calling of a lifetime. He grew up in the church, where his father served as a deacon and a song leader. In 2004, he entered into ministry full-time and served as a youth pastor, worship leader, and church

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traditional church settings he was accustomed to, Cossey said he relishes the unique opportunity MACU offers.; the chance to pour into young men and women during a crucial period of spiritual development.

“They’re in that phase of their lives when they are deciding who they are going to be,” he said. “They’re not as easily influenced as they are when they are teenagers. They are really becoming the adult version of themselves and deciding where they’re going to go with their lives.”

In addition to serving as a spiritual adviser and leading chapel services twice a week on campus, Cossey also heads up MACU’s discipleship initiative. The unique program pairs students with faculty and staff members who meet together for one-on-one personal and spiritual development during the school year.

“At MACU, we have a special and unique opportunity to make a personal and eternal investment in our students,” Cossey said. “You can’t get that anywhere else.”

Matt also leads many student activities , including evening devotionals, and various campus events. As campus pastor, Cossey also serves as a counselor to MACU students.

“I love developing relationships with students and having a rapport with them,” he said. “If they need someone to talk to, whether it’s something good in their lives or it’s a struggle they’re experiencing, they have someone to talk to who they can trust.”

Whether those moments are down at the chapel altar or playing ping-pong in the Student Center, Cossey is dedicated to meeting students where they are in their life. He said, “It’s all a part of carrying on the MACU tradition he is now proud to be a part of.”

“The heart of this school has been passed down for decades from when it was Gulf Coast Bible,” Cossey said. “Even though MACU has expanded its programs, it hasn’t changed its heart.”

FAITH AT WORK

LEADING BY BEING NICE

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“Golden Rule.” Treat others the way you want them to treat you. In leadership, it is ok to be nice to people and treat them with respect.

I attended New Mexico Military Institute where men and women trained to be officers in the United States Army. Three of my classmates were officers in the US Army Special Forces. They went through some of the most difficult and demanding training the military has to offer worldwide. All three have successfully led dozens of people in military training and operations in places like Afghanistan and Iraq. What do all three have in common? Are they tough? Yes. Are they highly physically fit? Yes. But the characteristic of each one that stands out to me that makes them good leaders is they are nice to people and treat them with respect. I saw the same characteristics in my father when I visited him at work one day.

My father was an engineer and manager for Western Electric which made telephones and switching equipment for AT&T. At the time he retired, over one thousand people worked under him in the factory he worked at. While at work, I noticed the employees on the assembly line greeted him by his first name and did not appear to be afraid of him. My father was nice and treated them with respect in return. The factory was very productive and was awarded the prestigious Malcom Baldrige Award for Quality by the United States Government. My father was nice and treated everyone with respect. Not because he thought it would get results, but because he believed it was the right way to live. It worked.

Dr. Steve Sloan

MACU UPDATES - CAMPUS EVENTS

Celebrating 20 Years

President Fozard's leadership has brought a new culture to MACU that has established discipleship as a priority, appointed each student a minister and placed in the hearts of every Evangel a calling to “Dream Bigger” and “Do Greater.”



Respectfully,

Dr. Claude L. Robold

Chair, MACU Board of Trustees

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MACU Chapel

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Dr. Steve Sloan, Program Director
Professor

(405) 692-3158

steve.sloan@macu.edu

Scott McMurry, Chair
School of Business Leadership

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Lisa Bell

CAGS Program Coordinator

(405) 692-3194

lisa.bell@macu.edu

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WELCOMING WORDS

After 10 years as an adjunct professor in the Master of Arts (MA) in Leadership Program at MACU, last year I moved to Oklahoma City with my family to serve in a more on campus role as Assistant Professor, and more recently as a Program Director. Three things has stood out for me while serving at MACU these years: its friendly culture, its commitment to service and excellence, and its intentional integration of faith, academia and field application. I am very thankful for the opportunity to serve in this new role as Program Director and have high expectations

Developing leaders has been my longtime passion. It all started 21 years ago (1999) when I was a business student and my father got a ticket for me to attend to a leadership seminar the exact day of my birthday; so, instead of seeing it as a nice present, I have to confess that it ruined my plans to celebrate with friends at the beach in my native Venezuela. However, that leadership seminar changed my life forever. That day I knew that I had to do something to get myself into this “Leadership World”. Today I thank my father for having been intentional in helping me grow and develop my own passion to help others succeed in their leadership.

Having been an adult businessman, author, coach, professor and student, I understand the challenges we all experience in trying to balance family, work, and education. Especially in the current world we are living in with economic turmoil, epidemic threats, and many other things. But I encourage you to search for inner peace in God. Psalm 46:1 says, *“God is our refuge and strength, an ever-present help in trouble.”*

Looking forward to serving alongside you for your integral success!

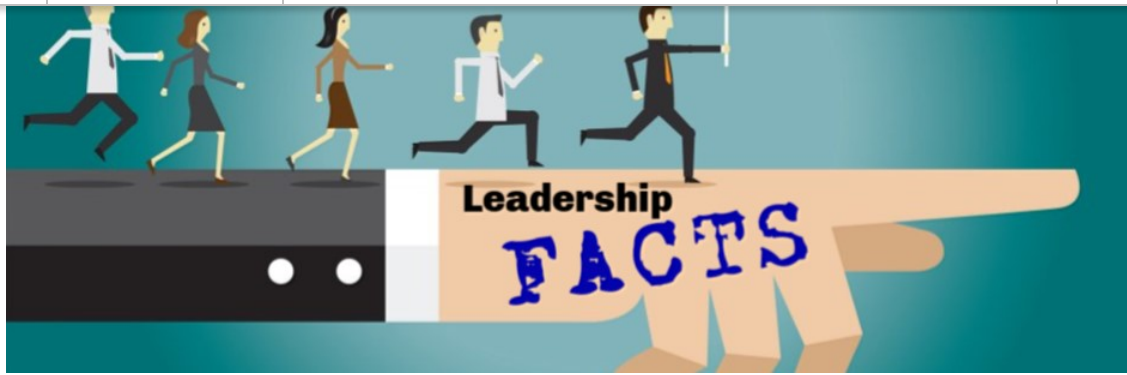
Blessings,

Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership
Assistant Professor - School of Business Leadership

Mid-America Christian University | www.macu.edu
3500 SW 119th Street, Oklahoma City, OK 73170
(405) 691-3800 | jesus.sampedro@macu.edu

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Master of Arts (MA) in Leadership Facts

- It is relevant to the market demands, appealing for the working professional, flexible by its four emphasis options, and convenient by its online methodology.
- Has an updated look in the MACU website, and it is uniquely offered both in [English](#) and [Spanish](#).
- Has an enriched and collaborative learning platform thanks to its wide range of students from all across the US and from various countries.

LEADERSHIP BRIEFING

What is coaching?

“It is a co-creative process of personalized conversational interactions, through which a coach accompanies a coachee in the exploration, discovery, self-learning, development and habilitation of their talents, abilities, resources, values and opportunities; In order to develop its potential, translate dreams



into goals and achieve them, improve performance, generate the changes of life required, and achieve a sense of fulfillment, coherence, sustainable



Jesus as Coach

“After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions. Everyone who heard him was amazed at his understanding and his answers.”
Luke 2:46-47 (NIV)

“And they said to one another, “Did not our heart burn within us while He talked with us on the road, and while He opened the Scriptures to us?” Luke 24:32 (NKJV)

LEADERSHIP RESOURCES AND LINKS

[International Leadership Association \(ILA\)](#) International Leadership Association: ***Bringing People Together For Better Leadership Now***

[Strategy+Business](#) Leadership topics in this Online Publication

[Leading with Questions](#) (Blog by Bob Tiede)

MACU UPDATES - CAMPUS EVENTS

DAY OF SERVICE

An opportunity to serve together: On April 4, 2020, MACU will be hosting our 4th annual Day of Service. We are partnering with 4 awesome local organizations to help them have an impact in our city: Restore OKC, Food and Shelter, Regional Food Bank and City Center. Even more than an opportunity for our students to get community service hours, our hope is that

If you want to attend contact: **Matt Cossey (Campus Pastor at Mid-America Christian University)** matt.cossey@macu.edu (405) 692-3195



MACU Announces New Partnership with Barnes and Noble College

MACU's bookstore is undergoing a transition. Beginning March 1, MACU will begin a new partnership with Barnes and Noble College.

Barnes and Noble College, a subsidiary of the popular bookstore chain, is a leading operator of college bookstores in the U.S. MACU students have a lot to look forward to with Barnes and Noble College as the new campus textbook provider, including:

- Significant savings with competitive pricing and guaranteed price matches to Amazon and other major retailers
- Free shipping on orders over \$49
- A personalized website and book buying experience that gives you control over purchase options that fit your needs and preferences
- 100% online textbook purchases

MACU's on-campus store will remain and be dedicated entirely to MACU clothing, accessories, and general merchandise, as well as snacks and refreshments.

Current students don't need to worry: Barnes and Noble College will be available in plenty of time to order books for your upcoming March courses.

MACU understands our students may have many questions regarding the news. In the coming weeks, we'll be sharing more with you about the transition and features of the new system. Keep an eye out for future communications

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We hope you are as excited as we are for our new partnership with Barnes and Noble College!



MACU Chapel

Chapel is a large part of our campus culture, and we are proud to host many diverse speakers from around the state and even the world as they pour the Word of God into our students' lives. MACU holds live chapel services at 10 a.m. every Wednesday and Friday during the school year. The public is invited to join us on campus, online or stream live with us on [Facebook](#).



#MACUPROUD

This year, we were named the safest college campus in the state of Oklahoma

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Our women's basketball team win their second NCCAA National Championship in a row.



Friday, March 20

12:00 PM Baseball vs SAGU (Texas) [LIVE STREAM](#)

2:30 PM Baseball vs SAGU (Texas) [LIVE STREAM](#)

Saturday, March 21

1:00 PM Baseball vs SAGU (Texas) [LIVE STREAM](#)

Tuesday, March 31

2:00 PM Softball vs Langston (Okla) [LIVE STREAM](#)

4:00 PM Softball vs Langston (Okla) [LIVE STREAM](#)

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MID-AMERICAN MAGAZINE



CONTACT PEOPLE



Dr. Jesus Sampredo, Program Director
Assistant Professor

(405) 691-3800

jesus.sampredo@macu.edu



Scott McMurry, Chair
School of Business Leadership

(405) 703-8252

scott.mcmurry@macu.edu

Lisa Bell
CAGS Program Coordinator

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(405) 692-3194

lisa.bell@macu.edu

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Leadership, M.A.

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RESILIENT TOGETHER

We live in a challenging era that is demanding us to be RESILIENT.

From a leadership perspective, Resilience is a team sport. It is the capacity of an individual or an entity to come back to its original form after experiencing strong forces or traumatic circumstances. It also imply the capacity to continue fulfilling its mission, and even learn, in spite of difficulties.

The vision for a resilient leader and/or organization must include components

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that they and their organization can succeed through the current difficult times on their own. They like to play “Solo”.

Cynthia Lengnick-Hall and Tammy Beck affirm that there are three components that contribute to corporate resilience: cognitive resilience, behavioral resilience and contextual resilience. Exploring further the Contextual Resilience, which refers to the internal social connections [or networks] of the organization, it is possible to ponder the importance of weaving and using significant connections and relationships as collaboration is necessary to face and deal with a crisis. Most of it relates to untangling the human hurdle that resists personal and organizational change and threatens the sustainability of the entity.

MACU's intentional integration of faith, academic excellence and field application clusters in a relational bond that stands out. Students, staff, faculty and all its greater network of constituencies have the blessing to continue counting on each other to enhance their resilience, to enhance their “Togetherness”, to strengthen their capacity to make it through these times of global panic and personal trauma.

May we all stand as God's ecosystem of “Cedars” (Psalm 92:12) for such a time as this!

Blessings,

Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership
Assistant Professor - School of Business Leadership

Mid-America Christian University | www.macu.edu
3500 SW 119th Street, Oklahoma City, OK 73170
(405) 691-3800 | jesus.sampedro@macu.edu

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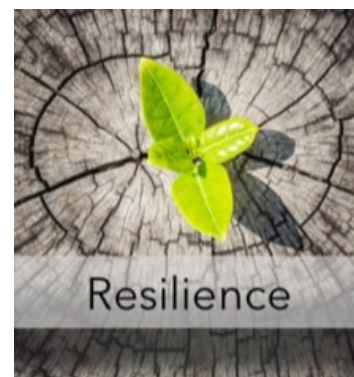
Master of Arts (MA) in Leadership Facts

1. With only 30 credits, our MACU's MA in Leadership Program is one of the fastest ways in higher education to leverage a career in leadership.
2. Our Master of Arts (MA) in Leadership program offers a unique set of possibilities to equip leaders in its diverse areas of emphasis:
 1. Business Leadership Emphasis
 2. Higher Education Emphasis
 3. Ministry Leadership Emphasis
 4. Public Administration Emphasis
3. Make sure you leverage your net-weaving opportunity during your time at MACU. Take a moment and reflect on the rich variety of like-minded leaders that share in your classes [including your instructors], and ponder how they can become future allies as you develop a successful career.

LEADERSHIP BRIEFING

What is resilience?

"Resilience is, therefore, the capacity of the human being to face and overcome adverse situations - high-risk situations (losses, damage received, extreme poverty, mistreatment, excessively stressful circumstances, etc.) and generate learning in the process, including a transformation. It supposes a high capacity of adaptation to the stressful demands of the environment. Resilience generates the flexibility to change and reorganize life around the same purposes,



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Spiritual Resilience

“Leading with resilience means strengthening your spirituality in God to fulfill your purpose and to be a blessing despite difficulties.”

“but whose delight is in the law of the Lord,
and who meditates on his law day and night.
That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither—
whatever they do prospers.”

Psalm 1:2-3 (NIV)

LEADERSHIP RESOURCES AND LINKS

[Ritz Carlton Leadership Center \(BLOG\)](#)

[Christian Business and Marketplace Connection \(CBMC\)](#)
[International](#)

MACU UPDATES - CAMPUS EVENTS



July 4th Monday



CAMPUS BOOKSTORE

Order textbooks utilizing our fast and convenient campus bookstore!

- Significant savings with competitive pricing and guaranteed price matches to Amazon and other major retailers
- Free shipping on orders over \$49
- A personalized website and book buying experience that gives you control over purchase options that fit your needs and preferences
- 100% online textbook purchases

NEXT STEPS

1. **Opt In for Voucher Services** - If you are interested in using the voucher service through Barnes and Noble College, you need to opt in. To opt in, please visit your [MACU Student Portal](#). You will find the link directly below your course schedule view.
2. **Need quick answers? Contact Barnes and Noble College**

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International Orders: [573-441-9179](tel:573-441-9179)

Email and live chat options are also available

at <http://bncvirtual.com/macubookstore>.
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MACU Chapel

Chapel is a large part of our campus culture, and we are proud to host many diverse speakers from around the state and even the world as they pour the Word of God into our students' lives. MACU holds live chapel services at 10 a.m. every Wednesday and Friday during the school year. The public is invited to join us on campus, online or stream live with us on [Facebook](#).

Chapel will resume beginning August 18th.



Stay up to date with all [MACU athletics](#) and sporting events

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Congrats to MACU Men's Basketball Head Coach Josh Gamblin on being named to the Silver Waves Media 50 Impactful D2/NAIA Coaches List! Check out the details below!

[FACEBOOK](#)



The Mid-America Christian baseball team had seven student-athletes earn NCCAA Scholar-Athlete honors on Thursday! Check out the details below!

[FACEBOOK](#)

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Dr. Jesus Sampedro, Program Director
Assistant Professor

(405) 691-3800

jesus.sampedro@macu.edu



Scott McMurry, Chair
School of Business Leadership

(405) 703-8252

scott.mcmurry@macu.edu



Lisa Bell
CAGS Program Coordinator

(405) 692-3194

lisa.bell@macu.edu

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School of Business Leadership **Leadership, M.A.**



Innovate for God's Sake!

The world changed in 2020 due to the pandemic and leaders continue to search for what to do and how to do it, all to keep their professional / business lives afloat and resilient.

The new reality demands to be approached with new strategies, reconfiguring business models and socio-technical systems. However, as a leader, you cannot effectively approach this new reality with the same mentality, a new mentality is required. That new mentality has to be forged from Biblical wisdom and implies a special supply of creativity, desire and faith. The search for wisdom requires being open to changing paradigms, prejudices and limiting mental schemes, which although they brought us here, may not take us very far

Business leaders, entrepreneurs and professionals want to know what should be done to continue fulfilling their purpose. All need to be inspired by the invitation of the Apostle Paul to change the way of thinking to know how to act according to God guidance, when he said: ***“And do not adapt to this world, but transform yourselves through the renewal of your mind, so that you can verify what is the will of God: what is good and acceptable and perfect. ” (Romans 12: 2 NASB).***

In this sense, MACU’s mission implies an invitation to “create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.” It so relevantly promotes an ambassadorial life that intentionally transforms the environment. In this sense, in our Masters in Leadership Program the integration of faith, academic excellence and field application clusters in a generative and collaborative way that brings hope. Students, staff, faculty and all of its part-takers now more than ever, during this times of global panic and personal trauma. need to synergize to change the status quo and to infuse life into the economic, organizational and ministry ecosystems for increased collective strength and sustainability.

May we all experience God’s creative power to face our leadership challenges and go into the field to innovate for God’s sake!

Blessings,

Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership
Assistant Professor - School of Business Leadership

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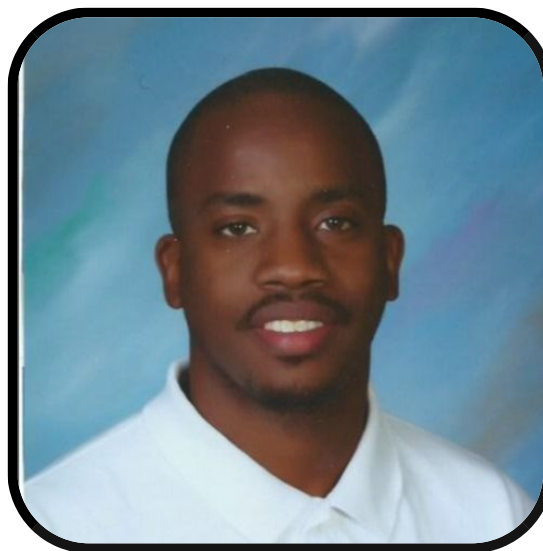


Master of Arts (MA) in Leadership Facts

According to the recent President's Report, MACU has 296 adjunct professors and 32 full time faculty serving the entire student population. At the Master of Arts (MA) in Leadership program we are privileged to have an exceptional and diverse faculty body with the highest credentials (doctoral level), relevant experience in leadership positions, committed to high engagement practices and student-centered learning. This particular blend is uniquely adding value to each one of the program's emphasis [Leadership, Business Management, Higher Education, Public Administration and Ministry Leadership] and positioning the program in the national scope.

Faculty Spotlight: Dr. Lamar D. Brown

Dr. Brown has over 18 years of experience in the education, business and administration field. LaMar grew up in Detroit, Michigan where he attended the Detroit Public Schools and it was in the Detroit Public Schools where he began to develop a passion for teaching. He holds a bachelor degree in Education Double Major (Math and literacy),



master degree in Educational Leadership, Educational Compliance and Doctoral Degree majoring in education with a specialty in distance learning and technology. Most recently Dr. Brown obtained his MBA from Western Governors University.

learning and education. He has been teaching online for over 15 years. He has also designed online courses, curriculum, degree programs, training courses and online modifications for various schools, school districts, colleges and universities.

Throughout his years in education he has served on several boards and held a variety of leadership positions including PhD Advisor, Director of Student Teaching, Director of Field Experience in Education, Director of Professional Development and Director of Educational Technology and Dean of Education.

Dr. Brown has been teaching online at Mid-America Christian University for 4 years. LaMar has taught various classes in leadership, management, education, research and college success. Dr. Brown is passionate about helping students to have positive online learning experiences with his devoted focus on creating learning opportunities that focus on student-centered learning.

LEADERSHIP BRIEFING

Creativity vs. Innovation

Creativity: “Succeed by varying our ideas; or looking for new ways of looking at things.”
(Michalko)

Innovation: “The search for new and effective applications of ideas that arise creatively or for variations of original ideas.” (Sampedro)



A biblical view of Innovation

“Leading with innovation means sourcing ideas in God to continually transform realities and deliver solutions to personal, organizational and societal problems”

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chosen Bezalel son of Uri, the son of Hur, of the tribe of Judah, ³ and I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills— ⁴ to make artistic designs for work in gold, silver and bronze, ⁵ to cut and set stones, to work in wood, and to engage in all kinds of crafts. ⁶ Moreover, I have appointed Oholiab son of Ahisamak, of the tribe of Dan, to help him. Also I have given ability to all the skilled workers to make everything I have commanded you.”

Exodus 31:1-6

LEADERSHIP RESOURCES AND LINKS

[20 steps to a better LinkedIn profile in 2020 \(Article\)](#)

[Remote Agile: Sustain Performance While Working remotely \(Article - Gallup\)](#)

[International Leadership Association YOUTUBE Channel](#)

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Graduation!

The Spring commencement is finally here! Well it won't be in the spring but we will have commencement on November, 7 for those MACU students that were scheduled to walk in May. This is an exciting time of celebrating having reached a goal, and success from hard work. This year, in the midst of a pandemic, our graduates and their families have been unable to celebrate as planned. But we are so happy to finally celebrate this important accomplishment with our MACU graduates and their families.



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MACU Chapel

Chapel is a large part of our campus culture, and we are proud to host many diverse speakers from around the state and even the world as they pour the Word of God into our students' lives. MACU holds live chapel services at 10 a.m. every Wednesday and Friday during the school year. The public is invited to join us on campus, online or stream live with us on [Facebook](#).

GROUND BREAKING CEREMONY O'Brien Family Training Center

Mid-America Christian University held a ceremonial groundbreaking on the site of the university's new O'Brien Family Training Center at 10:15 a.m. on Wednesday, Sept. 2 in south Oklahoma City. The ceremony featured several speakers ahead of the

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donor Dr. Sean O'Brien of the Oklahoma Center for Orthopaedics and Sports Medicine. A prayer of dedication was given by Dr. Steve Trice of the JASCO Giving Hope Foundation.

The 18,600-square-foot athletic facility, which is expected to open in August 2021, will include a wellness and weight training room for the entire campus, new coaches' offices, new locker rooms for outdoor sports, a training room and a practice area with portable batting cages.

"I could not be more excited about what the O'Brien Family Training Center will do in enhancing the student-athlete experience at MACU," said Moeller.

"At the core of who we are, our athletic department serves to put Christ at the center of our programs, provide a vehicle for an incredible education and achieve an unparalleled level of competitive excellence," Moeller said. "Each piece of this facility was carefully crafted to allow us to do these things at a deeper and greater level."

The O'Brien Family Training Center is the first phase of an athletic capital campaign providing necessary resources to student-athletes. Future phases of the campaign will include a second gymnasium for practices and tournaments, an outdoor facility with restrooms and concessions, and sports lighting for the outdoor athletic fields.

To learn more about the O'Brien Family Training Center, visit give.macu.edu or text MACUAthletics to 41444. Naming opportunities for the accompanying field house and other vital facility facets are still available.

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The Mid-America Christian University Athletic Department is proud to announce the program's first ever MACU Baseball Team of the Decade. Read more [here](#)



If you did not receive your copy of the Mid-American magazine in the mail, please take a moment to look through it.

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Assistant Professor

(405) 691-3800

jesus.sampedro@macu.edu



Scott McMurry, Chair
School of Business Leadership

(405) 703-8252

scott.mcmurry@macu.edu



Dorothy Koglin
CAGS Program Coordinator

(405) 692-3160

dorothy.lopez-koglin@macu.edu

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School of Business Leadership **Leadership, M.A.**



**I hope you all had a good time during
ThanksGiving!**

Transitioning into 2021

Did you know that 2020 will be here longer? Well, only if you do not make a wise transition into 2021. Transitions are spaces intentionally created in human systems that facilitate meaningful reflection between one state of existence and another. This time (between Thanksgiving, Christmas and New Year's eve) represents the closing of a life cycle (personal, family and business); and it all seems to pile up into one question, what is next?

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of them do. The key factor is taking time to reflect. The art of effective transitions is connected to the art of reflection, and the art of reflection is connected to the art of asking questions. So, here are some questions that can help break down what happened to us in 2020, and better address 2021:

- What was the most significant thing that happened in your life during this year?
- How does it seem to connect with your purpose?
- What is your most significant insight / lesson from 2020?
- Can you turn your experience from 2020 into a short story relatable in 2030?
- What is the most important question you have in your heart for 2021?

On behalf of our team at MACU, I pray that we all may experience God's grace in a unique way during this Christmas and gain God's wisdom to face our leadership challenges in 2021!

Blessings,

Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership
Assistant Professor - School of Business Leadership

Mid-America Christian University | www.macu.edu
3500 SW 119th Street, Oklahoma City, OK 73170
(405) 691-3800 | jesus.sampedro@macu.edu

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Student Spotlight

"This program is the answer for many Latino leaders who seek greater and better preparation in their leadership to better direct their organizations. My hope is that more leaders benefit from this program. It is definitely an excellent alternative for those who wish to have a better academic preparation at the graduate level."

Héctor Samuel Rivera Sotomayor, USA

(MA in Leadership in Spanish)

LEADERSHIP BRIEFING

Change vs. Transition

Change is what happens, transitions is how we navigate what happens.

"Change is situational. Transition, on the other hand, is psychological. It is not those events but rather the inner reorientation or self-redefinition that you have to go through in order to incorporate any of those changes into your life. Without a transition, a change is



[Subscribe](#)[Past Issues](#)[Translate ▼](#)**William Bridges**

A biblical view of personal God-Led transitions

“See, I am doing a new thing! Now it springs up; do you not perceive it? I am making a way in the wilderness and streams in the wasteland.” Isaiah 43:19

LEADERSHIP RESOURCES AND LINKS

[10 Principles for Leadership Presence](#) (Strategy+Business Article)

[What Everyone Gets Wrong About Change Management](#) (Harvard Business Review –Article)

[Christian Leadership Alliance \(CLA\): Website](#)

[A Christ-centered business story: Jasco Products Company](#) (2017) in OKC.

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Everyone loves holiday sales so we are sharing our best discount of the year as a way to say thank you for being a fan of MACU. Visit the store online to get great MACU gear in time for Christmas.



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MACU Chapel

CHAPEL WILL RESUME IN JANUARY SEE YOU NEXT YEAR!



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THE UNIVERSITY WILL BE
CLOSED DECEMBER 24 THROUGH
JANUARY , 2021



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School of Business Leadership **Leadership, M.A.**



Purpose in Leadership

Organizations are shifting their focus from the Vision-Mission-Values triad to a more robust view around “Purpose”. The change seem to be seeking a simplified, easy to align with, directional north. Maybe the main reason is that when an individual or an organization has a clear sense of purpose, collective energy follows easier in that direction. Winston Churchill once referred to, “... how wonderful what great strides can be made when there is a resolute purpose behind them.”

Leaders then have the great challenge of discovering, and aligning organizations and individuals’ around a common purpose. James MacGregor Burns referred to this as a process of having individuals “align their own core

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It is important to acknowledge that purpose is not only something that relates to the selfish aspirations of a leader or a magnificent pursuit of a company; it is rather a more robust and comprehensive endeavor that connects the organizational dots to solving society's problems. A Harvard Business Review and EY research in 2015 concluded that corporate executives intentionally putting purpose as a priority referred that their corporate purpose included:

- Inspiring innovation and positive change
- A sense of significance and fulfillment among employees
- Added value to customers
- A positive impact in the community.

What a great opportunity for us at MACU, especially for our M.A. in Leadership students, to catch this "Leadership Purpose" wave. Spiritual Christian leaders, who see themselves as marketplace ambassadors and transformation agents, should have a "competitive advantage" when it comes to purpose alignment. Why? Because having a personal relationship with God through Christ is a foundational state, in which purpose emerges in a clearer form. The Bible provides clear views and powerful reasons for our existence, followed with relevant instructions to fulfil it.

In that sense, leadership is meaningless without its connection to God's purposes imprinted in organizational endeavors. Leadership then implies mobilizing people around God's purposes, common aspirations and collective needs. Author and Pastor Rick Warren says, "Without God, life has no purpose, and without purpose, life has no meaning. Without meaning, life has no significance or hope." Let us together, be equipped and embrace MACU's mission as it calls us to "...solve local and global problems for the glory of God through Jesus Christ and the good of society."

Blessings,

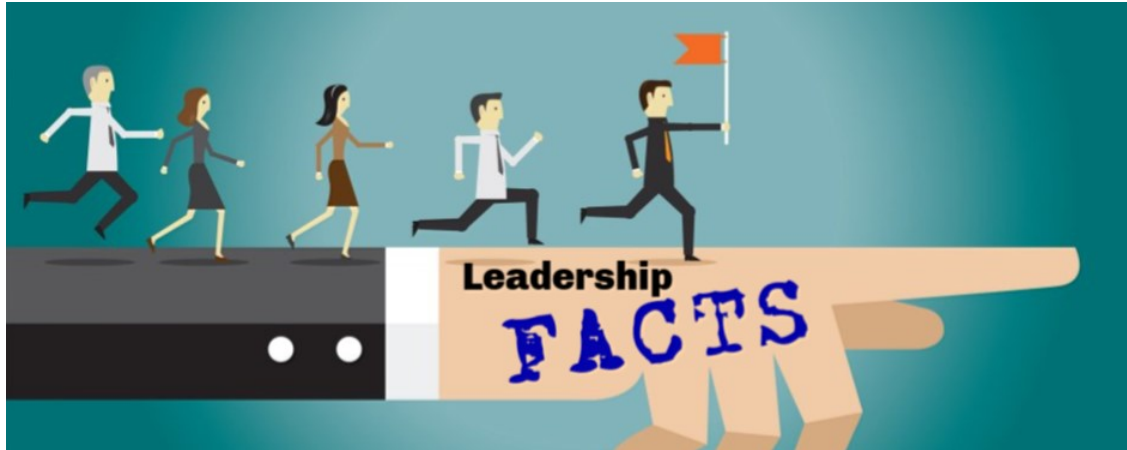
Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership

Assistant Professor - School of Business Leadership

Mid-America Christian University | www.macu.edu

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- a. Did you know that our program benefits from the collective wisdom that comes from our SBL Advisory Council? It is a body of business and professional leaders that help our school understand and adapt to the dynamics of the constantly changing environment.
- b. It is appealing for the working professional, flexible by its four emphasis options, and convenient by its online methodology.
- c. Have an updated look to the MACU website, our program is uniquely offered both in [English](#) and [Spanish](#).
- d. Has an enriched and collaborative learning platform thanks to its wide range of students from all across the US and from various countries

LEADERSHIP BRIEFING

a. *A Definition of Organizational Purpose*

A global survey of 474 executives performed by Harvard Business Review and the consulting firm EY defined organizational purpose as “an

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its partners and stakeholders and provides benefit to local and global society.” (The business case for purpose, 2015)



b. *A biblical view of Purpose*

“For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10 (NIV)

LEADERSHIP RESOURCES AND LINKS

- a. [The Power of Purpose \(International Leadership Association – White Paper. 2017\).](#)
- b. [Define Your Leadership Purpose \(By Bill George - Professor of Management Practice at Harvard Business School\)](#)

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10:00 am
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Dr. Jesus Sampedro, Program Director
Assistant Professor

(405) 691-3800

jesus.sampedro@macu.edu



Scott McMurry, Chair
School of Business Leadership

(405) 703-8252

scott.mcmurry@macu.edu

Dorothy Koglin
CAGS Program Coordinator

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ML newsletters /communications sent

- 03/31/2021 - [Important Message from your Program Director/Advisor at MACU](#)
- 12/04/2020 - [Masters of Leadership Student Newsletter - Winter 2020](#)
- 10/29/2020 - [Masters of Leadership Student Newsletter - Fall 2020](#)
- 06/10/2020 - [Masters of Leadership Student Newsletter - Summer 2020](#)
- 03/17/2020 - [Masters of Leadership Student Newsletter - Spring 2020](#)
- 12/09/2019 - [Masters of Leadership Student Newsletter -Winter 2019](#)
- 11/11/2019 - [Free Event](#)
- 09/11/2019 - [Masters of Leadership Student Newsletter](#)
- 09/10/2019 - [Welcome Message](#)

	Recipients	Unique Opens	Total Opens
Spring 2021	47	29	68
Winter 2020	41	1	2
Fall 2020	46	2	6
Summer 2020	44	6	7
Spring 2020	45	17	35



Welcome ML Students

You are receiving this email because you are enrolled in the Masters of Leadership Program at Mid-America Christian University.

I want to take this time to personally welcome you and to encourage you to reach out to me with any questions or concerns you have about the program.

I will be sending out a quarterly Newsletter that you will hopefully find enlightening and very informative.

I look forward to the opportunity of getting to know each of you and your goals as you complete your degree with MACU.

Dr. Steve Sloan,
Program Director

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NOTE: Current Academic Year Number will be Finalized after June 30th.

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Program Name

Division

School of Business Leadership

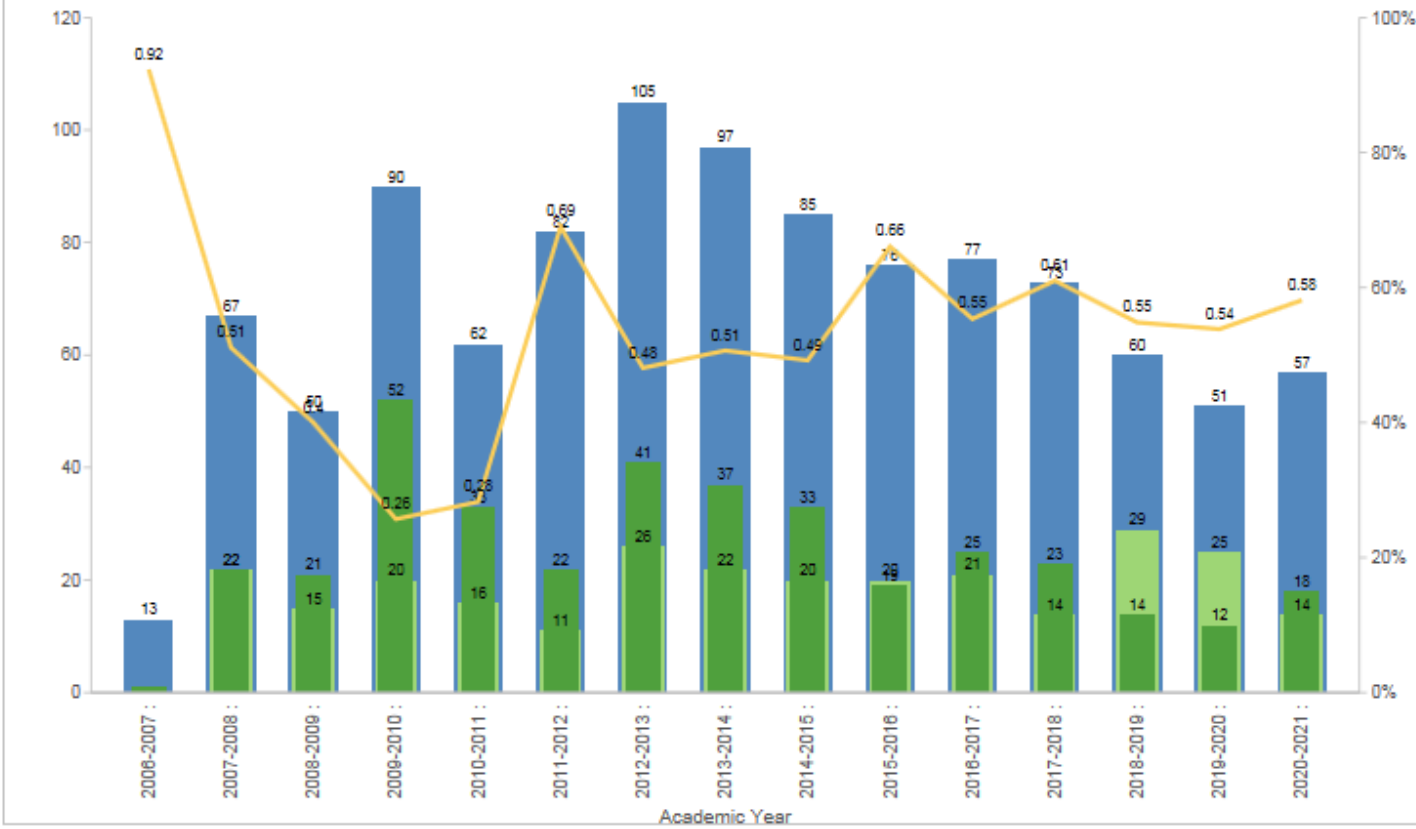
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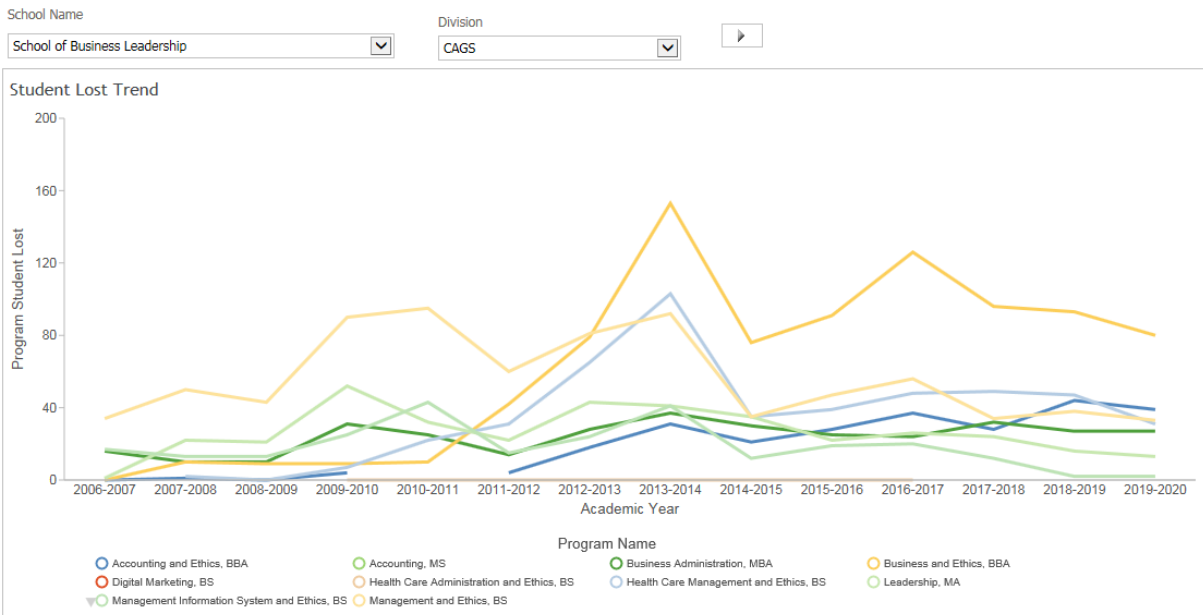
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CAGS



Number of Student Lost by Year



CAGS Program Name	16-17 Actual		17-18 Goal	17-18 Actual		18-19 Goal	18-19 Actual		19-20 Actual		20-21 Goal
ACCT	50%		55%	65%		57%	50%		58%		60%
BBA	41%		50%	52%		55%	49%		56%		58%
HCM	39%		50%	44%		55%	46%		53%		55%
MGMT	44%		50%	61%		55%	53%		49%		53%
DMKT	New Prog.		90%	--		80%	100%		75%		80%

CAGS Program Name	16-17 Actual		17-18 Goal	17-18 Actual		18-19 Goal	18-19 Actual		19-20 Actual		20-21 Goal
MBA	74%		75%	67%		75%	68%		69%		72%
ML	55%		60%	61%		65%	55%		51%		58%

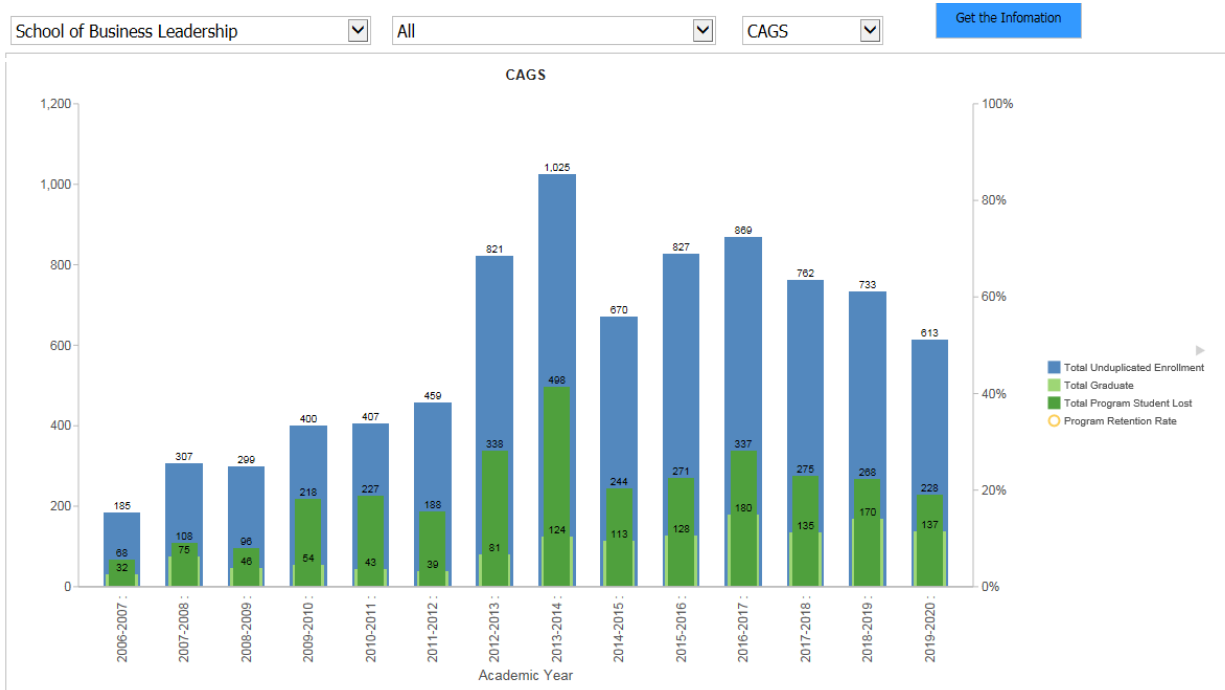
CAS Program Name	16-17 Actual		17-18 Goal	17-18 Actual		18-19 Goal	18-19 Actual		19-20 Actual		20-21 Goal
ACCT	-		-	30%		-	50%		63%		65%
BBA	49%		50%	55%		55%	53%		65%		67%
DMKT	-		-	-		-	100%		89%		90%

<<-- Vicki
<<-- Steve S
<<-- Kelly
<<-- Patty
<<-- Lisa

<<-- Scott
<<-- Jesus

<<-- Vicki
<<-- Steve C
<<-- Lisa

School of Business Student Count and Retention 2016-2020



SBL Student Count and Retention 2016-2020	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	869	762	733	613
Net Student Decrease		107	29	120
% Student Decrease		12%	4%	16%
Average % Decrease				11%
Student Graduated	180	135	170	137
% Students Graduated	21%	18%	23%	22%
Average % Graduated				21%
ACCT Retention	59%	65%	50%	48%
BBA Retention	41%	52%	49%	49%
MGMT Retention	50%	61%	53%	49%
DMKT Retention				63%

ML Student Count and Retention 2016-2021

Masters of Leadership, Program Review, Section 11

Instructor-Faculty Evaluations

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	LaMar Brown
Course:	ML6023 09W1 20F2
Section:	
Term:	
End Date:	11/2/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	0.5	
	5d As appropriate, feedback should point students to tutorial resources	1	0.5	
TOTAL		18	17	

Additional Feedback from Program Director	Dr. Brown, I am honored to share journey as we empower students in their leadership career. There are a few areas that I referenced above that are relevant to ensure we meet teaching standards and academic outcomes. Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. Although you have done a wonderful work with discussion and feedback, I noticed that most students, most of the times, get the same grade and the same kind of feedback. For example, in the final project the rubric is used but not specific feedback was provided that may help know specifically where they could improve. Please do not hesitate to contact me if there is anything I can do to contribute with you as you achieve your academic goals in the near
---	--

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sam Bruce
Course:	THEO5233 11W1 20F2
Section:	
Term:	
End Date:	12/21/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Thanks for your weekly posts, very engaging. Thanks for following up the recommendation to add value by in
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Excellent!
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	17	

Additional Feedback from Program Director: Dr. Bruce, I am honored to share journey as we empower students in their leadership career. Your teaching was outstanding, generous and biblical. Thanks for addressing key aspects that are relevant to ensure we keep our already good teaching standards and academic outcomes. I would highly encourage you using the video feature in the news feed and discussion boards to ease interaction with students, as it is now becoming customary in our courses. You have done a wonderful work with discussion and feedback, we appreciate your continuous effort to engage students as it is of high value to our school, especially during the times we are living in. Please do not hesitate to contact me if there is anything I can do to contribute with you as you achieve your academic goals in the near future. We appreciate your work!

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Charles Crow
Course:	PMIN 5203 08W1 20F1
Section:	
Term:	
End Date:	9/21/2020

Scale:	0=not at all
	.5=partial
	1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	no calendar was found
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0.5	Most of the weeks had no updates posted on the newsfeed. It is very important to keep students up to date and
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Some biblical concepts can also be shared in the news section, that way all students see it.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	timely posts, good and enriched conversations!
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	this is an exemplary area , thanks for the excellent work!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16.5	

Additional Feedback from Program Director	Dr. Crow, I am honored to share journey as we enable students in their ministry/leadership career. There are very few areas that I referenced above that are relevant to address to ensure we meet teaching standards and academic outcomes. Glad that you are using the video feature in the news feed to ease interaction with students, feel free to use it as much as you can in the future. You have done an outstanding work with feedback on assignments, engaging students through the weekly discussions is of high value to our school. I am here, so please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. Your work is much appreciated! Dr. Jesus Sampedro
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Charles Crow
Course:	THEO5213 09W1 20F2
Section:	
Term:	
End Date:	9/21/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	there are no weekly biblical reflections on the news section, however, I understand that the class already incl
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	excellent and very engaging!
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16.5	

Additional Feedback from Program Director	Dr. Crow, I am honored to share journey as we empower students in their spiritual journey and leadership career. There is only two areas that I referenced above that is relevant to ensure we meet teaching standards and academic outcomes. Thanks for using the video note feature in the news feed (for weekly comments), please continue and extend its usage in discussion boards as well to ease interaction with students. Although you have done a wonderful work with discussion and feedback, engaging students these days is of high value to our school. Please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. We appreciate your work! Jesus Sampedro
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Margaret Dunn
Course:	BIOT5133 11W1 20F2
Section:	
Term:	
End Date:	12/21/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Thanks for your weekly posts, very engaging. Thanks for following up the recommendation to add value by in
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Excellent devotionals!
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
Feedback	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	18	

Additional Feedback from Program Director:	Dr Dunn, I am honored to share journey as we empower students in their leadership career. Your teaching was outstanding. Thanks for addressing key that are relevant to ensure we keep our already good teaching standards and academic outcomes. Keep using so excellently the video feature in the news feed and discussion boards to ease interaction with students. Although you have done a wonderful work with discussion and feedback, we appreciate your continuous effort to engage students as it is of high value to our school, especially during the times we are living in. Please do not hesitate to contact me if there is anything I can do to contribute with you as you achieve your academic goals in the near future. We appreciate your work and your service to our Lord Jesus!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sharon Goodwin
Course:	MLS163 01W2
Section:	
Term:	
End Date:	2/17/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0.5	the calendar is expected to have more details on the weeks and assignments due dates
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	just try to go beyond the content description and also continue to add value to students in this section!
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	0.5	week 3 was not recorded in attendance
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1		
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1		
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	0.5	timely posts, just try to enrich the conversation more.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	0.5	using questions can be of great to increase engagement.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	this is an exemplary area , thanks for the excellent work!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	14	

Additional Feedback from Program Director: Sharon, glad to continue to journey as we empower students in their leadership career. There are a few areas that I referenced above that are relevant to address to ensure we meet teaching standards and academic outcomes. You have done an outstanding work with feedback on assignments, engaging students through the weekly discussions is of high value to our school. Please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. We appreciate your work!

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sharon Goodwin
Course:	MLS273 02W1 21SF
Section:	
Term:	
End Date:	16/02/2021

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	thank for including due dates. I suggest that it could also have a mark for each week.
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	thanks for enriching the conversation.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	this is an exemplary area , thanks for the excellent work!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	18	

Additional Feedback from Program Director:	Sharon, I am honored to continue sharing journey as we empower students in their leadership career. You have done an outstanding job and have met teaching standards and academic outcomes. You have done an outstanding work with feedback on assignments. You know that engaging students through the weekly discussions is of high value to our school, thanks for doing that. Please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sharon Goodwin
Course:	MLS353 09W1 19F2
Section:	
Term:	
End Date:	11/4/2019

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0.5	the calendar is expected to have more details on the weeks and assignments due dates
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	0.5	week 3 was not recorded in attendance
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	0.5	timely posts, just try to enrich the conversation more.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	0.5	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	this is an exemplary area , thanks for the excellent work!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16	

Additional Feedback from Program Director:	Sharon, I am honored to share journey as we empower students in their leadership career. There are a few areas that I referenced above that are relevant to address to ensure we meet teaching standards and academic outcomes. Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. You have done an outstanding work with feedback on assignments, engaging students through the weekly discussions is of high value to our school. Please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Roger Hardaway
Course:	HEA5323 11W1 19F2
Section:	
Term:	
End Date:	??

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	0	
	1b Participation register created by start date	1	0.5	it only shows three weeks.
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	0	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0	it is important to post weekly and also post other information in the news section to provide a personal dime
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	there are no biblical reflections, please let me know if I can be of help in this regard.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	0.5	no assistance recorded after week 2
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	asking them questions in discussions can leverage engament!
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	great! This is above and beyond!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	13	

Additional Feedback from Program Director	Roger, I am honored to share journey as we empower students in their leadership career. There are a few areas that I referenced above that are relevant to ensure we meet teaching standards and academic outcomes. Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. Although you have done a wonderful work with discussion and feedback, engaging students through the news feed is of high value to our school. Please do not hesitate to contact me if there is anything I can do to help you achieve your academic goals in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Harlan Johnson
Course:	MLS143 11W1 20F2
Section:	
Term:	
End Date:	12/21/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Thanks for your weekly posts, very engaging. Thanks for following up the recommendation to add value by in
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Excellent devotionals!
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	18	

Additional Feedback from Program Director	Dr Johnson, I am honored to share journey as we empower students in their leadership career. Your teaching was outstanding. Thanks for addressing key aspects that are relevant to ensure we keep our already good teaching standards and academic outcomes. keep using so excellently the video feature in the news feed and discussion boards to ease interaction with students. Although you have done a wonderful work with discussion and feedback, we appreciate your continuous effort to engage students as it is of high value to our school, especially during the times we are living in. Please do not hesitate to contact me if there is anything I can do to contribute with you as you achieve your academic goals in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	CLARK JOLLEY
Course:	MLS233 11W1 20F2
Section:	
Term:	
End Date:	8/10/2020

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Thanks for your weekly posts, very engaging. Thanks for following up the recommendation to add value by in
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	there are still not enough biblical reflections (Only one on Egypt/Joseph), please let me know if I can be of he
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	0.5	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16	

Additional Feedback from Program Director	Dr. Jolley, I am again glad to share journey as we empower students in their leadership careers. Thanks for addressing some of the areas that were referenced in the previous audit and here are above some that are relevant to ensure we keep our already good teaching standards and academic outcomes. Very Important: Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. Although you have done a wonderful work with discussion and feedback, we appreciate your continuous effort to engage students as it is of high value to our school, especially during the times we are living in. Please do not hesitate to contact me if there is anything I can do to contribute with you as you achieve your academic goals in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Joseph Jolley
Course:	MLS253 11W1 19F2
Section:	
Term:	
End Date:	23-Dec-19

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0.5	it is important to post weekly and also post other information in the news section to provide a personal dime
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	there are no biblical reflections, please let me know if I can be of help in this regard.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	0	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	0.5	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	0.5	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	15	

Additional Feedback from Program Director:	Dear Joseph, I am honored to share journey as we empower student in their leadership career. There are a few areas that I referenced above that are relevant to ensure we meet teaching standards and academic outcomes. Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. Engaging them through the news feed, discussion and feedback is of high value to our school. Please do not hesitate to contact me if there is anything I can do to help you achieve and exceed expectations in the near future. We appreciate your work!
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	John Martin
Course:	ML5143 11W1 19F2
Section:	
Term:	
End Date:	23-Dec-19

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0.5	3 weeks did not have a weekly post.
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	Having a biblical reflection weekly is a great blessing to students! Especially if it is related to the topic, to the season or to relevant topics that may arise
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ¼ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	0.5	asking questions for students to think and engage further is a good practice.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16.5	

Additional Feedback from Program Director

John, I am honored to serve alongside you now in my role and see how you serve students in their learning journey, above you can see some of my comments, but generally speaking I believe there is a good sense of accomplishment of the objectives. Best regards!

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	John Martin
Course:	MLS263 09W1 20F2
Section:	
Term:	
End Date:	2-Nov-20

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0.5	3 weeks did not have a weekly post.
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	Having a biblical reflection weekly is a great blessing to students! Especially if it is related to the topic, to the season or to relevant topics that may arise
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ¼ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	it is important to also provide feedback on the discussions
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	17	

Additional Feedback from Program Director

John, I am glad to continue to provide feedback as we serve students in their learning journey, above you can see some of my comments, but generally speaking I believe there is a good sense of accomplishment of the objectives. Just wanted to mention that we recently began using a video feature in the news feed and discussion boards to ease interaction with students, feel free to use it. Let me know if I can be of help in addressing the two items I referred here. Best regards! Jesus Sampedro

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sam Ojo
Course:	MLS153 09W1 19F2
Section:	
Term:	
End Date:	28-Nov-19

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	it is important to also post other information in the news section (other than the reminders from the content
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	there is no biblical reflections, please let me know if I can be of help in this regard.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	asking questions can also be used for engagement and deeper thinking.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	17	

Additional Feedback from Program Director	
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Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Sam Ojo
Course:	MLS343 11W1 19F2
Section:	
Term:	
End Date:	Dec, 23, 2019

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0.5	incomplete calendar
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	it is important to also post other information in the news section (other than the reminders from the content
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	there is no biblical reflections, please let me know if I can be of help in this regard.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	asking questions can also be used for engagement and deeper thinking.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
TOTAL		18	16.5	

Additional Feedback from Program Director	Dr Ojo, I am honored to share alongside you as you leverage the students learning. I made a few and general observations, please do not hesitate to contact me if you have any question. Best Regards JS.
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Masters of Leadership, Program Review, Section 12

University and Senate Documents Related to the Program

Faculty/Senate Checklist – Approval of a New Program (Step #2)

MACU Faculty/Senate Policy Rev. 11-09-2016

*Do not change form wording***PURPOSE: Request for FINAL Approval of a New Program (Step #2) (new major, emphasis, concentration or certificate)**

Proposed Program Name: _Graduate 4+1 programs for MBA, MEd, MS Counseling, and MA Leadership_____

Submitted by: _J Hall, Esther Rehbein, Vickie Hinkle, Scott McMurry, Jennifer Maxfield-DeCarlo

College/School: _CAS/CAGS_____, Date: _18 November 2019_

Process to request approval of a new degree/emphasis/certificate program:

- **Prerequisite: Approval of Step #1, Request to Develop a New Program at a previous Faculty and Senate meeting**
- Fill out the attached Faculty/Senate Proposal form.
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keeping in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 5 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Required Signatures

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

Approved: School Chair/Program Director	Date	Comments
Approved: College Dean	Date	Comments
Approved: Vice President for CAGS (CAGS Only)	Date	Comments
Reviewed: Chief Information Officer (Marketing Representative)	Date	Comments
Reviewed: University Registrar	Date	Comments
Reviewed: Chief Financial Officer	Date	Comments
Reviewed: Director of Institutional Effectiveness	Date	Comments
Approved: Vice President for Academic Affairs	Date	Comments

Faculty/Senate Checklist – Approval of a New Program (Step #2)*MACU Faculty/Senate Policy Rev. 11-09-2016*

Name of New Program: <i>(Include full title and degree - prior approval of Step #1 is required)</i>	4+1 Programs for MBA, MEd Curriculum and Instruction, MS Counseling, and MA Leadership
Proposal to Approve a New Program <i>(Explain request/actions)</i>	
<p>This proposal is for final approval of the 4+1 options for the following programs:</p> <ul style="list-style-type: none"> • Master of Business Administration (all emphases) • Master of Education, Curriculum and Instruction • Master of Arts, Leadership (all emphases) • Master of Science, Counseling (all emphases) <p>The program will allow undergraduate students to complete up to four graduate courses (three in the case of MEd) for credit applying to both their undergraduate and graduate degrees. Undergraduate credit can be either for electives or dual credit for similar courses in their program, as approved by the student's undergraduate Chair. This program provides an opportunity for students to complete both a bachelor's and master's degree in an accelerated time frame. The MS Counseling program does not fit into the 4+1 time frame, due to the length of the program, but the courses below will allow students to remove 6 months from the length of the program.</p> <p>Eligible courses are as follows:</p> <p>MBA (Dual credit or elective)</p> <ul style="list-style-type: none"> • MGMT 5353 Professional Organizational Communication • MGMT 5113 Organizational Behavior and Leadership • MGMT 5413 Legal Environment and Ethics • MGMT 5323 Human Resource Management <p>MA Leadership (Dual credit or elective)</p> <ul style="list-style-type: none"> • MGMT 5353 Professional Organizational Communication • MGMT 5113 Organizational Behavior and Leadership • ML 5143 Leadership Theory and Practice • ML 5163 Training and Development <p>MEd Curriculum and Instruction (Dual credit, available only to Teacher Education students)</p> <ul style="list-style-type: none"> • EDUC 5263 Advocacy for Learning and Creating a Community of Diverse Learners • EDUC 5253 Assessment, Data Monitoring, and Applied Practice • EDUC 5143 Educational Psychology: Psychology Behind Learning <p>MS Counseling (Dual credit or elective. Requires completion of five PSYC courses prior to beginning this sequence)</p> <ul style="list-style-type: none"> • COUN 5713 Human Development • COUN 5913 Research Methods • COUN 5123 Career Counseling and Development • COUN 5113 Psychopathology 	

Faculty/Senate Checklist – Approval of a New Program (Step #2)*MACU Faculty/Senate Policy Rev. 11-09-2016*

Rationale <i>(information supporting proposal-motivation, justification, reasoning; include documentation of sources of expected success of the new program)</i>	
<p>Providing this 4+1 option creates an accelerated pathway for students who ultimately intend to complete a master's degree, saving them both time and money. Additionally, this program creates incentive for MACU undergraduate students to stay and complete a graduate degree.</p>	
Recruitment Forecasting <i>(data supporting proposal and estimated student enrollment per semester for the next 3-5 years)</i>	
<p>It is difficult to quantify the extent to which this program will expand enrollment, but both the Admissions Office and CAGS Enrollment have indicated they would have students for whom this opportunity would help sway them toward MACU. Additionally, this program creates a seamless opportunity to move into our graduate programs. We anticipate a significant increase in the number of MACU undergraduate students who complete master's degrees with us. As there are no costs associated with this program, any gain in students (undergraduate or graduate) represents additional revenue.</p>	
Correlation to the Strategic Plan, Assessment System and Program Improvement	
<p>The implementation of this program meets one of the strategic opportunities outlined during Spring 2019 strategic planning.</p> <p>Assessment systems for all involved programs will not be changed, as this program focuses primarily on access to courses.</p>	
<i>Fill in all blanks</i>	
SUBMITTED BY: <ul style="list-style-type: none"> • Name/Title • College/School 	Dr. J Hall, Dean, College of Adult and Graduate Studies Esther Rehbein, Dean, College of Arts and Sciences Dr. Vickie Hinkle, Chair, School of Teacher Education W. Scott McMurry, Chair, School of Business Leadership Dr. Jennifer Maxfield-DeCarlo, Chair, Adult School of Psychology and Counseling
Proposed Effective Date:	January 1, 2020
Program Description	No new description as this program encompasses existing programs.
Program Outcomes	No new outcomes as this program encompasses existing programs.
Program Admission Requirements <i>(If already approved in major – state “no change”)</i>	3.0 GPA in their undergraduate major.

Faculty/Senate Checklist – Approval of a New Program (Step #2)*MACU Faculty/Senate Policy Rev. 11-09-2016*

<u>New Courses</u> <i>(use catalog format, include name, numbers, description, prerequisites), CAS – list course rotations CAGS list course length.</i>	No new courses.
Other Information (optional section)	

Faculty/Senate Checklist – Approval of a New Program (Step #2)*MACU Faculty/Senate Policy Rev. 11-09-2016**For assistance with major code or course numbers: See Registrar or VPAA office*

Major:

School:

Degree:

College:

Effective Date:

Major Code:

University Core**Specific courses within the University Core are listed on the first page of this catalog section.****Major Requirement**

*Courses from the major may apply to the areas marked in the University Core.

University Core**Support Courses****Orientation Requirement**

University Senate: Program Approval Dates
Degrees, Certificates, Concentrations, Emphases, and Tracks

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal to Develop Date	Final Approval Date	Sunset Date
	July 2020			
School of Teacher Education	Curriculum Proposal: Master of Educational Leadership and Administration program	N/A	July 22, 2020	
School of Teacher Education	Curriculum Proposal: Master of Education Curriculum and Instruction program	N/A	July 22, 2020	
	June 2020			
School of Business Leadership	New Program: Final Approval: Digital Marketing Multidisciplinary Option in Undergraduate Programs	Nov 27, 2019	June 24, 2020	
VPAA	School of Music: Music Ministry, and Recording Arts; Elementary/Secondary Vocal Music Education	N/A	N/A	June 24, 2020
	May 2020			
	No Items to Senate			
	April 2020			
School of Ministry	Curriculum Proposal: Move BINT 2103, Basic Principles of Inductive Bible Study to Prior to Major Courses	N/A	Apr 23, 2020	
School of Teacher Education	New Program: Final Approval: Certificate for Paraprofessionals in Early Childhood and Elementary Education	Apr 23, 2020	Apr 23, 2020	
CAS Dean	New Program: Final Approval: B.S. Interdisciplinary Studies	Dec 13, 2019	Apr 23, 2020	

CAS Dean	Pre-Professional Track Offerings - CAS	N/A	Apr 23, 2020	
	March 2020			
School of Mathematics	New Program-Final Approval: B.S. in Data Analytics with Business Administration concentration	Dec 13, 2019	Mar 25, 2020	
Adult School of Arts and Sciences	Criminal Investigations Certificate	N/A	N/A	Mar. 25, 2020
Adult School of Arts and Sciences	Victim Advocacy Certificate	N/A	N/A	Mar. 25, 2020
School of Ministry	New Program: Final Approval: Ministry Leadership-Children's Ministry Concentration	Dec 13, 2019	Mar 25, 2020	
School of Business Leadership	Curriculum Changes: Business Administration and Ethics- Addition of two new internship courses	N/A	Mar 25, 2020	
School of Teacher Education	B.A. Elementary, Secondary Education, Area of Specialization in Instrumental Music Education	Feb 26, 2020	Mar 25, 2020	
School of English	New Program: Final Approval: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	Mar 25, 2020	
	February 2020			
School of Behavioral Science	Curriculum Proposal: Changes to Admissions Criteria for the Masters of Science in Counseling	N/A	Feb 26, 2020	
School of English	Proposal to Develop: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	See Mar 2020	
	January 2020			

School of Business Leadership	New Program: Final Approval: Business Administration and Ethics (BBA) Data Analytics Concentration	Nov 27, 2019	Jan 22, 2020	
School of Business Leadership	New Program: Final Approval: Business Administration and Ethics (BBA) Health Care Management and Ethics (HCM) Concentration	Nov 27, 2019	Jan 22, 2020	
	December 2019			
School of Teacher Education	Curriculum Proposal: Change Program and Course Descriptions in MEd Educational Leadership and Administration	N/A	Dec 13, 2019	
CAS Dean	Proposal to Develop: B.S. Interdisciplinary Studies	Dec 13, 2019	See Apr 2020	
School of Mathematics	New Program: Final Approval: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	Dec 13, 2019	
School of Business Leadership	Proposal to Approve: 4+1 option for MBA and ML Programs	Nov 27, 2019	Dec 13, 2020	
School of Teacher Education	Curriculum Changes: School of Teacher Education Program Sheets	N/A	Dec 13, 2019	
	November 2019			
School of Business Leadership	Proposal to Develop: 4+1 option for MBA and ML Programs	Nov 27, 2019	See Dec 2019	
School of Business Leadership	Curriculum Proposal: Management and Ethics to be offered as a Multidisciplinary Option in Undergraduate Programs, except for the BBA	N/A	Dec 13, 2020	
School of English	Proposal to Change: Requirements for Secondary English Education Major	N/A	Nov 27, 2019	

VPAA	New Program: Final Approval: Communications, Media, and Ethics Multi-Disciplinary Option for Undergraduate Students	Sept 25, 2019	Nov 27, 2019	
	October 2019			
School of Business Leadership	Proposal to Develop: Master of Public Health, MS	Oct 23, 2019	N/A	
VPAA	Proposal to Develop: Communications, Media, and Ethics Multi-Disciplinary Option for Undergraduate Students	Sept 25, 2019	See Nov 2019	
School of Mathematics	Proposal to Develop: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	See Dec 2019	
School of Business Leadership	New Program: Final Approval: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	Oct 23, 2019	
	September 2019			
School of Business Leadership	Proposal to Develop: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	See Oct 2019	
	August 2019			
School of Mathematics	New Program: Final Approval: B.S. in Data Analytics	July 24, 2019	Aug 28, 2019	
	July 2019			
School of Mathematics	Proposal to Develop: B.S. in Data Analytics	July 24, 2019	See Aug 2019	
	June 2019			
Adult School of	Proposal to Change: Program	N/A	June 26,	

Arts and Sciences	Outcome Changes: Criminal Justice and Ethics		2019	
School of Behavioral Science	Curriculum Revisions: ASPC Undergraduate Program Outcomes	N/A	June 26, 2019	
	May 2019			
School of Teacher Education	New Program: Final Approval: Graduate Certificate in Curriculum and Instruction	Apr 24, 2019	May 22, 2019	
Master of Arts in Leadership Program	Curriculum Revision: Add ML Courses Econ 5223; MGMT 5113	N/A	May 22, 2019	
School of Behavioral Science	Curriculum Revision: Consolidate Program Outcomes for the Master of Science in Counseling Program	N/A	May 22, 2019	
School of English	Curriculum Revision: Divide ENGL 4313, Life and Teachings of CS Lewis, into two new courses.	N/A	May 22, 2019	
School of Business Leadership	New Program: Final Approval: Financial Core Accounting Certificate	Apr 24, 2019	May 22, 2019	

For questions, please see the Vice-President of Academic Affairs 405.691.3190

Masters of Leadership, Program Review, Section 13

External Review Documents (Advisory Board)

Advisory Board as of May 2021

Name	Employer	Position
Bill Turner	Sunshine Care Partners	Chief People Officer
Mark Warner	Retired	Entrepreneur
Robert Barcum	EBS-Partners	CEO
Michael Rubino	Jasco	
Sam Minick	Minick Materials	Owner
Phillip Smith	Insurica	Risk Management
Terry Holden	Retired	Marketing Director
Ross Hill	Bank2	
Ron Whitton	Dent Smart	
Teresa Seal		Non-profit HR Mgr
Owen Sevier	Retired	Higher Education
Pedro Martinez		Higher Education
John Cox	Jasco	
Harold Drain	The Law Office of H.G. Drain LLC	Lawyer
Kimberly Fletcher, DO	Integris Hospital	Doctor OB/GYN
Charnay Hightower	Self Employed	CPA
Brian Woodring	Prosperity Bank	VP
Jeremy Silva	Silva - Habeck Digital Marketing	Owner
Cathleen Garrison, MBA, SPHR, SHRM-SCP	North Country HealthCare, Flagstaff, AZ	Recruitment and Retention Manager
Chris Conant	Monmouth Holdings Kingdom Investments	CEO
Pat Gordon	Consultant	
Phil Greenwald	St. Luke's United Methodist Church	Executive Pastor Admin/CFO

Jesus Sampedro

From: Jesus Sampedro <jesus.sampedro@macu.edu> on behalf of Jesus Sampedro
Sent: Tuesday, June 23, 2020 12:48 PM
To: shamrocks725@gmail.com
Subject: More about MACU and the SBL Advisory Committee

Dear Sister Pat,

It was so great to connect with you last week.

I appreciate your consideration to be part of this Advisory Committee.

Here I want to share with you some relevant information that might give you a better perspective of all.

Mid-America Christian University
School of Business Leadership

Advisory Committee: A group of volunteers, who are external to the School of Business Leadership (SBL) at Mid-America Christian University (MACU), who meet to advise the SBL Chair and faculty. The SBL Advisory committee serves to provide input on current needs and issues in business that can be addressed by course curriculum. The goal is to equip SBL students to meet the current demands of business in her/her chosen area of study.

1. The purpose of the advisory committee:

- To advocate for the MACU SBL programs to ensure the SBL graduates are equipped to meet the expectations of businesses employing them.
- To provide expertise for planning.

2. The Advisory Committee was begun in 2015. Members were recruited that fit with the committee's purpose and supported the MACU mission.

3. The Advisory Committee meets quarterly on Campus, for three hour meetings, and members can join remotely. The minimum expected commitment time for service to members is one year.

Here are 3 links with more on the University and the School of Business Leadership (SBL)

About the University: <https://www.macu.edu/about-macu>

SBL Adults Programs: <https://www.macu.edu/academics/schools/adult-school-of-business-leadership>

SBL Traditional Students Programs: <https://www.macu.edu/academics/schools/school-of-business-leadership>

I highly appreciate your prayerful consideration to accept my invitation to share your name as a candidate. I am sure you have a lot of value to add with your expertise and passion to build Christ followers for the marketplace.

It would be a great honor to have you join in,

Best Regards Brother,

Dr. Jesus A. Sampedro

Program Director – *Master of Arts (MA) in Leadership*

Assistant Professor - *School of Business Leadership*



Mid-America Christian University | www.macu.edu

3500 SW 119th Street, Oklahoma City, OK 73170

(405) 691-3800 | jesus.sampedro@macu.edu

[Linkedin](#), [Twitter](#), [Facebook](#) & [Instagram](#)

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Jesus Sampedro

From: William McMurry <scott.mcmurry@macu.edu> on behalf of William McMurry
Sent: Thursday, January 28, 2021 12:08 PM
To: Kelly Riesenmy; Stephen Sloan; Vicki Splawn; Lisa Bell; Dorothy Lopez-Koglin; Patty Clouse
Cc: Jesus Sampedro; Bobbie Spurgeon-Harris
Subject: Re: Notes from Room 1 Advisory Council Meeting

FYI Phil Greenwald has contacted me - he somehow failed to get the link we sent again on Tuesday. I've shared the presentation with him, and he intends to add his answers to the questions we posed and forward them for inclusion.

Scott

Scientia, Devotio, Officium!

William Scott McMurry
Interim Chair, School of Business Leadership
Mid-America Christian University
3500 S.W. 119th Street, Room 238, Oklahoma City, OK 73170
o:(405) 703-8252 m:(405) 659-3180

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On Thu, Jan 28, 2021 at 12:01 PM Kelly Riesenmy <kelly.riesenmy@macu.edu> wrote:
Thank you, Jesus! Pat Gordon's insights are excellent! Glad to see them!

Many Blessings,



Kelly Riesenmy, PhD
Associate Professor
Program Director, Health Care Management
School of Business Leadership
(405)703-8238



"Preparing People to do Greater Things for God and His Kingdom."

On Thu, Jan 28, 2021 at 11:22 AM Jesus Sampedro <jesus.sampedro@macu.edu> wrote:

Thanks Kelly,

Very useful (both the summary and the compilation of exec education links)

I fully agree that business and leadership executive education needs a different approach to ministry, when it comes to programs (pricing is very important, selecting the right audience also, etc.).

Here I share some insights I received from Pat Gordon (member of the advisory board)

"Hi again,

Just a thought about last night:

this could be tailored to CEOs, VPs or Ministry Team Leaders to lead their groups to excellence with a competitive edge. You could prepare them first in a unique offering

for them to go on to equip their employees or team members. You could use distinct modules on the various topics such as Conflict Resolution.

Then this internal Leader would invest their time to drive excellence thru their organization with discussion questions to their teams from your on-line presentations. Follow up application questions could be incorporated. A Leader could impart underscoring of the importance of: for example "Integrity in everything we do."

This would help get

MACU's reputation to be established beyond Okla. The leaders would experience the offerings first hand & build in accountability to drive it & equip their teams. This could offer them the Cutting edge tools they need!

I would call some leaders you know who could tell u how they might benefit & their teams from

"Leadership round tables" or "summits". Do they want to network? You could discuss the learning needs of their team leaders...?"

Best Regards,

Dr. Jesus A. Sampedro

Program Director – Master of Arts (MA) in Leadership

Assistant Professor - School of Business Leadership



Mid-America Christian University | www.macu.edu

3500 SW 119th Street, Oklahoma City, OK 73170

(405) 691-3800 | jesus.sampedro@macu.edu

[LinkedIn](#), [Twitter](#), [Facebook](#) & [Instagram](#)

CONFIDENTIALITY NOTICE: This information is confidential and intended solely for use by the individual or entity to which it is addressed for use only for the initiative or project for which it is being shared. If there is need for another use, please contact the sender prior to using this information in any other way. If you believe you have received this information in error, please notify the sender and delete or destroy the information. POC at Mid-America Christian University is Mici Sartin, Chief Compliance Officer at 405-703-8232.

On Wed, Jan 27, 2021 at 1:43 PM Kelly Riesenmy <kelly.riesenmy@macu.edu> wrote:

Adding that other groups, such as AMA, have certificate seminars... Look at the price and keep in mind that these do not offer the potential for college credit toward a degree! See link below:

[American Management Association](#)

Many Blessings,



Kelly Riesenmy, PhD
Associate Professor
Program Director, Health Care Management
School of Business Leadership
(405)703-8238



"Preparing People to do Greater Things for God and His Kingdom."

On Wed, Jan 27, 2021 at 1:12 PM Kelly Riesenmy <kelly.riesenmy@macu.edu> wrote:

Check-out what [Washington University \(St. Louis\)](#) is doing and [Michigan Ross University's Executive Education Program](#), [Harvard University Online Stand Alone Courses with certificates](#), and I've shown you [Wharton's Executive Education Program](#) in the past.

In a quick search for the same in the Christian University realm, I really didn't see anything comparable. Liberty University, Regent University, Spring Arbor University seem to focus exclusively on the degree without the other options.

I want to confirm that in looking at Executive Leadership topics within the Christian domain executive training courses range from \$399 to \$599. I was shocked to find Bill Hybels had dropped his Global Leadership Summit to an early bird \$129. Back in the late 1990s to early 2000s it was >\$300!

I also am excited about the idea of an assessment product. If we had access to SPSS we could develop tools for organizations to use to evaluate behavior change. If MACU has any software to do factor analysis, ANOVAs, MLR, or SEMs that is all we need. I developed my own assessment instruments for both my MA and PhD, so this is something I would love to do again. I miss research!

Another thought, if our data analytics department is able it would be awesome to develop a tool that could be translated into an app for ISO and Andriod. I know I'm reaching here but very doable in a hackathon challenge!

Ok back to work - just wanted to share my findings.

Many Blessings,



Kelly Riesenmy, PhD
Associate Professor
Program Director, Health Care Management
School of Business Leadership
(405)703-8238



"Preparing People to do Greater Things for God and His Kingdom."

On Wed, Jan 27, 2021 at 12:12 PM William McMurry <scott.mcmurry@macu.edu> wrote:

Thank you so much. These are especially important, as I failed to record the session this time. I'm used to my class sessions recording automatically, since I set them up that way...

Scientia, Devotio, Officium!

William Scott McMurry
Interim Chair, School of Business Leadership
Mid-America Christian University
3500 S.W. 119th Street, Room 238, Oklahoma City, OK 73170
o:(405) 703-8252 m:(405) 659-3180

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On Wed, Jan 27, 2021 at 11:20 AM Kelly Riesenmy <kelly.riesenmy@macu.edu> wrote:
Hi Scott,

Please find the attached file for the notes from Room 1. Jesus and Dr. Bobbie, please feel free to add anything I missed or make corrections. What a blessing to interact with these folks last night!

Thanks!

Many Blessings,



Kelly Riesenmy, PhD
Associate Professor
Program Director, Health Care Management
School of Business Leadership
(405)703-8238



"Preparing People to do Greater Things for God and His Kingdom."

Masters of Leadership, Program Review, Section 14

Professional Development of Faculty Documents

Proposed Schedule
Quarterly Values Activity

People – July through September

Activity defined – Complete
Introduction email to Directors – Complete
Train the Trainer – Week of August 3
Value Activity – By end of August

Adaptability – October through December

Activity defined – Week of September 21
Value Activity – By end of October

Communication – January through March

Activity defined – Week of January 18
Value Activity – End of February

Accountability – April through June

Activity defined – Week of March 8
Value Activity – End of April

Integrity – July through September

Activity defined – Week of July 26
Value Activity – By end of September

Value Term	Definition	Cultural Competitor	Verse:
Integrity	We do the right things the right way for the right reasons.	Inconsistency	2 Corinthians 8:21
Accountability	We personally own the responsibility to deliver a remarkable MACU experience.	Apathy	1 Thessalonians 5:11
People	We compassionately respond and solve problems to effectively meet the needs of those we serve.	Process	Luke 6:31
Adaptability	We willingly navigate change to achieve the highest good.	Avoidance	Philippians 3: 13-14
Communication	We intentionally share information to empower those we serve.	Confusion	Colossians 4:6

II Corinthians 8:21

21 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. NIV

I Thessalonians 5:11

11 Therefore encourage one another and build each other up, just as in fact you are doing. NIV

Luke 6:31

31 Do to others as you would have them do to you. NIV

Philippians 3:13 -14

13 Brothers and sisters, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead, **14** I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus. NIV

Colossians 4:6

6 Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone. NIV



MID-AMERICA
CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Facilitation Tips

- Thank participants for being there.
- Tell participants the purpose and the methodology of the exercise, which is to share mutual understanding about the value.
- You are “facilitating” not “teaching”, but remain in charge of the discussion with kindness, direction and with a welcoming spirit.
- Encourage participation from all (BTW: Thank them after they do it!).
- Keep participants talking around the question asked.
- Remember participants that there is no right or wrong answer.
- Summarize mayor findings or insights from the participants at the end of the presentation.
- Remain neutral and minimize bias.
- Each value exercise has a similar and very simple methodology. Its purpose is to remember the value, but mainly to have participants open up.

MACU Values Initiative

2020-2021 Interactive sessions- Agenda

1. **People** (July, August, September)
2. **Adaptability** (October, November, December)
3. **Communication** (January, February, March)
4. **Accountability** (April, May, June)
5. **Integrity** (July, August, September)

Values Exercise

Total time of the activity (20-30 minutes)

- **Step 1:** Share a brief definition of what is a value (6 min.)
- **Step 2:** Share the intro video, the value statement and the sailing metaphor (8 min.)
- **Step 3:** Have pairs of participants openly share about what they think the value really means and how they apply it in their lives and at MACU? (Then, select 3 or 4 participants to share with the whole group) (6 min.)
- **Step 4:** Have the participants think and write: what one thing you can do to live out that value more intentionally at MACU? (Then: Have 3 to 4 participants to share. (Optional: collect all responses) (6 min.)

1) Defining Values (6 min.)

- **Values:** *The beliefs or standards that guide our actions.*
- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

Intro Video



2) Value to Focus (Oct.-Dec.)

ADAPTABILITY

<i>We willingly <u>navigate change</u> to achieve the highest good.</i>	<i>Cultural Competitor: Avoidance</i>	Luke 6:31 “Philippians 3:13 -14 “13 Brothers and sisters, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead, 14 I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.”(NIV)
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Values in the Sailing Metaphor



- Purpose of the trip = **Mission**
- Place of Destiny = **Vision**
- Guiding schemes/ Stars= **Values**
- Map route = **Strategy**

- Capitan = **Leader**
- Design Components = **Sails, ropes, rudder**
- Environment = **Winds, currents, islands, and other boats.**

3) Share your thoughts (5 Min.)

- What do you think the value really means?
- How do you apply it in your life and at MACU?

(Share in pairs of participants openly)

4) Write and Share (5 Min.)

Reflect and write:

- What one thing you can do to live out that value more intentionally?



MID-AMERICA
CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Facilitation Tips

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4. **Accountability** (April, May, June)
5. **Integrity** (July, August, September)

Values Exercise

Total time of the activity (20-30 minutes)

- **Step 1:** Share a brief definition of what a value is (6 min.)
- **Step 2:** Share the intro video, the value statement and the info nugget (10 min.)
- **Step 3:** Have pairs of participants openly share about the two questions? (Then, select 3 or 4 participants to share with the whole group) (6 min.)
- **Step 4:** Have the participants think and write.(Then: Have 3 to 4 participants to share. (Optional: collect all responses) (6 min.)
- **Step 5:** Videos are optional.

1) Defining Values

- **Values:** *The beliefs or standards that guide our actions.*
- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

“The time is always right to do what is right”

Martin Luther King Jr.

I'VE DECIDED TO FACE
REALITY; SO, AS SOON AS IT
GETS PRETTY, LET ME KNOW





URX Initiative Accountability

2) Value to Focus (Jan.-March)

ACCOUNTABILITY

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

Info Nugget

- 1) If character is related to the capacity to face the demands of reality; then, it is necessary to define reality first.
- 2) Reality is not static, it is dynamic.
- 3) Many people avoid accepting reality as is because they find it threatening or because it forces them to accept their responsibility.
- 4) People with integrity of character do not disguise or evade reality, instead, always intentionally and decidedly seek it.
- 5) God enables us, so that, our inner capacities can meet the outer reality.
- 6) Accountability implies our being and our doing; it is about faithfully accomplishing our duties, in synergy with others, and before God.



3) Share your thoughts

- What does this value mean to you?

(Share in pairs of participants openly)

4) Write and Share

Reflect and write:

- What is one new thing you can do to intentionally encourage or build others up in their duties?

Build a list together:

- _____
- _____
- _____
- _____
- _____

Optional resources!

Video 1: Accountability (Funny)

- [https://www.youtube.com/watch?v= DQYArmi5L0](https://www.youtube.com/watch?v=DQYArmi5L0)

Video 2: Inspirational

- <https://youtu.be/b5VbHvvrsH4>



MID-AMERICA
CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Facilitation Tips

- Thank participants for being there.
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MACU Values Initiative

2020-2021 Interactive sessions- Agenda

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3. **Communication** (January, February, March)
4. **Accountability** (April, May, June)
5. **Integrity** (July, August, September)

Values Exercise

Total time of the activity (20-30 minutes)

- **Step 1:** Share a brief definition of what a value is (6 min.)
- **Step 2:** Share one of the two intro video options, the value statement and the info nugget (8 min.)
- **Step 3:** Have pairs of participants openly share about the two questions? (Then, select 3 or 4 participants to share with the whole group) (6 min.)
- **Step 4:** Have the participants think and write. (Then: Have 3 to 4 participants to share. (Optional: collect all responses) (6 min.)

1) Defining Values

- **Values:** *The beliefs or standards that guide our actions.*
- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

“The time is always right to do what is right?”

Martin Luther King Jr.

I'VE DECIDED TO FACE
REALITY; SO, AS SOON AS IT
GETS PRETTY, LET ME KNOW



2) Value to Focus (Jan.-March)

ACCOUNTABILITY

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

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Video 1: Accountability (Funny)

- [https://www.youtube.com/watch?v= DQYArmi5L0](https://www.youtube.com/watch?v=DQYArmi5L0)

Video 2: Inspirational

- <https://youtu.be/b5VbHvvrsH4>

3) Share your thoughts

- What does this value mean to you?

(Share in pairs of participants openly)

4) Write and Share

Reflect and write:

- What is one new thing you can do to intentionally encourage or build others up in their duties?

Build a list together:

- _____
- _____
- _____
- _____
- _____



MID-AMERICA
CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Facilitation Tips

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- Each value exercise has a similar and very simple methodology. Its purpose is to remember the value, but mainly to have participants open up.

MACU Values Initiative

2020-2021 Interactive sessions- Agenda

1. **People** (July, August, September)
2. **Adaptability** (October, November, December)
3. **Communication** (January, February, March)
4. **Accountability** (April, May, June)
5. **Integrity** (July, August, September)

Values Exercise

Total time of the activity (20-30 minutes)

- **Step 1:** Share a brief definition of what a value is (6 min.)
- **Step 2:** Share one of the two intro video options, the value statement and the info nugget (8 min.)
- **Step 3:** Have pairs of participants openly share about the two questions? (Then, select 3 or 4 participants to share with the whole group) (6 min.)
- **Step 4:** Have the participants think and write. (Then: Have 3 to 4 participants to share. (Optional: collect all responses) (6 min.)

1) Defining Values

- **Values:** *The beliefs or standards that guide our actions.*
- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

Option 1: Avoid confusion



Option 2: Empowering others (trying to...)



2) Value to Focus (Jan.-March)

COMMUNICATION

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

Info Nugget

1) Leadership as taking the obstacles of the people's path .

- That includes: no information, wrong information, or untimely information. (willingly or unwillingly).

2) Premise: Information empowers others.

3) Going the extra mile in communication.

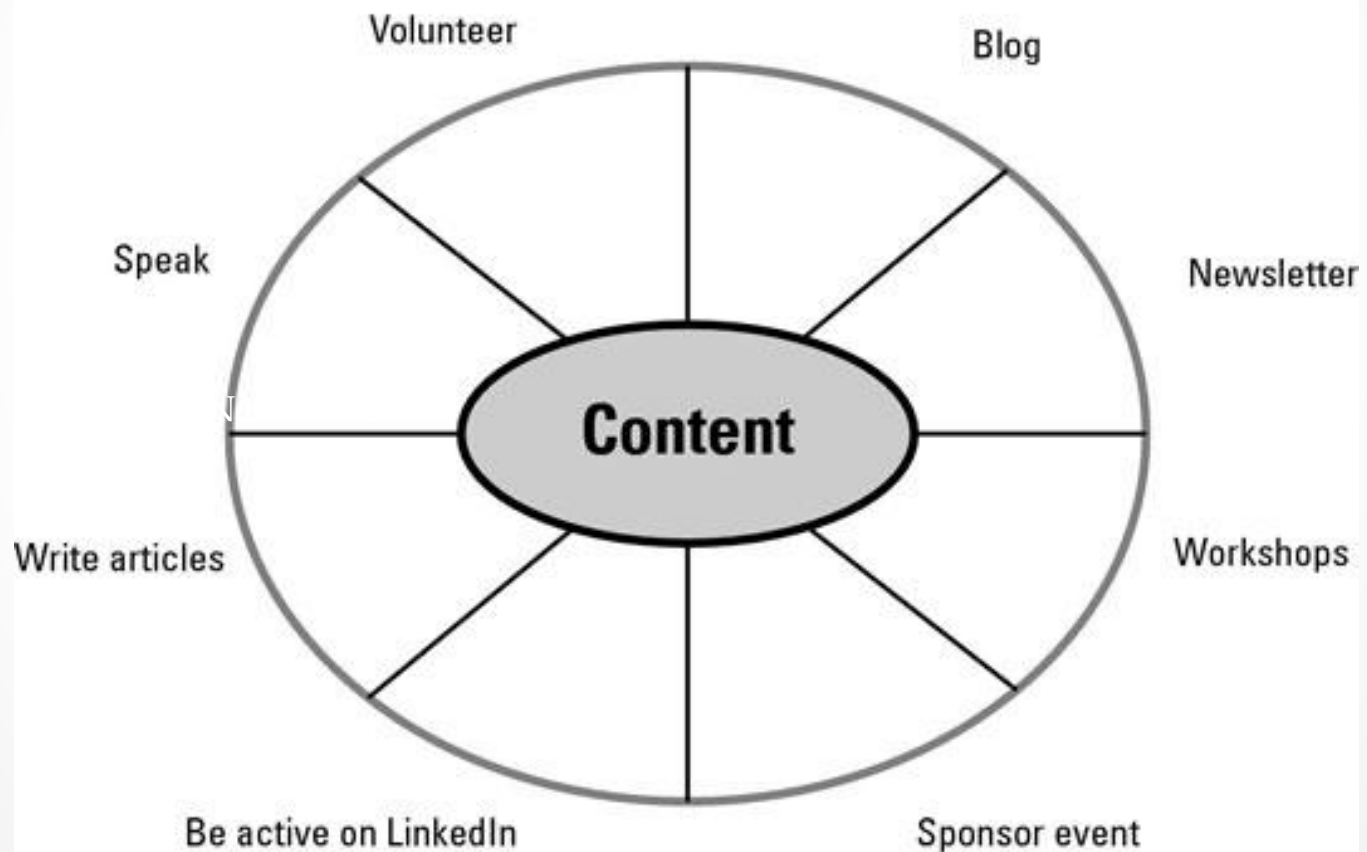
- **Listening more.**

- How good are you at truly listening to others?
- How do you know the communicational needs of those near you?

- **Asking more.**

- What can I ask others that can help me empower them better?
- When was the last time you asked others: What information do you need from me to ease your life/work? How can I help?

Communications Wheel



3) Share your thoughts

- What does this value mean to you?
- Can you remember of a time when someone empowered you by communicating properly?

(Share in pairs of participants openly)

4) Write and Share

Reflect and write:

- What is one new thing you can do to empower others through communication?

Build a list together:

- _____
- _____
- _____
- _____
- _____



MID-AMERICA
CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Values Exercise

Total time of the activity (20-30 minutes)

- **Step 1:** Share a brief definition of what is a value and the benefit of aligning values. (6 min.)
- **Step 2:** Share the value statement (2 min.)*
- **Step 3:** Have pairs of participants openly share about what they think the value really means and how they apply it in their lives and at MACU? (Then, select 3 or 4 participants to share with the whole group) (6 min.)
- **Step 4:** Have the participants think and write: what one thing you can do to live out that value more intentionally at MACU? (Then: Have 3 to 4 participants to share. (Optional: collect all responses) (6 min.)

Intro to Values Initiative

Interactive sessions across the University

2020-2021 Agenda

1. **People** (July, August, September)
2. **Adaptability** (October, November, December)
3. **Communication** (January, February, March)
4. **Accountability** (April, May, June).
5. **Integrity**

Defining Values (6 min.)

- **Values:** *The beliefs or standards that guide our actions.*
- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

More on Values

Rockeach's 5 Assumptions on Values

1. Total number of values held is small (5 to 7 ideally)
2. All individuals possess the same values to different degrees
3. Values are organized into value systems
4. The antecedents of human values can be traced to culture, community, society, and personality
5. The consequences of human values can be manifested in almost every aspect of an individual's life

System of Values

A value system helps individuals and organizations:

- Focus on what is important
- Choose between alternatives
- Resolve conflicts
- Make decisions

2) Value to Focus (July-Sept.)

PEOPLE

We compassionately respond and solve problems to effectively meet the needs of those we serve.

*Cultural
Competitor:*
Process

Luke 6:31
“Do to others as you would have them do to you.” NIV

3) Share your thoughts (5 Min.)

- What do you think the value really means?
- How do you apply it in your life and at MACU?

(Share in pairs of participants openly)

4) Write and Share (5 Min.)

Reflect and write:

- What one thing you can do to live out that value more intentionally?



College of Adult Graduate Studies

FACULTY GATHERING

February 8, 2020

The Faculty Gathering was inspired by a desire to express appreciation to the faculty at MACU for their dedication and service. Faculty are the face and heart of MACU. You make the difference in the lives of MACU students. You inspire and motivate them to *dream greater and do bigger*! Thank you!!

KEYNOTE SPEAKER

Beth Doyle

Vice President of Partner Success
Council for Adult and Experiential Learning (CAEL)

As vice president for partner success at CAEL, Doyle oversees a team providing services for workforce and economic developers, higher education institutions, and employers who improve learning opportunities for adults. Members of her team manage consulting projects, professional development offerings, advising services for employees, and technology-enabled tools that scale prior learning assessment and career navigation.

Doyle joined CAEL in October 2006. Previously, she was the associate vice president for marketing and communications and vice president for higher education services at CAEL, working directly with CAEL's highest-level clients and partners to raise awareness of CAEL's mission and provide consulting services and training. She also has 20 years of experience in brand building, marketing, and public relations, which she began building at a Chicago advertising agency.

Doyle started her learning journey at a community college and earned her bachelor's degree as a returning adult student at DePaul University. She also completed the Executive Development Program at Michigan State University and is currently pursuing her EdD at Fielding Graduate University. As a former and current returning adult student, Doyle understands the adult learner journey and is committed to providing those learning and career opportunities to others.

SCHEDULE OF EVENTS

Greetings	8:30 – 9:00am
Coffee and Pastries by Pioneer	Rooms KH117 & 118
Opening Ceremony: Steve Clouse	9:00 to 10:00am
Welcome and Prayer: Executive Vice President Dr. Spurgeon-Harris	
Keynote Speaker: Beth Doyle	

Adult Learners: The New Normal

This presentation will cover trends in higher education and workforce development and the challenges they present. Given these trends, a focus on adult learners is increasingly important for higher education. The presenter will cover some challenges and barriers that adult learners face in their college journey and discuss ways to overcome them.

BREAKOUT SCHEDULE

Break	10:00 to 10:15am
Coffee, tea, and water	Rooms K117 & 118

Breakout Sessions

Instructional Technology (waiting on a final title from them)

Presenters: Josh Waggoner and Michael Hurdman

Waiting on a description

Michael is a veteran of the United States Navy and served in Viet Nam aboard two aircraft carriers as a jet mechanic. He was a pastor for 26 years in Louisiana. He received his master's degree from Southwestern Christian University and has taught for Mid America Christian University since 2011. He became a full-time faculty member in 2015, serving in the College of Adult and Graduate Studies, Christian Ministries.

Josh's bio: waiting to receive this

Engaging Nontraditional Learners

TIME

Room

Presenter: Dr. Kelsey Carroll, Instructional Design Specialist, MACU

This breakout session explores the challenges nontraditional learners face in the online environment and the key factors that influence engagement and motivation. Strategies for engaging nontraditional learners will include the instructor's presence, the role of curriculum design, and the impact of content delivery in online learning environments.

Dr. Kelsey Carroll has been in the field of education for over 10 years with diverse experiences in teaching various age groups and learner backgrounds. Dr. Carroll's specializations and current research interests include instructional design and curriculum development. Her passion for English language learner transfers to her current work in creating online learning environments that foster learner autonomy and engagement.

Lunch

12:00pm

Room

By Sweets and Eats

Meet with Program Directors

12:45pm to 1:30pm

By Academic Program

Concluded

1:30pm

Professional Development <i>Attendance at a professional conference</i> <i>In-service programs and workshops – may include specialists brought in from other universities, agencies, or from within the MACU faculty/staff</i>	Christian Economic Forum, Switzerland.	July, 2018
	MACU Faculty Gathering Event	February 9, 2019
	Lausanne Global Work Forum (Manila, The Philippines)	Jun 2019
	Christian Economic Forum (CEF) Park City, Utah.	July, 2019

<p>Professional Development</p> <p><i>In-service programs and workshops – may include specialists brought in from other universities, agencies, or from within the MACU faculty/staff</i></p>	<p>MACU Faculty Gathering Event</p> <ul style="list-style-type: none"> • D2L 2.0 and Beyond • Engaging Nontraditional Learners <p>MCORE Retreats</p> <p>MCORE Small Group</p> <p>URX Training Developed presentations for each of the 6 sessions. Trained the Facilitators</p> <p>Scaling-Up Re-N-Vent Summit (leadership, business and entrepreneurship)</p> <p>Innovation Experience Israel Summit (Virtual)</p> <p>WBECS (World Business Executive Coaching Summit (10th Edition) Pre-Summit 4 Sessions</p>	<p>February 8, 2020</p> <p>December 5, 2019 February 20, 2020 May 19, 2020</p> <p>Sept. 18, 2019 Oct. 1, 2019 Oct. 21, 2019 Oct. 29, 2019 Nov. 12, 2019 Dec. 20, 2019 Jan. 7, 2020 Jan. 21, 2020 Feb. 4, 2020 March 3, 2020 March 17, 2020 March 31, 2020 April 14, 2020 May 5, 2020, May 12, 2020 June 2, 2020</p> <p>2020-2021</p> <p>April 2, 2020</p> <p>May 17, 2020</p> <p>June 6, 12 and 15, 2020</p>
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	CBMC Trasciende Leadership Summit	September, 2020
	CROWN Financial Ministries Annual Gathering	October 6, 2020
	<i>Imagination Summit (Leadership Christian Coaching Summit)</i>	February 4, 2021
	MACU Faculty Gathering Event <ul style="list-style-type: none"> Great Ideas Teach & Learn Roundtable.(Developed) 	June 26, 2021

Masters of Leadership, Program Review, Section 15

Strategic Plans and Budgets Related to the Program

CAMPUS MEMO

To: Directors and Chairs
Cc: Evangelnet
From: Mici Sartin
Date: October 16, 2019
RE: Budget Worksheets



You will find your budget worksheets, both for expenses and capital expenditures for the upcoming 2020-2021 budget year, attached with this memo. The details of what is provided are below:

Detail Budget Worksheet: You are **required** to complete the spreadsheet labeled *Detail Budget Worksheet*. This tool will help you plan your budgets by listing in detail your monthly expenses. You will also need to include comments that will help you and the reviewer as your budget(s) are discussed.

Summary Budget: This worksheet will auto-fill as you populate the numbers into the *Detail Budget Worksheet* and cannot be edited. The Summary Budget will assist in your planning by providing at least two prior years' actual expenses and the prior year budget.

Federal Work Study: Please utilize this space to request student Federal Work Study employees for your department(s). Include number of hours and a description for each position requested. If a rate of pay in excess of minimum wage has been approved for this position, please notate.

Personnel: Please utilize this space to request changes in Personnel and merit increase requests. One must provide your reasoning and evidence supporting these requests.

CapEx: Capital expenditures (fixed assets over \$500 per item) will need to be listed in detail and specific instructions are provided. Any anticipated IT needs will need to be discussed with the Chief Information Officer, Jody Allen, and should not be included on your departmental budget worksheets.

Furniture and Equipment: Furniture and equipment expenses (fixed assets over \$500 per item) will need to be listed in detail and specific instructions are provided.

The budget worksheets will be **due** to your Vice President on or before **November 13th, 2019**. Thanks for your cooperation. Feel free to contact me or Gina Sanders with any questions and we will be happy to assist!

Mid-America Christian University 2020-2021 Proposed Budget		Projected Expenses for 2020							Projected Expenses for 2021							YR TOTAL	
		June	July	August	September	October	November	December	January	February	March	April	May				
Monthly Expense Totals >		\$ 3,595	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 7,004	\$ 3,595	\$ 77,230			
% of Total Departmental Budget >		4.7%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	4.7%				
Dept.	495																
Account Code	Account Name and Detail Description																
Note for all budgets: SBL active enrollment 645 vs 706 1 year ago = approx 8.6% reduction applied to most variable or discretionary expense levels IN RED																	
80460	Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		
80460	Various development opportunities possible, but not to exceed \$950 allowance																
80460																	
80460																	
80460																	
80510	Travel & Entertainment Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		
80510	No expense recorded in history of budget																
80510																	
80510																	
80510																	
80510																	
80550	Hospitality	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 336	0.4%		
80550	Portion of anticipated costs for AC meetings, ad spec, printing, or incidental exp associated with recruiting or retention activities, SBD reception. Costs shared equally in all active degree since all programs potentially benefit.	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28			
80550																	
80550																	
80550																	
80550																	
80650	Professional Dues	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 900	1.2%		
80650	Dues exp 2018-19 = \$799 brought from MBA budget (Sloan Certification)	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75			
80650																	
80650																	
80650																	
80650																	
80700	Instructional Supplies	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 900	1.2%		
80700	2019-20 exp = \$872; budget 1200	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75			
80700																	
80700																	
80700																	
80700																	
80710	Copier Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		
80710	Copier supplies all coded to 470/MBA																

[illegible][illegible]

GL Description	GL	Res	2016-17 Actuals	2017-2018 Actuals	2018-2019 Actuals	2019-2020 1st Qtr Actuals	2019-2020 Budget	2020-2021 Proposed Budget
495 - Master of Arts in Leadership								
Professional Development	80460		-	-				-
Travel & Entertainment Expense	80510		-	-				-
Hospitality	80550		309.00	-		-	360.00	336.00
Professional Dues	80650		-	-				900.00
Instructional Supplies	80700		523.21	1,067.46	872.06	349.49	1,200.00	900.00
Copier Supplies	80710		-	1.20				-
Office Supplies	80720		47.58	-		-	60.00	48.00
Supply Storeroom	80721		-	-				-
Commercial Printing	80730		-	-				-
Postage	80740		64.40	7.20	21.2	-	60.00	48.00
Contract Services	80980		-	-				-
Assessments	81040		-	-				-
Rent	81080		-	-				-
Graduation Expense	81320		-	-				-
Bad Debt Expense	81430		116.19	9,421.46	72,440.22	(8,472.92)		-
Salaries - Adjunct	80210		82,604.02	80,554.00	60318	13,100.00	75,000.00	74,998.00
			83,664.40	91,051.32	133,651.48	4,976.57	76,680.00	77,230.00

Total from Detail Budget	77,230.00
---------------------------------	------------------

82,604.02	80,554.00	60318.00	75,000.00
1.00	2.00	3.00	4.00

6,818.18	3,409.09
----------	----------

Federal Work Study

Request

Budget 2020/2021

Please provide the position, the duties of the position, the number of hours needed, and the supervisor. This will assist our efforts of applying the federal work study budget appropriately.

Personnel***Merit and Personnel Additions/Changes******Budget 2020/2021***

Please provide reasoning for suggested merit increases, additional personnel, and/or changes within current personnel. Please be as detailed as possible . This will assist in our review of the requests.

Instructions

To complete proposed capital expenditures sheet:

1. Enter your department in cell C2.
2. In column C, "Item Description", enter a description for each item you wish to purchase in the appropriate category.
If more room is needed, you may add lines to the category as necessary.
3. Enter the cost for each item you wish to purchase in column D, "Item Cost."
4. Each category will subtotal in column E, "Proposed Budget". If you have added lines in a category, check to be sure the subtotal has included them.
5. All of the subtotals will come to a grand total in cell E47.
6. All requests for Software and Hardware must be reviewed by Jody Allen.

To complete proposed furniture & equipment expense sheet:

1. Enter your department in cell C2.
2. In column C, "Item Description", enter a description for each item you wish to purchase. If more room is needed, you may add lines as necessary.
3. Enter the cost for each item you wish to purchase in column D, "Item Cost."
4. All the items will total in cell E16. If you have added lines, check to be sure the total has included them.

PROPOSED CAPITAL EXPENDITURES

Department:

Individual Items Over \$500

<u>GL Code</u>	<u>GL Title</u>	<u>Item Description</u>	<u>Item Cost</u>	<u>Proposed 20/21 Budget</u>
20300	Athletic Fields & Athletic Fields Improvements			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Athletics:	0.00
20400	Buildings & Building Improvements			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Buildings & Improvements:	0.00
20500	Furniture & Equipment			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Furniture & Equipment:	0.00
20600	Software (please see Jody Allen)			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Software:	0.00
20610	Computer Hardware (please see Jody Allen)			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Computer Hardware:	0.00
20900	Vehicles			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Vehicles:	0.00
			Total Proposed Expenditures:	<u>\$ -</u>

PROPOSED FURNITURE & EQUIPMENT EXPENSE

Department:

Individual Items Under \$500

<u>GL</u> <u>Code</u>	<u>GL Title</u>	<u>Item Description</u>	<u>Item Cost</u>	<u>Proposed</u> <u>20/21</u> <u>Budget</u>
81710	Furniture & Equipment			
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
Total Proposed Expenditures:				<u>\$ -</u>

CAMPUS MEMO

To: Directors and Chairs
Cc: Evangelnet
From: Mici Sartin
Date: October 21, 2020
RE: Budget Worksheets



You will find your budget worksheets, both for expenses and capital expenditures for the upcoming 2020-2021 budget year, attached with this memo. The details of what is provided are below:

Detail Budget Worksheet: You are **required** to complete the spreadsheet labeled *Detail Budget Worksheet*. This tool will help you plan your budgets by listing in detail your monthly expenses. You will also need to include comments that will help you and the reviewer as your budget(s) are discussed.

Summary Budget: This worksheet will auto-fill as you populate the numbers into the *Detail Budget Worksheet* and cannot be edited. The Summary Budget will assist in your planning by providing at least two prior years' actual expenses and the prior year budget.

Federal Work Study: Please utilize this space to request student Federal Work Study employees for your department(s). Include number of hours and a description for each position requested. If a rate of pay in excess of minimum wage has been approved for this position, please notate.

Personnel: Please utilize this space to request changes in Personnel and merit increase requests. One must provide your reasoning and evidence supporting these requests.

CapEx: Capital expenditures (fixed assets over \$500 per item) will need to be listed in detail and specific instructions are provided. Any anticipated IT needs will need to be discussed with the Chief Information Officer, Jody Allen, and should not be included on your departmental budget worksheets.

Furniture and Equipment: Furniture and equipment expenses (fixed assets over \$500 per item) will need to be listed in detail and specific instructions are provided.

The budget worksheets will be **due** to your Vice President on or before **November 20th, 2020**. Budgets are due to the CFO by Friday **December 4th**. Thanks for your cooperation. Feel free to contact Michael Foote or Kristin Jasper with any questions and we will be happy to assist!

Projected Expenses for 2021							Projected Expenses for 2022						
June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
\$ 17,566	\$ 146	\$ 12,646	\$ 12,806	\$ 646	\$ 12,646	\$ 146	\$ 146	\$ 10,596	\$ 2,891	\$ 146	\$ 5,146	\$ 75,527	
23.3%	0.2%	16.7%	17.0%	0.9%	16.7%	0.2%	0.2%	14.0%	3.8%	0.2%	6.8%		

[illegible]

[illegible]

GL Description	GL	Res	2017-2018 Actuals	2018-2019 Actuals	2019-2020 Actuals	2020-2021 1st Qtr Actuals	2020-2021 Revised Budget	2020-2021 Original Budget	2021-2022 Proposed Budget
495 - Master of Arts in Leadership									
Professional Development	80460		-						450.00
Travel & Entertainment Expense	80510		-						500.00
Hospitality	80550		-		-	-	-	336.00	756.00
Professional Dues	80650		-						405.00
Instructional Supplies	80700		1,067.46	872.06	632.09	174.20	523.21	900.00	900.00
Copier Supplies	80710		1.20		-	5.50	-	-	-
Office Supplies	80720		-		-	-	40.00	48.00	48.00
Book Expense	80725		-		5.99	-	-	-	-
Commercial Printing	80730		-						120.00
Postage	80740		7.20	21.20	-	-	7.20	48.00	48.00
Contract Services	80980		-						4,800.00
Assessments	81040		-						-
Rent	81080		-						-
Graduation Expense	81320		-						-
Bad Debt Expense	81430		9,421.46	72,440.22	(9,283.43)	(4,488.56)	-	-	-
Salaries - Adjunct	80210		80,554.00	60,318.00	41,450.10	10,500.00	33,664.63	36,715.96	67,500.00
			91,051.32	133,651.48	32,804.75	6,191.14	34,235.04	38,047.96	75,527.00
Total from Detail Budget									75,527.00

20-21 budget **77,230.00**

Federal Work Study

Request

Please provide the position, the duties of the position, the number of hours needed, and the supervisor. This will assist our efforts of applying the federal work study budget appropriately.

Personnel

Merit and Personnel Additions/Changes

Please provide reasoning for suggested merit increases, additional personnel, and/or changes within current personnel. Please be as detailed as possible . This will assist in our review of the requests.

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		2.		
		3.		
		4.		
		5.		
			Subtotal Software:	0.00
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		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Computer Hardware:	0.00
20900	Vehicles			
		1.		
		2.		
		3.		
		4.		
		5.		
			Subtotal Vehicles:	0.00
			Total Proposed Expenditures:	<u>\$ -</u>

PROPOSED FURNITURE & EQUIPMENT EXPENSE

Department:

Individual Items Under \$500

<u>GL Code</u>	<u>GL Title</u>	<u>Item Description</u>	<u>Item Cost</u>	<u>Proposed Budget</u>
81710	Furniture & Equipment			
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
Total Proposed Expenditures:				<u>\$ -</u>

ML				
Spring 2021	47	29	68	61.70%
Winter 2020	41	1	2	2.44%
Fall 2020	46	2	6	4.35%
Summer 2020	44	6	7	13.64%
Spring 2020	45	17	35	37.78%

SDII Notebook

2010 - 20

**SPU / Budget Dept #
School of Business Leadership**

Submitted by

Wm. Scott McMurry

6/1/2020

Mission Statement

Mid-America Christian University 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.

University Outcomes

1. SPIRITUAL FORMATION - To integrate Christian principles and behaviors in professional and personal experience; (Head and Heart; Encounter and Expression)
2. EFFECTIVE COMMUNICATION - To communicate effectively and ethically with diverse audiences using a variety of media; (Head and Hands; Engagement and Emphasis)
3. EXAMINATION AND ADOPTION OF IDEAS – To examine, reflect, and build upon ideas to transform self and community; (Head, Heart, and Hands; Encounter, Engagement, and Emphasis)
4. CREATIVE PROBLEM SOLVING & ENTREPRENEURSHIP - To create innovative solutions to problems; (Head and Hands; Encounter, Engagement, Emphasis, and Expression)
5. COLLABORATION - To engage in ongoing collaborative inquiry and intellectual curiosity for lifelong learning and practice; (Head, Heart, and Hands; Encounter, Engagement, and Emphasis)
6. ETHICAL LEADERSHIP AND VALUES - To apply leadership principles and integrate them in professional and personal experience; (Head and Hands; Encounter, Engagement, and Emphasis)
7. EXPERTISE IN THE DISCIPLINE - To integrate expertise of the core content of their discipline in real world contexts; (Head and Hands; Engagement and Emphasis)
8. ENGAGEMENT IN SCHOLARSHIP - To engage with and contribute to scholarly pursuits with creativity and innovation; (Head and Hands; Engagement and Emphasis)
9. 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)

Board of Trustees' Ends Policies (university's core values-the reason we exist)

1. Our students will have a greater **ENCOUNTER** with God that leads to a spiritual commitment to Christ, a commitment to Christian discipleship, and a commitment to Holy Spirit-filled living.
2. Our students will have a greater **ENGAGEMENT** in learning that prepares students to create, collaborate, and innovate in solving local and global problems.
3. Our students will have a greater understanding and **EMPHASIS** of global issues.
4. Our students will have a greater **EXPRESSION** of doing good that reflects the life and ministry of Jesus Christ.



WILDLY IMPORTANT GOALS

MACU WIG Statements

LEAD Measure 1

LEAD Measure 2

LEAD Measure 3

Type of Scoreboard

1. We will align our daily actions with the **Five Operational Values** and assess departmental impact by May 31, 2020

2. By May 31, 2024, the University will annually increase its unduplicated student headcount by 5% (2,129 to 2,718) by developing new degree and certificate programs, increasing retention, and expanding into new student markets.

3. By May 31, 2020, the University will exceed its 2019-20 projected net revenue by \$150, 000 to provide additional 2% cost of living bonuses. (The ability to award bonuses will be determined at the end of each fiscal quarter.)

Unit WIG Statements

LEAD Measure 1

LEAD Measure 2

LEAD Measure 3

Type of Scoreboard

WIG #1

By May 31, 2020, SBL will support **Operational Values of People and Communication** by increasing student awareness of Program Directors and Chairs by a minimum of 10%, as measured by positive responses to Question 4-1 of the Student Satisfaction Inventory; "I know the Chair and/or Program Director of my school."

Each Program Director will develop and distribute a quarterly newsletter containing information specific to the degree program, and focusing on the creation of community and connectedness between students, faculty, and administrators of that program.

Newsletters will be accumulated in Degree-Specific folders, to be shared with all students in the degree program and SBL administrators an informational resource.

WIG #2

By May 31, 2020, SBL will achieve a 2% increase in net profitability and headcount by focusing on 1) increasing tuition revenues through recruitment and retention, as measured by current student enrollment reported weekly, and 2) controlling instructor expense by increasing overall class sizes, as measured by instructor/student ratio reported monthly.

Each Program Director will attend at least one recruiting event per quarter, where SBL administrative faculty have the opportunity to speak to prospective students directly about the value of MACU education.

Address retention by completing 100% of EOC evals for new instructors or instructors on performance improvement, so that practices and persons who may be contributing to student retention problems are identified and corrected.

Each quarter, identify and implement at least one opportunity to increase increase class sizes through policy, scheduling, cross-listing, or combining courses, as evidenced by proposals or meeting minutes.

Ongoing enrollment and instructor/student ratio results posted to shared WIGS Google doc by the Coordinator each month, so that current results can be accessed and reviewed by anyone in SBL at any time.

Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)



WILDLY IMPORTANT GOALS

MACU WIG Statements

LEAD Measure 1

LEAD Measure 2

LEAD Measure 3

Type of Scoreboard

As outlined specifically on the Evaluation tab, WIG#1 was 80% achieved, and retained as a WIG for 20-21.
WIG#2 was only accomplished at a 50% rate, partly due to lack of opportunities after the COVID crisis limited recruiting opportunities. WIG#2 has been retained for 20-21.

All Following Worksheets Describe How the Strategic Planning Unit (SPU) Has Strategized To Manage the Whirlwind and Achieve the SPU's Goals.

VISIONING EXERCISE

Step 1: Describe what you would like	We envision a School of Business Leadership that participates
Step 2: Create a "vision statement." A vision statement is a brief description of how your department or school will look like in the future. A vision statement can be a few sentences, a few paragraphs, or even a few pages. Some Strategic Planning Units (SPU's) prefer to create a vision statement acronym to help the SPU's personnel to easily recall the vision.	<p>INNOVATIVE (HEAD) - Programs are "fresh," with current content and engaging educational methods that are suitable to the modality, and responsive to student needs. Each course is distinctive, comparing favorably with other competing colleges. Program Directors and Instructors are flexible, and open to experimentation and new ideas.</p> <p>INTERCONNECTED (HEART) - Regardless of modality, students find that courses represent MACU's essential identity consistently, so that students can move between modalities without encountering subculture conflicts. On-ground and online students, younger and older, remote and local - all feel a sense of community that is inclusive and supportive of all groups. The concern of the institution for the success of the student is evident in all facets of education. The values and mission of the University are made manifest as a function of coursework.</p> <p>ENGAGED (HANDS) - Students and Instructors are recognized and rewarded for being involved and committed. Students and Instructors communicate actively during the learning process, not just about the outcomes of that process.</p>

S.W.O.T. Matrix: (Conducted in even numbered years)

Strengths	Weaknesses
<p>Small class sizes Quality of best online instructors Unified CAS/CAGS operation Flexibility Student service orientation Focus on maximum prior learning/transfer credit Empowered and responsible team members Incorporation of GiANT in curriculum Degree options Diverse student population Easy access to school leadership</p>	<p>Some poorly written or outdated curriculum/textbooks Quality of worst online instructors Lack of internship and placement opportunities Not enough PLA staff Insufficient personal development funding Disability accessibility in online curriculum Poor communication with other schools and leadership above school level Poorly performing textbook provider Adjunct training process Insufficient administrative staff Instructor pay rate/scale is not competitive and unrealistically structured</p>
Opportunities	Threats
<p>Addition of certificate programs within degrees (CMA, Quickbooks, CBCS, CEHRS, etc.) Partner development to support internships and placements Better program alignment with external standards (job skills, association accreditation criteria) Identify opportunities to expand connection with students after graduation Micro-learning opportunities for faculty and administration Improved program marketing Increase multi-disciplinary/cross-disciplinary/unique emphasis programs Improve conversion rate of undergrad into grad programs</p>	<p>Lack of available qualified faculty in hiring pool for some positions Decreasing class sizes Increase in number of institutions competing for students Improved online offerings from traditional universities Decreased employer financial support for academic work Community college cooperation/consolidation Financial aid sources not meeting cost of education Changing accreditation requirements Rapid changes in legal, regulatory, tech, market that make classes obsolete more quickly</p>

SPU Objectives (The Whirlwind)

[illegible]

Goals to Improve Department in the Midst of the Whirlwind (S.M.A.R.T. Goals) S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound									
Specific		Measurable		Assignable	[----- Resources Required -----]			Time-bound	
Obj. No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End
									STATUS for 19-20 SPUN Report
1.0	Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '21 academic year, including at least three members that represent in at least one category (ethnic minority, female, millennial)	1.1 Solicit nominations from Chair, PDs, and other interested parties	CHAIR	--	PDs COOD	--		8/31/2021
			1.2 Forward candidates to leadership for approval	CHAIR PDs	--	CHAIR PDs	--		8/31/2020
			1.3 Extend invitations to candidates	CHAIR PDs	--	CHAIR PDs COOD	--		8/31/2020
			1.4 Repeat process 1.1 - 1.3 until objectives met, conducting regular quarterly AC meetings	CHAIR PDs COOD	\$500 Food for Qtrly Meetings	CHAIR PDs COOD	--		5/31/2021
2.0	Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/20)	2.1 Confirm that addition of CMA prep course, combined with ACCN courses already available, will constitute adequate preparation for the CMA.	ACCN PD	--	CERT AGENCY	--		10/31/2020
			2.2 Determine method of cost recovery for CMA test expense (student fee, independent pay, scholarship)	ACCN PD	--	CERT AGENCY	--		11/30/2020
			2.3 Obtain Faculty and Senate approval for the addition of CMA prep course.	ACCN PD	--	ACCN PD	--		12/31/2020
			2.4 Write CMA prep course(s) for online/onground deployment.	ACCN PD	Cur. Dev.	COURSE WRITER	--		3/31/2021
3.0	Increase value of HCM degree by ensuring students take advantage of certification opportunities in CMAA and CEHRS through NHA	At least 12 students complete an appropriate HCM certification by end of academic year (5/31/20)	3.1 All exengines for course provision fees, tuition, third party access in place per 2018-19 plan	HCM PD	--	CERT AGENCY	--		9/30/2019
			3.2 Enrollment of HCM students by default in HC 3203 and HC 4303	HCM PD	--	CERT AGENCY	--		
			3.3 Track progress of students through certification materials	HCM PD	--		--		
3.0 (NEW)	Increase the practical experience component of academic work, expand community connections, and integrate Advisory Council support of SBL programs by developing robust internships with business partners	Place two SBL students in any degree program into new internship opportunities by end of academic year (5/31/21)	3.1 Reach out to potential Internship partners to determine availability and conditions of internships	PDS CHAIR					5/31/2021
			3.2 Work with Morgan and Jaiden to pass opportunities through the required process for instituting and sustaining ongoing internships	PDS CHAIR					5/31/2021
			3.3 Solicit students for existing internship possibilities	PDS CHAIR					5/31/2021
4.0	Complete the implementation of integrated, instructor-led rubrics in all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 8/31/2020	4.1 Construct 2-year Curriculum/Assessment Map for MBA and ML programs	PDS CHAIR					5/1/2020
			4.2 Insert assessment rubrics and scoring columns in assessed courses for MBA and ML programs.	ML MBA PDS CHAIR		CLT			8/31/2020
5.0	(WIG 1) Create and distribute a monthly communication that increases the sense of a common community between online and onground students, and increases recognition of Program Directors and Chair in SBL.	Monthly SBL Communication beginning in September 2019	5.1 Determine content and content sources	ALL PDS CHAIR COORD					
			5.2 Establish template with defined content sections	ALL PDS CHAIR COORD					
			5.3 Assign responsibility for content development by section, responsibility for distribution, and distribution schedule	ALL PDS CHAIR COORD					
			5.4 Continue quarterly distribution through AY'20, measuring and recording the number of newsletters distributed	ALL PDS CHAIR COORD					5/31/2021
6.0	Establish a school-wide APA policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/19	6.1 Review existing APA documentation for completeness and accuracy	ALL PDS CHAIR					9/30/2019
			6.2 Verify implementation schedule with Josh	CHAIR					10/31/2019
			6.3 Send communication to all instructors about pending changes to APA, with rationale and schedule	CHAIR ALL PDS COORD					11/30/2019
			6.4 Include APA policy changes in student-facing communication	CHAIR ALL PDS COORD					12/31/2019
									Report as 60% completed Still need to understand how SBL policy will interact/conflict with Writing Center

7.0	Create multidisciplinary options in all undergraduate degree programs, creating a greater number of degree options and more flexibility for students	Identify courses comprising multidisc and add to catalog	7.1 Identify 10 courses (30 hours) to comprise multi-disc	ALL PD CHAIR COORD					10/31/2019	Report as Completed Confirm Catalog entries for all multidisc
			7.2 Get Faculty and Senate approval for multi-disc additions	PROGRAM PDS					12/31/2019	
8.0	Continue implementation of "high-engagement" practices in MBA emphasis courses, already completed in core	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework.	8.1 Identify order of revision based on schedule of high-engagement cohorts	MBA PD					9/30/2019	Report as 75% Completed Continue HE revisions in remaining emphasis courses
			8.2 Rewrite courses for on schedule, to complete by end of AY'21	MBA PD					5/31/2021	
9.0	Update ML program to reflect "high-engagement" practices in all courses.	ML restructuring complete by 5/31/20	9.1 Revise core courses ahead of August 19 cohort (some already revised for courses shared with MBA)	ML PD	Cur. Dev.	Course Writer			3/31/2021	Report as 50% Completed Continue HE revisions in remaining ML courses
			9.2 Revise emphasis courses for most populous emphases first.	ML PD	Cur. Dev.	Course Writer			5/31/2021	
10.0	Achieve an equitable full-time faculty/student ratio in CAGS and CAS programs in the SBL.	Additional faculty or process/technology in place by 5/31/21	10.1 Determine greatest area of need for new full-time faculty member	PDS CHAIR COORD						Retain and Update; including factoring in impact of new Advising module in Jenzabar
			10.2 Describe new faculty duties in detail, with evidence to support hiring as solution	PDS CHAIR						
			10.3 Examine duties to determine if technology or process improvements could allow work to be done more efficiently	PDS CHAIR COORD						
			10.4 Develop measure of FTF/Student Ratio for purposes of measuring effectiveness	PDS COORD						
			10.5 Hire new FTF Faculty, if need persists	VPAA DEAN CHAIR PDS	\$ 45,000.00				5/31/2021	
11.0	Get faculty more involved in student recruitment (WIG #2)	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	11.1 Reach out to faculty and community to identify potential opportunities for recruiting & internships	ALL PDS CHAIR COORD	\$500 Incidental costs of potential self-publishing, promotional materials, or registration fees	RECRUITING & ENROLLMENT	--		9/30/2019	Report 50% Achievement Initiative limited by COVID shutdown
			11.2 Work with Recruiting to identify and attend recruiting events	CHAIR ALL PDS COORD		RECRUITING & ENROLLMENT AC				
			11.3 Begin quarterly recording of student interactions (advisement, sporting events, clubs, chapel, etc.) that may lead to greater retention or continuation into Master's programs.	CHAIR ALL PDS COORD		RECRUITING & ENROLLMENT AC	--		5/31/2020	

Evaluation of SPU Progress
(Using Goal as the Measure)

Objective No.	Department/School Goals	Resources Used	Summary of Evaluation Results	How were results used to make improvements?	Percentage Achieved
1.0 Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '21 academic year, including at least three members that represent in at least one category (ethnic minority, female, millennial)	AC Council Members SBL Faculty Admins SBL Chair Café meal and use of meeting rooms	Added only two members, one ethnic minority	AC input to assignments and curriculum development, increase applicability to various MACU student populations	50%
2.0 Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/20)	PD ACCN Curriculum Development SBL Chair	Focused on other certification opportunities in HCA, MBA, and the Financial Accounting certification, which were easier to implement at the time.	It is our belief that less-than-degree academic accomplishment is attractive to both students and employers, and helps to retain students who can earn meaningful educational accomplishments on the way to a full degree.	0%
3.0 Increase value of HCM degree by ensuring students take advantage of certification opportunities in CMAA and CEHRS through NHA	At least 12 students complete CMA certification class by end of academic year (5/31/20)	PD HCM Curriculum Development SBL Chair	Dr. Resinmey researched, developed, and implemented two complimentary certificate programs through NHA, a nationally recognized HC educator. All HCM student are enrolled by default	It is our belief that less-than-degree academic accomplishment is attractive to both students and employers, and helps to retain students who can earn meaningful educational accomplishments on the way to a full degree.	100%
4.0 Complete the implementation of integrated, instructor-led rubrics in all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 8/31/2020	PD ML PD MBA(Chair) D2L /CLT	All undergrad programs now contain embedded adjunct-led evaluation of student learning outcomes. The Master's program's curriculum maps needed to be updated first, so that it would be clear which courses. That has now been completed, with the advent of new leadership in the ML degree (Dr. Sampedro)	Instructor-led assessment provides more accurate information for data-driven decisions and course improvement, more data overall due to a higher density of assessment, and superior assessment quality due to the proximity of the instructor to student outcomes.	25%
5.0 (WIG 1) Create and distribute a monthly communication that increases the sense of a common community between online and onground students, and increases recognition of Program Directors and Chair in SBL.	Monthly SBL Communication beginning in September 2019	All PDs Program Coordinator	All preliminary work (Newsletter templates, distribution method, statistical measuring of results) is completed. Newsletters completed every quarter in most programs.	It is our belief that program-specific communications will encourage a closer identification and engagement with students, especially affecting knowledge of the identity of Program Directors, Coordinator, and Chair - an area for improvement identified on the SSI.	80%
6.0 Establish a school-wide APA policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/19	CHAIR BUSINESS ALL PDS Coordinator Curr. Dev. D2L/CLT	A master APA template was agreed on by all PDs, and inserted in the Common Resources folder for MBA and ML. Individual communications were made with instructors based on observed difference in APA grading. However, a problem has been identified with other support mechanisms such as the Writing Center, which creates potentially confusing situation for students.	Frustrations with differences in APA grading from instructor to instructor, and the potential for APA compliance to occupy too great an importance in assessment, are complaints that are regularly received from students on the SSI and anecdotally. Our objective is to make APA compliance relatively easy, and consistent from course to course.	60%
7.0 Create multidisciplinary options in all undergraduate degree programs, creating a greater number of degree options and more flexibility for students	Identify courses comprising multidisc and add to catalog	ALL UG PDs Registrar Faculty/Senate Approval	All SBL degree programs now have a multidisc option in the catalog, essentially allowing students to take a "minor" in any other SBL academic discipline. This means there are 20 distinct major/minor combinations, not counting concentrations.	More multidisciplinary programs create more pathways through the degree programs, and help student tailor their educational experience to better fit diverse occupational goals. Multi-disc programs help smaller degree programs maintain viability.	100%
8.0 Continue implementation of "high-engagement" practices in MBA emphasis courses, already completed in core	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework.	PD MBA Curriculum Design D2L/CLT	Core MBA courses were updated in 2019-20. Continue with Emphasis courses in 2020-21	High-engagement practices make MACU graduate coursework distinctive and more interesting to students, encouraging greater learning and retention.	75%
9.0 Update ML program to reflect "high-engagement" practices in all courses.	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework..	PD ML Curriculum Design D2L/CLT	Feeds) were implemented across the board with MBA in 2019-20. The combination of three core courses that run in both MBA and ML also helped to accelerate ML HE changes. New courses that were written in 19-20 as part of the ML revision are HE. The remaining courses, mostly emphasis courses, still need to be	High-engagement practices make MACU graduate coursework distinctive and more interesting to students, encouraging greater learning and retention.	50%
10.0 Achieve an equitable full-time faculty/student ratio in	Additional faculty or process/technology in place by 5/31/21	CO-CHAIR	Both schools now use the same Program Outcomes, same through the program and the use of the 21 new degree requirements	Unified management of CAS and CAGS schools of business has	100%
11.0 Get faculty more involved in student recruitment (WIG #2)	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	SBL Chair All PDs Enrollment Recruitment	Faculty attendance at every Open House, Orientation, site visit, or other opportunity to interface with potential students. All PDs identified potential recruiting grounds (organizations that offer support for employees to attend college, and ade attempts to understand how we could interface with the HR or Management function of those organizations. In 20-21, we will focus on creating relationships with these organizations, along with our	We believe that academicians are underutilized as recruiting resources, although they were previously engaged more fully in that function at this institution.	50%

Assurance Argument - Requirements	School / Department
Criterion One. Mission	
The institution's mission is clear and articulated publicly; it guides the institution's operations.	
<i>Core Components</i>	
1.A. The institution's mission is broadly understood within the institution and guides its operations.	
1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.	Possible
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)	
1.B. The mission is articulated publicly.	
1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.	
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research	Possible

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	
1.C. The institution understands the relationship between its mission and the diversity of society.	
1. The institution addresses its role in a multicultural society.	
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	Possible
1.D. The institution's mission demonstrates commitment to the public good.	
1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	Possible
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external	
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	Possible
The institution acts with integrity; its conduct is ethical and responsible.	
<i>Core Components</i>	

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing	
2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation	
2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.	
1. The governing board's deliberations reflect priorities to preserve and enhance the institution.	
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision- making deliberations	
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of	
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	
2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	Possible
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.	Possible
1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.	Possible
2. Students are offered guidance in the ethical use of information resources.	Possible

3. The institution has and enforces policies on academic honesty and integrity.	Possible
Criterion Three. Teaching and Learning: Quality, Resources, and Support	
The institution provides high quality education, wherever and however its offerings are delivered.	Possible
<i>Core Components</i>	
3.A. The institution's degree programs are appropriate to higher education.	
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.	Possible
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.	Possible
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, or dual credit through contractual	Probable
3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs	
1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or	Possible

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to	Possible
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.	Possible
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	Possible
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.	
1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student	Possible
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.	Possible
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.	Probable
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.	Probable
5. Instructors are accessible for student inquiry.	Possible
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their	
3.D. The institution provides support for student learning and effective teaching.	

1. The institution provides student support services suited to the needs of its student populations.	
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the	
3. The institution provides academic advising suited to its programs and the needs of its students.	Possible
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories,	
5. The institution provides to students guidance in the effective use of research and information resources.	Possible
3.E. The institution fulfills the claims it makes for an enriched educational environment.	
1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.	
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or	Possible
Criterion Four. Teaching and Learning: Evaluation and Improvement	
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed	
<i>Core Components</i>	

4.A. The institution demonstrates responsibility for the quality of its educational programs.	
1. The institution maintains a practice of regular program reviews.	Possible
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.	
3. The institution has policies that assure the quality of the credit it accepts in transfer.	
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its	Possible
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.	
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For	Possible
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.	
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	Probable
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	Probable
3. The institution uses the information gained from assessment to improve student learning.	Probable

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	Possible
4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.	
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.	
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use	
Criterion Five. Resources, Planning, and Institutional Effectiveness	
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for	
<i>Core Components</i>	
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.	
1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate	Possible
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities	
4. The institution's staff in all areas are appropriately qualified and trained.	Possible
5. The institution has a well-developed process in place for budgeting and for monitoring expense.	
5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission	
1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities	
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance	
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort	
5.C. The institution engages in systematic and integrated planning.	
1. The institution allocates its resources in alignment with its mission and priorities.	
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.	Possible

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.	
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the	
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	
5.D. The institution works systematically to improve its performance.	
1. The institution develops and documents evidence of performance in its operations.	Probable
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.	

Goals to Improve Department in the Midst of the Whirlwind (S.M.A.R.T. Goals) S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound									
Specific		Measurable		Assignable	[----- Resources Required -----]			Time-bound	
Obj. No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End
									STATUS for 19-20 SPUN Report
1.0	Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '21 academic year, including at least three members that represent in at least one category (ethnic minority, female, millennial)	1.1 Solicit nominations from Chair, PDSs, and other interested parties 1.2 Forward candidates to leadership for approval 1.3 Extend invitations to candidates 1.4 Repeat process 1.1 - 1.3 until objectives met, conducting regular quarterly AC meetings	CHAIR CHAIR PDS CHAIR PDS CHAIR PDS COOD	-- -- -- \$500 Food for City Meetings	PDS COOD CHAIR PDS CHAIR PDS COOD CHAIR PDS COOD	-- -- -- --	8/31/2021 8/31/2020 8/31/2020 5/31/2021	Retain and Update
2.0	Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/20)	2.1 Confirm that addition of CMA prep course, combined with ACCN courses already available, will constitute adequate preparation for the CMA. 2.2 Determine method of cost recovery for CMA test expense (student fee, independent pay, scholarship) 2.3 Obtain Faculty and Senate approval for the addition of CMA prep course. 2.4 Write CMA prep course(s) for online/ground deployment.	ACCN PD ACCN PD ACCN PD ACCN PD	-- -- -- Cur. Dev.	CERT AGENCY CERT AGENCY ACCN PD COURSE WRITER	-- -- -- --	10/31/2020 11/30/2020 12/31/2020 3/31/2021	Retain and Update
3.0	Increase value of HCM degree by ensuring students take advantage of certification opportunities in CMAA and CEHRS through NHA	At least 12 students complete an appropriate HCM certification by end of academic year (5/31/20)	3.1 All exenigences for course provision fees, tuition, third party access in place per 2016-19 plan 3.2 Enrollment of HCM students by default in HC 3203 and HC 4303 3.3 Track progress of students through certification materials	HCM PD HCM PD HCM PD	-- -- --	CERT AGENCY CERT AGENCY --	-- -- --	9/30/2019	Report as Completed
3.0 (NEW)	Increase the practical experience component of academic work, expand community connections, and integrate Advisory Council support of SBL programs by developing robust internships with business partners.	Place two SBL students in any degree program into new internship opportunities by end of academic year (5/31/21)	3.1 Reach out to potential internship partners to determine availability and conditions of internships 3.2 Work with Morgan and Jaden to pass opportunities through the required process for instituting and sustaining ongoing internships 3.3 Solicit students for existing internship possibilities	PDS CHAIR PDS CHAIR PDS CHAIR				5/31/2021 5/31/2021 5/31/2021	New Strategic Objective 20-21
4.0	Complete the implementation of integrated, instructor-led rubrics in all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 8/31/2020	4.1 Construct 2-year Curriculum/Assessment Map for MBA and ML programs 4.2 Insert assessment rubrics and scoring columns in assessed courses for MBA and ML programs.	PDS CHAIR ML/MBA PDS CHAIR				5/1/2020 8/31/2020	Retain and Update
5.0	(WIG 1) Create and distribute a quarterly communication that increases the sense of a common community between online and onground students, and increases recognition of Program Directors and Chair in SBL.	Monthly SBL Communication beginning in September 2019	5.1 Determine content and content sources 5.2 Establish template with defined content sections 5.3 Assign responsibility for content development by section, responsibility for distribution, and distribution schedule 5.4 Continue quarterly distribution through AY'20, measuring and recording the number of newsletters distributed	ALL PDS CHAIR COORD ALL PDS CHAIR ALL PDS CHAIR COORD ALL PDS CHAIR COORD				5/31/2021	Retain and update as SO and WIG Report 5.1 - 5.3 100% completed Report 5.4 75% completed based on newsletter count Continue to review alternate communication methods (social media, micro-site)
6.0	Establish a school-wide APA policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/19	6.1 Review existing APA documentation for completeness and accuracy 6.2 Verify implementation schedule with Josh 6.3 Send communication to all instructors about pending changes to APA, with rationale and schedule 6.4 Include APA policy changes in student-facing communication	ALL PDS CHAIR CHAIR CHAIR ALL PDS COORD CHAIR ALL PDS COORD				9/30/2019 10/31/2019 11/30/2019 12/31/2019	
7.0	Create multidisciplinary options in all undergraduate degree programs, creating a greater number of degree options and more flexibility for students	Identify courses comprising multidisc and add to catalog	7.1 Identify 10 courses (30 hours) to comprise multi-disc 7.2 Get Faculty and Senate approval for multi-disc additions	ALL PD CHAIR COORD PROGRAM PDS				10/31/2019 12/31/2019	Report as Completed Confirm Catalog entries for all multidisc
8.0	Continue implementation of "high-engagement" practices in MBA emphasis courses, already completed in core	At least one Master's level cross disciplinary emphasis by 5/31/19	8.1 Identify order of revision based on schedule of high-engagement cohorts 8.2 Rewrite courses for on schedule, to complete by end of AY'21	MBA PD MBA PD				9/30/2019 5/31/2021	Report as 75% Completed Continue HE revisions in remaining emphasis courses
9.0	Update ML program to reflect "high-engagement" practices in all courses.	ML restructuring complete by 5/31/20	9.1 Revise core courses ahead of August 19 cohort (some already revised for courses shared with MBA) 9.2 Revise emphasis courses for most populous emphases first.	ML PD ML PD	Cur. Dev. Cur. Dev.	Course Writer Course Writer		3/31/2021 5/31/2021	Report as 50% Completed Continue HE revisions in remaining ML courses
10.0	Achieve an equitable full-time faculty/student ratio in CAGS and CAS programs in the SBL.	Additional faculty or process/technology in place by 5/31/21	10.1 Determine greatest area of need for new full-time faculty member 10.2 Describe new faculty duties in detail, with evidence to support hiring as solution 10.3 Examine duties to determine if technology or process improvements could allow work to be done more efficiently	PDS CHAIR COORD PDS CHAIR PDS CHAIR COORD					Retain and Update; including factoring in impact of new

			10.4 Develop measure of FTF/Student Ratio for purposes of measuring effectiveness	PDS COORD						Advising module in Jenzabar
			10.5 Hire new FTF Faculty, if need persists	VPAA DEAN CHAIR PDS	\$ 45,000.00				5/31/2021	
11.0	Get faculty more involved in student recruitment (WIG #2)	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	11.1 Reach out to faculty and community to identify potential opportunities for recruiting & internships	ALL PDS CHAIR COORD	\$500 Incidental costs of potential self-publishing, promotional materials, or registration fees	RECRUITING & ENROLLMENT	—		9/30/2018	
			11.2 Work with Recruiting to identify and attend recruiting events	CHAIR ALL PDS COORD		RECRUITING & ENROLLMENT AC				
			11.3 Begin quarterly recording of student interactions (advisement, sporting events, clubs, chapel, etc.) that may lead to greater retention or continuation into Master's programs	CHAIR ALL PDS COORD		RECRUITING & ENROLLMENT AC	—		5/31/2020	

Masters of Leadership, Program Review, Section 16

Program Graduates

Masters of Leadership, Program Review, Section 17

Recruitment Efforts for Future Students

PROGRAM OVERVIEW

Every workplace needs transformative, visionary leaders. MACU's Master of Arts in Leadership program addresses this need by preparing you to lead with a deep understanding of theoretical foundations and applicable knowledge of Leadership.

The degree is ideal for many individuals, from workers with technical skills who wish to transition into positions of management to individuals who are already in positions of leadership but desire to polish their expertise. No matter your background, MACU's program will equip you with the skills you need to advance in your career and increase your impact in the workplace.

MACU's MA in Leadership prepares you to lead in any workplace through courses that focus on organizational culture, training, leadership theory and project management. The 100% online program emphasizes strategies of leading ethical and effective change, preparing you to manage rapidly-expanding work environments in today's marketplace. Classes last 6 weeks to fit your busy schedule!

Additionally, you will cultivate your skills in communication and teamwork. You will graduate as a leader equipped to manage others, identify and offer solutions to problems and initiate positive change in any setting. Some of the careers you can pursue include:

- **Supervisor**
- **Human Resources Manager**
- **Corporate Trainer**
- **Management Consultant**
- **Chief Executive Officer**

SPECIALIZATIONS AVAILABLE

To set yourself apart in a competitive marketplace, you can gain expertise in specific fields of leadership by choosing one of four available emphases:

- **Business Management**
- **Public Administration**
- **Higher Education Administration**
- **Ministry Leadership**



Your Leadership Degree From MACU Can Take You There

Corporate Trainer | \$60,780
Health Services Manager | \$99,730
Human Resources Manager | \$127,990
Sales Manager | \$124,220



MASTER OF ARTS IN LEADERSHIP

CORE REQUIREMENTS

- Organizational Behavior
- Communication in Professional Organizations
- Leadership Theory and Practice
- Training and Development
- Leading Change
- Integrative Leadership Project

ADDITIONAL REQUIREMENTS

- The Adult Learner
- Nonprofit Leadership
- Financial Development and Resource Management
- Decision Making

EMPHASIS COURSE TOPICS

- Self-Assessment and Development
- Spiritual Formation
- Higher Education History and Administration
- Public Policy Implementation
- Marketing Analysis and Strategy
- Managerial Economics in a Globalized Environment
- And more!

TOTAL REQUIRED HOURS: 30-33

Total Leadership Major: 18 hrs

Total Emphasis: 12 - 15 hrs (Dependent on emphasis)

ACCREDITATION

Mid-America Christian University (MACU) is accredited through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).

WHY A LEADERSHIP DEGREE?

If you enjoy teaching others and have an appreciation for learning within a business atmosphere, this role may be for you. These in-demand roles are projected to grow at a pace of 10 percent or more during the next 10 years, which is higher than the average growth rate across all occupations and good news for job seekers. This position is sometimes also called a "Training and Development Manager" or a "Director of Knowledge and Development."

bls.gov

Want to speak to an Enrollment Counselor about earning your degree?

Contact MACU Today!

Email: enroll@macu.edu

Phone: 888-888-2341

Program Director: Dr. Jesus Sampedro

Email: jesus.sampedro@macu.edu

Website: www.macu.edu

CHRISTIAN

Not just in our name, it's who we are

AFFORDABLE

With federal financial aid and payment plans, we make it possible

PRACTICAL

Earn college credit for your work and prior learning experiences. Plus, apply what you learned in class at work the next day

CONVENIENT

Attend one class every five weeks and choose 100% online or one night on ground a week

ACCREDITED

Regional accreditation means we are transfer friendly

PERSONAL

Our staff and faculty know who you are and where you want to go

LEADERSHIP TRUST

HOW TO WIN TRUST AND KEEP THE RIGHT TO BE FOLLOWED.

The Thomas School of International Studies and the Greater Oklahoma City Hispanic Chamber of Commerce are offering the course Leadership Trust.

Our speaker, **Dr. Jesús Sampedro**, will examine how to build and sustain trust in leadership as an effort to bring relevance and effectiveness to the organizational realm in this particular age.



Explore

Explore trust in leadership and how it plays a key role in generating individual passion, team commitment, and organizational cohesion.



Understand

Understand why it is that trustworthy leaders build teams and organizations with increased and sustained effectiveness.



Distinguish

Distinguish key aspects to develop trust such as: Character, Competence, Connection and Consistency.

Tuesday April 13th, 8am-4pm

Cost \$150 dlls, will be held at MACU main campus.

All participants are required to wear a mask. Covid safety measures will be maintained during the event.

For more information and registration call

 **405-616-5031**

 **info@okchispanicchamber.org**

Limited Registration

3500 SW 119th St. Oklahoma City, OK 73170



Dr. Jesus A. Sampedro
2020-2021 Key Events/ Initiatives

1. January 30- Event: Business for the Common Good by the Denver Center for Faith and Work (DCFW) - Global Business Panelist (Denver, CO) 1000+ attendees
2. February 16: Ministry Development Meeting/Retreat – CBMC Latin American Leadership Team (Miami, FL). Facilitator-Convener. 10 participants.
3. February 28-29. Journey of Generosity (Generosity Path). (Jarabacoa/Santiago, Dominican Republic) Facilitator. 25 participants.
4. March 21 – Web Conference “The 7 Roles of the Leader-Coach” (Monterrey, Mexico - Virtual event) Speaker. 80 attendees.
5. April 04 - May 07 – MACU and CBMC Latin America - [10 Webinar Series “Navegar Sin Naufragar”](#) (Navigate without Sinking) Reached on average 400 views each webinar.
 - Delivered a Web Conference on “Leadership Resilience”(Speaker)
6. May 15-16 Journey of Generosity Online Retreat (Generosity Path). Virtual Facilitator. 25 participants from 7 countries.
7. June 10 - Chapel at Mid America Christian University (MACU) Speaker, together with my wife Gaby who lead worship.
8. June 16 - World Trade Center – Valencia, Venezuela. (Virtual Conference - Disruptive: Leading between purpose, genius and empathy in the new reality). 100+ executive attendees
9. June 19 – Event “The church and the mental peace” (La Iglesia y la Paz Mental) (Virtual Conference on Agile Leadership) Reached 500 pastoral couples from all over Latin America.
10. June 24 - Virtual Luncheon. CBMC South Florida. (Speaker) 15+ attendees
11. August 26 – Virtual Service – Iglesia Nueva Vida (Virginia Beach) Speaker. 30+ attendees.
12. October 2 y 3 – TRASCIENDE: CBMC Latin American Virtual Summit (600 attendees)
13. October 29 through Nov. 18 - Marketing Campaign to Promote the ML in Leadership in Spanish and the university among hispanic online portals and radios stations (latin America and the US) 15 interviews.
14. December 15 - Mundo de Fe - Global Network of Churches meeting on Campus. Pastors Ralph and Donna Holland. To promote the University programs among their network.
15. April 13 - Leadership trust seminar at MACU in partnership with the hispanic Chamber of Commerce ok the Greater Oklahoma City (8am-4pm)
16. May
 - Visit to Houston to meet with three leaders of influential ministries (Alfonso Ortiz - Lakewood Church, Abdul Alvarez, and Woodland Community Church leaders)
 - Visit to Dallas to meet with Global Network of Churches meeting on Campus. Pastors Ralph and Donna Holland. Explored a potential partnership with their leadership institute.

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MAESTRÍA EN LIDERAZGO

EN CADA LUGAR DE TRABAJO SE NECESITAN LÍDERES TRANSFORMADORES Y VISIONARIOS

El Programa de Maestría en Liderazgo de MACU aborda la necesidad de preparar a los estudiantes para liderar en sus trabajos con una comprensión profunda de los fundamentos teóricos y el conocimiento aplicable.

BECAS BECAS BECAS DISPONIBLES DISPONIBLES DISPONIBLES

ONLINE EN ESPAÑOL

ENERO 2021 DURACIÓN: 18 MESES.

MID-AMERICA CHRISTIAN UNIVERSITY

CONTACTO:
LIC. ANNA M. MACRI
DIRECTORA DEL PROGRAMA
405-692-3277
tsis@macu.edu
macu.edu

((Franja Group Agencia)) - Colombia 29 de octubre de 2020.

La prestigiosa universidad **Mid America Christian University (MACU)** presenta su programa de **Maestría en Liderazgo** para América Latina 100% en Línea. Un programa ideal para personas, desde trabajadores con habilidades técnicas que desean hacer la transición a puestos gerenciales, hasta personas

Importar sus antecedentes, los estudiantes completan el programa equipados con las habilidades que necesitan para avanzar en sus carreras y aumentar su impacto profesional.

UN RECONOCIMIENTO AL LIDERAZGO LATINO

El programa fue establecido para equipar líderes que quieran impactar el mundo para Cristo, también, para ayudar a líderes a aplicar la ética Cristiana y liderazgo multicultural en el contexto donde trabajan o ministran. El énfasis principal hacia el mundo en español se basa en la imperante necesidad de la región en el desarrollo de líderes para los retos actuales.



La designación como director de la maestría en inglés del reconocido autor venezolano y líder empresarial **Jesús Sampedro** ha sido de gran impulso para el programa en español.

Jesús Sampedro es un reconocido autor, conferencista y Coach-Trainer Certificado. Presidente de Global Leadership Consulting. Director del CBMC International para Latinoamérica (Comité de Profesionales y Empresarios Cristianos-CPEC/CBMC), Miembro del Consejo Global para la teología y los negocios de la WEA. Miembro de International Coach Federation (ICF) e International Leadership Association (ILA). Venezolano en Oklahoma. Esposo de la Cantante Cristiana Gaby Sampedro, padre de Ana y Eva.

---Ver más **aquí**

¿Cómo llegaste a la universidad y cuál es tu objetivo con la Maestría de liderazgo?

JS: En 2008 me uní a enseñar como profesor adjunto en la Maestría en

podría equipar estudiantes para que lideren en diversos campos, de todo el continente americano. Esto lo he hecho enseñando materias de liderazgo, comportamiento organizacional y toma de decisiones, entre otras. En 2019 acepte la invitación a venir a Oklahoma City para enseñar y ser ahora el Director de la Maestría en inglés. Estar aquí me ha permitido también ser otra cara amigable para tantos estudiantes internacionales, especialmente de toda América Latina. Mi rol es ayudarles a pensar rigurosamente, pero también motivarles a crecer y a servir a Dios en su llamado particular. Mi objetivo es contribuir con la universidad y lograr que este programa de excelencia siga convirtiéndose en la opción preferida de líderes establecidos y en desarrollo para guiar sus organizaciones al futuro deseado.

¿Háblanos de tu más reciente libro de liderazgo?

“Inspiración para Liderar: Reflexiones Espirituales diarias para enfrentar los retos de hoy”, es un compendio de reflexiones que pretende encapsular sabiduría bíblica a fin de ayudar al empresario y al profesional a enfrentar con éxito los retos cotidianos. **“Inspiración para Liderar”** es un esfuerzo pionero del CBMC Internacional que juntó a expertos de todo el continente americano para servir especialmente a lectores de habla hispana alrededor del mundo.

La **Maestría en Liderazgo** prepara a los estudiantes para liderar en cualquier lugar a través de materias que se centran en temas como cultura organizacional, desarrollo de liderazgo, teoría del liderazgo y gestión de proyectos, entre otras. Con el fin de preparar a los estudiantes para gestionar las demandas de la realidad que acompañan a la expansión constante, el programa enfatiza las estrategias para liderar el cambio. Los estudiantes en el programa de Maestría en Liderazgo cultivarán sus habilidades en comunicación y trabajo en equipo. Al terminar el programa serán líderes equipados para liderar a otros, identificar y ofrecer soluciones a problemas e iniciar cambios positivos en cualquier entorno.

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INFORMACIÓN DE LA MAESTRÍA

Francis Rodríguez / Juliana Loaiza

Agencia de Booking y medios

FranjaGroup@gmail.com

(+57) 316 740 2396 / (+57) 318 374 2935



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Masters of Leadership, Program Review, Section 18

Other Substantive Evidence

Masters of Leadership, Program Review, Section 19

SWOT Analysis of Program

Institution	MACU Current	MACU proposal	Oklahoma University Local, Public	Southern Nazarene University (OK) Local, Christian	Oral Roberts University Regional, Christian	Liberty University (Virginia) National, Christian	Regent University (Virginia) National, Christian
Name of Program	Master of Arts in Leadership	Master of Arts in Leadership	Master of Arts in Organizational Leadership	Master of Leadership	Master of Arts in Leadership	Master of Arts in Executive Leadership	Master of Arts in Organizational Leadership
Concentrations	4	4	3	0	0	0	10
Credit Hours	30	30	33	33	30	30	33
US Per Credit Hour (Average 601.8 US)	406	606	452 locale / 1063 non locale	475	460	545	675
Actions Suggested					Graduate orientation (1)		UNIV LIB Information Research & Resources (2)
			Introduction to Graduate Interdisciplinary Studies				
			Interdisciplinary Foundations for Leadership				
			Research Methods in Organizations		Empowered Leadership		Organizational Research, Analysis & Problem Solving (3)
	MGMT 5163 Organizational Behavior	MGMT 5163 Organizational Behavior	Cultures of Organizations	ORGANIZATIONAL BEHAVIOR: UNLOCKING DIVERSITY TO CREATE INTERCULTURAL ORGANIZATIONS	Organizational Culture and Change	Organizational Behavior	
	MGMT 5363 Communication in Professional Organizations	MGMT 5363 Communication in Professional Organizations				Effective Executive Communication	Organizational Communication, Conflict Resolution & Negotiation (3)
	ML 5143 Leadership Theory and Practice	ML 5143 Leadership Theory and Practice	Leadership Theories	FOUNDATIONS OF PERSONAL LEADERSHIP	Leadership Theory and Skills		Foundations of Leadership: History, Theory, Application & Development (3)
transform	ML 5160 Training and Development	ML 5163 Global team leadership Training & Coaching for Development			Human Capital and talent development		Organizational Development: Consulting, Design, Intervention & Evaluation (3)
transform	ML 5243 Leading Change	ML 5241 Leading Change and Innovation	Creating, Leading and Managing Change	EMBRACING CHANGE: THE INNOVATIVE LEADER	Leading Innovation and Technology	Leading Organizational Change	Strategic Thinking, Planning & Organizational Change (3)
	ML 6023 Integrative Leadership Project	ML 6023 Integrative Leadership Project	Thesis, Project or 3 Electives	LEADERSHIP CAPSTONE			Culminating Experience
move to emphasis	ML 5263 The Adult Learner						
move to emphasis	ML 5275 Non Profit Leadership					Non-profit Management (elective)	
	ML 5343 Financial Development and Resource Management	ML 5343 Financial Development and Resource Management	Financial Leadership	HUMAN RESOURCES AND FINANCE			
	ML 5353 Decision Making	ML 5353 Decision Making					
			Building High Performance Teams	COLLABORATIVE LEADERSHIP: WORKING WITH TEAMS	Leading global teams	Team Leadership and Conflict Resolution (elective)	Motivation, Teams, Coaching & Mentoring (3)
				LIFELAST LEADERSHIP: LEARNING HOW TO SERVE			
				CONDUCT NEGOTIATION AND RESOLUTION: LEADING DIFFICULT CONVERSATIONS			
add		Biblical Worldview: Ethical Leadership and Self	The Ethics of Leadership	ETHICAL LEADERSHIP: MAKING CHALLENGING DECISIONS	Ethical Leadership and Governance	Ethical Leadership	
				GLOBAL LEADERSHIP: LEADING WITH AN INTERCULTURAL PERSPECTIVE		Managing and Leading Across Cultures	
add		Strategic Leadership: Planning and Foresight		STRATEGIC LEADERSHIP AND PLANNING	Strategic Foresight and Planning	Strategic Leadership and Management	
					Thought and Sector Leadership	Accounting for Non-Financial Managers	
						Corporate Responsibility	
						Legal Issues in Business	
						Entrepreneurship (elective)	
			Elective				
							Leadership, Technology, Job Design, Socio-technical Systems & Innovation (2)

Electives (not compared)

ACCT 5133	Managerial Accounting		Ethics in Organizations				
ECON 5223	Managerial Economics in a Globalized Environment		Leadership in Practice				
MGMT 5233	Marketing Analysis and Strategy		Planning in Organizations				
MGMT 5413	Legal Environment		Fundraising and Budgeting				
HEA 5313	Higher Education History and Administration		Motivation and Leadership				
HEA 5323	Higher Education Law		Non-Profit Governance				
HEA 5333	Higher Education Budgeting and Finance		Staffing and Talent Management in Organizations				
ML 5263	The Adult Learner						
BIOT 5133	Selected Genes of Old and New Testaments		The Importance of Followership				
THEO 5233	Spiritual Formation from a Wesleyan Perspective		Leadership in History				
THEO 5213	Wesleyan-Armenian Theology		Women in Leadership				
PMIN 5203	Self-Assessment and Development		Religious Leaders for Social Justice				
PMIN 5903	How to Teach the Bible		U.S. Military Leadership from the Revolution to the Gulf War				
ML 5153	Public Budgeting and Finance		National Security Leadership				
ML 5233	Public Policy Implementation		Foundations in Coaching				
ML 5253	Legislative Process and Behavior		Theories of Coaching				
ML 5273	Non-Profit Leadership and Governance		Assessment-Based Coaching				
ML 5403	Bethel Studies I		Careers in Coaching				
ML 5413	Bethel Studies II		Development and Grant Writing				
ML 5423	Bethel Studies III		Citizen Soldier				
ML 5433	Bethel Studies IV		Financial Leadership in Organizations				
			Multiple Intelligences in Leadership				
			Significance of Race in American Society				
			Overcoming Educational Inequality in America				
			Exploring Race and Gender in Film				

ML SWOT Analysis 2021

Areas of analysis:

KSF: (Quality of curriculum + Quality of faculty + Engagement practices + Student Support services) -> Retention rates -> Amount and Quality of graduates

STRENGTHS:

- Short Program (30 hours)
- The ML is offered 100% online, is accredited by the Higher Learning Commission (HLC) and has the same world-class curriculum as traditional courses.
- Ministry concentrations provide a versatile alternative for bi-vocational ministry leaders.
- Hybrid courses are possible (MBA shared courses), including some that can be taken on ground.
- Strong service base for student support.
- Reliable technology and curriculum services.
- Quality adjunct supply.
- Diverse student body and faculty body.
- Program also offered in Spanish.
- University Accreditation.

WEAKNESSES:

- Highest cost Per Credit Hour than most competitors (national and local)
- The ML's ministry emphasis is very limiting for non Wesleyans.
- Scarce Biblical Worldview in courses, and depends too much (in most courses) on the work of the instructor (vs. on the content or design of the course)
- Student engagement impacted by scarce community building, extra curricular and development activities for online students offered by the program and/or the university (especially after they split into their emphasis)
- Few faculty development initiatives.
- Current program focuses more on non-profit.
- ML Marketing is limited, seems to have more of a local focus and is more CAS oriented or career completion oriented.
- Students lack necessary writing skills.
- Non accredited business school or ML program.
- No post-graduation impact information and storytelling on success stories (employment, pay, relevant roles, etc.)

OPPORTUNITIES:

- Expand the reach due to post covid national and global openness to online and/or hybrid formats.
- Use face-to-face hybrid technology in courses.
- Create more strategic partnerships with diversified industries (Connect with more denominations, business networks, advisory council, etc.)
- Develop initiatives to serve the “Business As Mission” (BAM) and “Marketplace Ministry” (MM) trends.

THREATS:

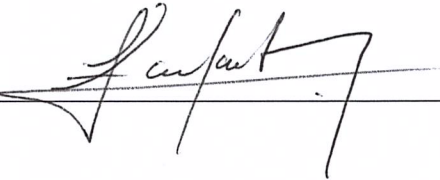
- Locals know about the university but don't know much.
- Competition
- Low pay to adjuncts, especially for small courses (Higher Education and Public Administration)
- Others schools offer lower point prices.
- General Reputation of online programs.
- People intimidated (or put off) by Christian education.

Strategies to explore:

- Serve as a “Leadership Center” to offer certificates, training solutions and conferences to the public in general, prospective students and alumni.
- Develop at least one Certificate Program in Leadership
- Offer a concentration in Leadership in the MBA program (See: [Liberty University](#))
- Offer new emphasis:
 - 3 With already available courses from the MBA: Healthcare Management Emphasis, Human Resource Management Emphasis, non profit emphasis?
 - 1 Reconfigure some courses to offer a “Non for Profit Leadership” emphasis.
- Increase Case Study analysis.
- Christian Worldview and Ethics Course.
- Explore new leads on Bethel Series
- Program completion applied project alternatives:
 - 1) designing an organizational change initiative (currently the only option)
 - 2) authoring an ebook
 - 3) delivering a training program

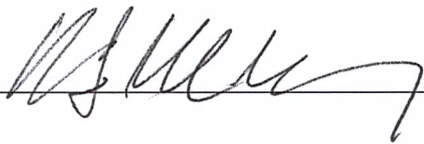
Program Review Evaluation
Leadership, M.A., spring 2022

Program Director: Jesus Sampedro, Ph.D.

Signature 

date signed 02/17/22

School of Business Leadership Chair: Wm. Scott McMurry

Signature 

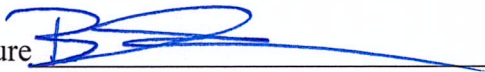
date signed 2/17/22

Director of Institutional Effectiveness: Ray Dillman

Signature 

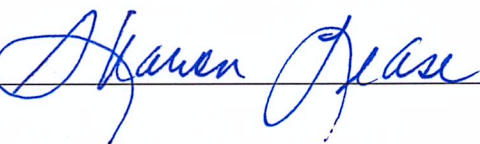
date signed 2.17.2022

College Dean: Bobbie Spurgeon-Harris, Ph.D.

Signature 

date signed 2-17-2022

Vice-President of Academic Affairs, Sharon Lease, Ph.D.

Signature 

date signed 2/17/2022