This catalog is effective at the beginning of the fall semester 2011 and expires August 2018
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Preface

The purpose of this catalog is to provide students with general information regarding policies and procedures at Mid-Continent University (hereafter may be referred to as Mid-Continent or the university). While this catalog does not purport to supply definitive answers to every possible question, it does give general guidance regarding key policies and procedures for admissions, financial planning, academic programs, degrees, courses, and Mid-Continent faculty.

This catalog is provided for students as a means of understanding what is available and what is expected in order to successfully complete a program of study at Mid-Continent University. This catalog is an essential tool for planning the student’s academic experience and can be most useful when supplemented with faculty advising and guidance. It should be used with the student handbooks provided by Mid-Continent.

A candidate for graduation may choose to graduate under the catalog current at the time of initial enrollment or any catalog in effect while enrolled, provided that the catalog is not more than 7 years old. A student who enrolls after an absence of 2 or more years can choose to graduate under either the current catalog or the catalog in effect at the time of initial enrollment, provided that the catalog is not more than 7 years old. Any student who has not graduated within 7 calendar years from the date of initial enrollment at Mid-Continent University will be required to meet the conditions of the most current catalog. As circumstances dictate, changes in the curriculum will be necessary; however, every reasonable effort will be made to work out a satisfactory program for all students for whom the changes cause conflict. It is the responsibility of the student to be aware of the requirements set forth in the current catalog. Also, the student should regularly review his/her progress toward a degree.

It is the hope of Mid-Continent that students will find this catalog to be helpful and informative in accordance with their needs and objectives. Mid-Continent University always welcomes suggestions for improving this publication.
ABOUT MID-CONTINENT

The university is comprised of 2 academic colleges. The colleges are the James W. Cecil Baptist College of the Bible and the Baptist College of Arts and Sciences. The ADVANTAGE Program is uniquely designed for adult learners and offers degree programs from both of our colleges. Enrollment now exceeds 2,000 students.

Our campus is located in western Kentucky’s 4 rivers area and the Land-Between-the-Lakes region. We are ideally located to service the 5 state areas of Indiana, Illinois, Missouri, Tennessee, and Kentucky. Visitors are enthusiastically welcomed at MCU and encouraged to tour the campus, visit the various departments, and talk with faculty, staff, and students. Special tours or specific appointments with faculty or administrators may be arranged by calling the Office of Admissions or contacting us through our website at Mid-Continent University.

Mid-Continent University is home of the MCU Cougars. The university provides intercollegiate athletic opportunities in soccer, basketball, volleyball, baseball and softball. Schedules for each season are posted on our website at Mid-Continent Cougars.

MISSION STATEMENT
Mid-Continent University is a Great Commission, Baptist, undergraduate and graduate, teaching institution whose primary purpose is to provide Christ-centered quality higher education. Instruction in the Bible and liberal arts is provided to traditional and non-traditional students through on-campus and off-campus programs that equip them for Christian leadership and service in a diverse society. Furthermore, the university seeks to:

- Equip and train students for carrying out the Great Commission of Our Lord (Matthew 28:18-20)
- Imbue students with a knowledge and understanding of other cultures and international events.
- Provide a quality education in both the arts and sciences and Biblical studies from a Christian worldview.
- Facilitate student development by promoting the synthesis of academic knowledge and Christian values for spiritual, intellectual, social, and physical maturation.
- Encourage adult lifelong learning for people of diverse ages and educational levels in our communities.
- Provide leadership and service opportunities for our students in our communities.
- Foster competency appropriate to the degree level of the student in writing, reading, oral communication, fundamental mathematical skills, analytical reasoning, computer literacy, and library research.

HISTORICAL SKETCH
Mid-Continent University began operation on January 10, 1949, in Clinton, Kentucky, where it remained in full-time operation until August 30, 1957. At that time Mid-Continent was relocated to North 15th Street in Mayfield, Kentucky. In September, 1977, the college moved to its present location.

In recent years, Mid-Continent has reinforced the emphasis on leadership and service, expanded its majors and minors, and has fielded athletic teams for intercollegiate competition. The increasing visibility of the institution testifies to its growing importance as an education entity in western Kentucky.
ACCREDITATION AND AFFILIATIONS

- Mid-Continent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Arts (AA), Associate of Science (AS), Bachelor of Science (BS), Bachelor of Arts (BA), and Master of Science (MS) degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404-679-4501 for questions about the accreditation of Mid-Continent University. (Note: The three-fold purpose for publishing the Commission’s address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution’s decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about Mid-Continent University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the university and not to the Commission’s office.)

- Chartered with the Commonwealth of Kentucky.
- Licensed by the Council of Postsecondary Education to grant associate, baccalaureate, and master degrees.
- Authorized by the Illinois Board of Higher Education to grant the Bachelor of Science in Business Management (non-traditional) in the southern region of Illinois.
- The Kentucky Approving Agency for Veterans Education approves some programs offered by Mid-Continent University for the enrollment of veterans, National Guard, select Reserves, and other eligible persons.
The government of Mid-Continent University is vested in the Board of Trustees. The President is the Chief Executive Officer and as such is ultimately responsible to the Board of Trustees for all matters pertaining to the institution. Following the organizational structure established by the Board of Trustees, responsibility of most operational units of Mid-Continent is divided among the executive officers that report to the President. These officers include the following: the Executive Vice President to the President, the Vice President for Academic Affairs, the Vice President for Adult Programs, the Vice President for Finance and Administration, the Associate Vice President for HEA Compliance, the Acting Director for External Relations, and the Dean of Students and International Affairs. These officers serve as the President’s management team, advising the establishment of administrative policy, and executing responsibilities, both individually and collectively, within the governance system. The Vice President for Finance and Administration is responsible for much of the day-to-day operation of Mid-Continent. The Executive Vice President to the President serves as the Chief Executive Officer in the absence of the President.
SERVICE AND LEADERSHIP OUTCOMES
As revealed in the mission statement of Mid-Continent University, all graduates will be educated for Christian leadership and service throughout the world. As defined by Mid-Continent, “Christian leadership is demonstrated when a follower of Christ is in a position to influence others.” Service is defined as “Beneficial acts performed for God, His Church, and humanity in general, or specific members of the human race.” To that end, Mid-Continent proposes two student outcomes to give substance to the mission statement that will be verified by the Senior Exit Survey:

- Each graduate of Mid-Continent should have been involved in at least one Christian leadership role during his/her tenure at the university.
- Each graduate of Mid-Continent should have been involved in at least one act of service during his/her tenure at the university.

ACADEMIC STUDENT OUTCOMES
To achieve its mission, Mid-Continent University has established the following Academic Student Outcomes. Each course Adult Learner Guide addresses one or more of these outcomes.

- Students will demonstrate college-level knowledge of the correct use of the mechanics of language and the sequence and process of writing.
- Students will show college-level competency in reading comprehension by being able to understand and communicate key points of assigned reading material.
- Students will reveal college-level ability in analyzing and synthesizing information leading to appropriate analytical reasoning and problem solving.
- Students will possess college-level oral communication skills by researching, organizing, and delivering formal oral communication presentations and exercises.
- Students will demonstrate college-level competencies in mathematics by possessing the ability to use mathematical reasoning and skills to solve problems and describe data.
- Students will show college-level competency in computer applications by developing the mastery of the various computer information skills associated with a connected and wired global society.
- Students will possess college-level research capabilities by interacting with the library/learning centers, and when appropriate, online information sources, to craft the projects, formal papers, and capstone experiences typical of the higher education experience.
- Students will reveal college-level competency in the natural sciences by being familiar with the scientific method, comprehending the major concepts of biological and physical science, and participating in and understanding scientific experiments.
- Students will demonstrate college-level competencies in the social sciences by demonstrating knowledge of the subject matter, major concepts, models, and issues of at least one or more disciplines in the social sciences.
- Students will reveal college-level competencies in the arts and humanities by mastery of the subject matter, major concepts, and be familiar with the main achievements of at least one or more disciplines in the arts and humanities.
WRITING ACROSS THE CURRICULUM
Writing across the curriculum is an important initiative at Mid-Continent. Since writing facilitates learning, every course includes some form of writing assignment and feedback from the instructor.

RESIDENCY REQUIREMENT
Residency credit is academic credit from coursework completed through Mid-Continent University. Non-residency credit is academic credit which Mid-Continent accepts in transfer from another college or university. Advanced Placement (AP), Prior/Experiential Learning Credit, and CLEP/DSST credits earned. To earn a Mid-Continent University degree, the following semester hours must be earned through MCU:

- **Certificate**
  - No transfer courses may be applied to certificate programs.
- **Associate of Arts or Associates of Science Degree**
  - A minimum of 24 semester credits
- **Bachelor Degrees**
  - A minimum of 36 semester credits
    - **Within a major**
      - At least 50% of the course requirements in the major field
      - At least 50% of the major coursework must be upper division (300-400 level).
    - **Within a minor**
      - At least 50% of the course requirements in the minor field
- **Graduate Degrees**
  - MSHR: A minimum of 30 semester credits (maximum of 6 transfer credits allowed).

COMPUTER ACCESSIBILITY
Mid-Continent believes that every student who graduates should be computer literate. Since the campus possesses access to the Internet, students are encouraged to purchase or lease computers prior to starting their first class at Mid-Continent. Students are given access to computers in the Cougar Center and in a computer lab located in the library. Off-campus students must have access to a computer.

CHRISTIAN WORLDVIEW
The faculty members of Mid-Continent University are committed to integrating a Christian Worldview into every class. Therefore, students are taught certain Biblical truths in each class and are required to participate in activities and to complete assignments that will help them develop a Christian worldview relative to the content of each course they take.

PRIVACY OF STUDENT RECORDS
The Family Educational Rights and Privacy Act (FERPA), as amended, afford students certain rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
• The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. The student should write to the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

• The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)

• The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mid-Continent University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

The university may release information without the student’s consent where the information is classified as Directory Information. The following categories of information have been designated by the university as directory information: name, address, telephone listing, e-mail address, photographs, date and place of birth, field of study including major, minor and certification area, classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, enrollment status, and the most recent previous education institution attended by the student. Students who do not wish such information released without their consent should notify the Office of the Registrar in writing. A student may request that certain public information be withheld by signing a form indicating the items to be withheld. This form must be completed during the first two weeks of the semester during which an enrolled student wishes that information to be withheld.
Mid-Continental University will disclose information to parents as accorded by the law. Questions concerning this law and the university’s policy concerning the release of academic information should be directed to the registrar’s office.

CHANGE IN STUDENT INFORMATION
A student who has a name and/or address change is expected to notify his/her advisor. The student will be held responsible for any communication from Mid-Continental offices sent to the address last given and may not claim indulgence on the plea of having changed lodgings or name and, therefore, of not having received the communication. Name Address Change Form

TRANSCRIPTS
A graduate of Mid-Continental University may receive 2 transcripts without charge. Students may purchase an official copy of transcripts in the registrar’s office. Requests must be in writing and must bear the legal signature of the student. The cost for an official copy of a transcript is $5.00 each. The cost for a transcript faxed to another institution or an on-demand official transcript cost is $8.00. Transcripts are not released until the transcript fee is paid and any outstanding obligations are met. Official copies of transcripts are not issued to students. Unofficial copies of transcripts may be purchased at a cost of $1.00 each. Requests should be sent to the Office of the Registrar, Mid-Continental University, 99 Powell Road, Mayfield, KY 42066. Transcript Request Form

Mid-Continental transcripts will be released at the signed written request of the student and in conformity with existing state and federal statutes pertaining to the release of student academic records. There is a fee for this service. Copies of records from any other institution will not be issued.

The official academic record is the property of the university. Consequently, the university reserves the right to withhold the release of an official transcript of that record if the student has an obligation to the university. The university reserves the right to maintain the information contained in the permanent record according to established practice and in compliance with state and federal laws.

CLASSIFICATION
Students having fewer than 30 semester hours of earned credit are classified as freshmen; students having 30 to 59.9 semester hours of earned credit are classified as sophomores; students having 60 to 89.9 semester hours of earned credit are classified as juniors; and students who have a minimum of 90 semester hours of earned credit are classified as seniors.

Other classifications used are “post baccalaureate” for students who are doing work after receiving a baccalaureate or higher level degree; “high school,” for students taking classes while enrolled in high school; “visiting,” for students seeking a degree at another institution who enroll at Mid-Continental for the transfer of credit; and “non-degree,” for students who are not seeking a degree. All students must comply with Mid-Continental’s policies, regardless of classification.

ADVANCED PLACEMENT PROGRAM (APP)
This is a program offered in cooperation with the Educational Testing Service and various high schools. Students will generally complete their APP tests while in high school. Mid-Continental University encourages but does not require students to complete a particular APP course prior to taking the examination in that area. Generally, a score of 3 is the minimum required for credit and in some cases a score of 4 or 5 will yield additional credit. A student must be enrolled at Mid-Continental to receive credit based on satisfactory APP scores. APP credit is considered as transfer credit. APP credit may not be used as a repeat of a course taken earlier.
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

This program provides an opportunity to earn credit for previous education or life and career experiences. The CLEP tests may be taken prior to enrollment or during one’s college career. CLEP credit is considered as transfer credit. However, after enrolling at Mid-Continent a student must apply for permission to take the CLEP.

A list of exams and minimum score requirements is available in the Office of the Registrar. The registrar supervises the CLEP tests on the Mid-Continent campus. Credit earned through successful completion of the CLEP general examination or subject exams may be used toward fulfilling Mid-Continent’s General Education Studies requirements. A student must be enrolled at Mid-Continent to receive credit based on satisfactory CLEP scores. A CLEP test may be repeated with permission. A minimum of 6 months must elapse between retakes of the same test. It is the student’s responsibility to ensure that retake attempts meet this requisite. It is recommended that the student have prior approval from his advisor and/or chairperson of the department. CLEP registration forms may be obtained by accessing the Mid-Continent website. The following table depicts the required scores of all CLEP examinations.

<table>
<thead>
<tr>
<th>Examination Name</th>
<th>Score that Grants Credit</th>
<th>Credit Hours Granted</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition, Literature, and Humanities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>6</td>
<td>ENG 3303</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
<td>6</td>
<td>ENG 2103 and/or Humanities Elec.</td>
</tr>
<tr>
<td>College Composition &amp; Essay</td>
<td>50</td>
<td>6</td>
<td>ENG 1103 and/or ENG 1203</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>6</td>
<td>ENG 3203</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>3</td>
<td>ENG 1103</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td><strong>Science and Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>50</td>
<td>3</td>
<td>Algebra</td>
</tr>
<tr>
<td>Algebra-Trigonometry</td>
<td>50</td>
<td>3</td>
<td>Algebra-Trigonometry</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>6</td>
<td>SCI 1103</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>6</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>3</td>
<td>Calculus</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>6</td>
<td>MAT 1403 College Mathematics</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>6</td>
<td>Non-lab Science Elective</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>50</td>
<td>3</td>
<td>Mathematics Elective</td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French, Level 1</td>
<td>50</td>
<td>6</td>
<td>French</td>
</tr>
<tr>
<td>French, Level 2</td>
<td>59</td>
<td>12</td>
<td>French</td>
</tr>
<tr>
<td>German, Level 1</td>
<td>50</td>
<td>6</td>
<td>German</td>
</tr>
<tr>
<td>German, Level 2</td>
<td>60</td>
<td>12</td>
<td>German</td>
</tr>
<tr>
<td>Spanish, Level 1</td>
<td>50</td>
<td>6</td>
<td>Spanish</td>
</tr>
<tr>
<td>Spanish, Level 2</td>
<td>63</td>
<td>12</td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>History and Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18
<table>
<thead>
<tr>
<th>Examination Name</th>
<th>Score that Grants Credit</th>
<th>Credit Hours Granted</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>3</td>
<td>GOV 1103</td>
</tr>
<tr>
<td>Intro. to Educational Psychology</td>
<td>50</td>
<td>3</td>
<td>Psychology</td>
</tr>
<tr>
<td>Intro. History of U.S. I: Early Colonization to 1877</td>
<td>50</td>
<td>3</td>
<td>HIS 2103</td>
</tr>
<tr>
<td>History of United States II: 1865 to Present</td>
<td>50</td>
<td>3</td>
<td>HIS 2203</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>3</td>
<td>PSY 2003*</td>
</tr>
<tr>
<td>Macroeconomics, Principles of</td>
<td>50</td>
<td>3</td>
<td>BUS 2213</td>
</tr>
<tr>
<td>Microeconomics, Principles of</td>
<td>50</td>
<td>3</td>
<td>BUS 2423</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>3</td>
<td>PSY 1013</td>
</tr>
<tr>
<td>Social Studies and History</td>
<td>50</td>
<td>6</td>
<td>Social Science &amp; History Elective</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>SOC 1103</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>3</td>
<td>HIS 1113</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>50</td>
<td>3</td>
<td>HIS 1223</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>BUS 4133</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>3</td>
<td>BUS 2113</td>
</tr>
<tr>
<td>Information Systems &amp; Computer Applications</td>
<td>50</td>
<td>3</td>
<td>CSC 1203</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
<td>BUS 3113</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>3</td>
<td>BUS 3213</td>
</tr>
</tbody>
</table>

*Education majors must check with the Chair of the Education Department.

This program provides the student with an opportunity to earn college credit for previous education or life and career experiences. The student may take these exams after enrollment at Mid-Continent. The student must apply for permission to take DSST. A list of exams and minimum score requirements is available in the Registrar’s Office. The Registrar supervises the exams on campus. A DSST exam can be repeated with permission provided a minimum of six months has elapsed between retake of the same test. Students are responsible for documenting the time lapse. DSST credit may not be used as a repeat of a course. DSST registration forms are available at the Mid-Continent website. Test dates can be obtained by contacting the Registrar’s Office.

**DSST (DANTES) EXAMINATION**

American Council on Education
Credit Recommendations

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit Amount in Semester Hours</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of College Algebra</td>
<td>3B</td>
<td>47/400</td>
</tr>
<tr>
<td>Principles of Statistics</td>
<td>3B</td>
<td>48/400</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>3B</td>
<td>48</td>
</tr>
<tr>
<td>Title</td>
<td>Credit Amount in Semester Hours</td>
<td>Minimum Score</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Art of the Western World</td>
<td>3B</td>
<td>48</td>
</tr>
<tr>
<td>Western Europe Since 1945</td>
<td>3B</td>
<td>45</td>
</tr>
<tr>
<td>Introduction to the Modern Middle East</td>
<td>3B</td>
<td>47</td>
</tr>
<tr>
<td>Human/Cultural Geography</td>
<td>3B</td>
<td>48</td>
</tr>
<tr>
<td>Rise and Fall of the Soviet Union</td>
<td>3B/BU</td>
<td>45</td>
</tr>
<tr>
<td>A History of the Vietnam War</td>
<td>3B</td>
<td>44</td>
</tr>
<tr>
<td>The Civil War and Reconstruction</td>
<td>3B/BU</td>
<td>47</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Lifespan Developmental Psychology</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>General Anthropology</td>
<td>3B</td>
<td>47</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>3B/BU</td>
<td>49/400</td>
</tr>
<tr>
<td>Introduction to Law Enforcement</td>
<td>3B</td>
<td>45</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>3B/BU</td>
<td>49/400</td>
</tr>
<tr>
<td>Fundamentals of Counseling</td>
<td>3B</td>
<td>45</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>3B/BU</td>
<td>46</td>
</tr>
<tr>
<td>Principles of Financial Accounting</td>
<td>3B</td>
<td>47</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>3B</td>
<td>48</td>
</tr>
<tr>
<td>Principles of Supervision</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Business Law II</td>
<td>3B/BU</td>
<td>44</td>
</tr>
<tr>
<td>Introduction to Computing</td>
<td>3B</td>
<td>45/400</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>3B/BU</td>
<td>48</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>3B</td>
<td>46/400</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>3B/BU</td>
<td>46/400</td>
</tr>
<tr>
<td>Business Ethics and Society</td>
<td>3B BU</td>
<td>400</td>
</tr>
<tr>
<td>Astronomy</td>
<td>3B</td>
<td>48</td>
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<tr>
<td>Environment and Humanity: The Race to Save the Planet</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Principles of Physical Science I</td>
<td>3B</td>
<td>47</td>
</tr>
<tr>
<td>Physical Geology</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>3B</td>
<td>46</td>
</tr>
<tr>
<td>TWE: Technical Writing Essay</td>
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</tr>
<tr>
<td>Ethics in America</td>
<td>3B/BU</td>
<td>46/400</td>
</tr>
<tr>
<td>SF 474 Ethics in America with or without Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to World Religions</td>
<td>3B/BU</td>
<td>48/400</td>
</tr>
<tr>
<td>Art of the Western World</td>
<td>3B</td>
<td>48</td>
</tr>
<tr>
<td>Principles of Public Speaking</td>
<td>3B</td>
<td>47*</td>
</tr>
</tbody>
</table>
**Title** | **Credit Amount in Semester Hours** | **Minimum Score**
--- | --- | ---
Here’s to Your Health | 3B/BU | 48/400

*In addition to a minimum score of 47 on the multiple-choice test, an examinee must also receive a passing grade on the speech.

DSST credit is considered as transfer credit.

B = Baccalaureate Program  
BU = Baccalaureate Upper Division

**DEPARTMENTAL CHALLENGE EXAMINATION**  
A student must be currently enrolled at Mid-Continent University to take a departmental challenge examination. The student’s advisor, the chairman of the department offering the course, and the dean of the college in which the student is enrolled, must approve all applications for departmental challenge examinations. A department may adopt a standardized examination available from outside the college or develop a departmental proficiency examination that may be oral, written, or both. A list of approved courses for departmental challenge can be obtained from the Registrar’s Office. Students desiring to receive credit by departmental challenge must initiate the procedure through the Registrar’s Office. The student prior to the testing date must meet all costs connected with a particular examination. Applications for such credit in a particular course may be initiated only once. Departmental challenge credit may not be used as a repeat of a course taken earlier. A grade received in a regular course may not be changed by departmental challenge examination.

**COURSE NUMBERS**  
Courses numbered 1000 are freshman level, 2000 are sophomore level, 3000 are junior level, and those numbered 4000 are advanced courses and are open only to juniors and seniors. Courses are added, revised, or withdrawn from time to time to keep the educational program current. Emphasis and activity are denoted in the course descriptions and are subject to change.

A system of numbering courses in a college or department is essential for an orderly progression of students from a lower to an advanced course so that the levels of difficulty can be met with minimum complications. The numbers should designate:

Digit 1 – This number indicates the level of the course. [1-Freshman level, etc.]
Digit 2 and 3 – These numbers indicate the sequence or number of the course in the program.
Digit 4 – This number indicates the number of hours of credit yielded by the course.

**COURSE SECTION NUMBERS**  
The following section numbers are used by the college to depict the nature of the courses:

1-2 Regular Courses (Traditional only)  
3-20 Regular Courses (Advantage and Traditional)
### COURSE AND POLICY CHANGES
Mid-Continent reserves the right to cancel any course for which there is insufficient enrollment and to make any other policy change or adjustment in the catalog that is deemed necessary.

### DRUG FREE SCHOOLS AND CAMPUSES
In order to comply with the Drug-Free Schools and Communities Act Amendment of 1989, Public Law 101-226, Mid-Continent University has developed the following guidelines:

- **Health Risks** – The use of certain products are known to be detrimental to physical and psychological well-being. Their use is associated with a wide variety of health risks. Among the known risks are severe weight loss, malnutrition, physical and mental dependence, changes in the reproductive system, damage to the lungs, heart problems and even death.

- **Mid-Continent University Standards of Conduct** – Students are to refrain from the use of alcoholic beverages and illegal drugs including marijuana and other hallucinogenic drugs and substances, and narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, sold, or distributed on or away from campus. Students are also expected not to abuse legal substances. Students violating this policy will be subject to disciplinary procedures up to and including the possibility of dismissal and referral for prosecution.

- **State and Federal Legal Sanctions** – In addition to the MCU sanctions, Kentucky and Federal law provides for fines and/or imprisonment for the unlawful possession, sale, manufacture, or distribution of drugs or alcohol. The amount of the fines and the length of imprisonment vary according to the type and amount of the substance involved, the offender’s past record for such offenses, and a variety of other factors.

### ANTI-HARASSMENT POLICY and COMPLAINT PROCEDURE

#### The Policy
Mid-Continent University is committed to the highest standards of biblical conduct and intentional covenant, Christian community. With that commitment in mind the university intends to maintain an academic environment and a workplace free of sexual and other harassment and intimidation, including harassment based on race, color, sex (with or without sexual conduct), religion, national origin, protected activity (i.e. opposition to prohibited discrimination or participation in the statutory complaint process), age, or disability. It is the intent of this policy to affirmatively raise the subject of sexual and other harassment, to express strong disapproval against such actions, to identify a complaint procedure whereby
students and employees have the right to raise harassment issues, to establish an investigative procedure for such alleged misconduct, and to provide for an effective and appropriate response to this type of conduct, including sanctions against anyone violating this policy.

The university is also committed to ensuring that others who may have a connection to our community do not subject its students and employees to harassment. Accordingly, this policy applies to visitors, management and non-management employees, vendors, and others with whom we have a relationship.

Sexual and other harassment is a form of misconduct, which undermines the integrity of the educational and/or employment relationship. Harassment is not only offensive, but it may also harm morale and interfere with the effectiveness and ability to fulfill responsibilities to students and others the university serves. All students and employees must be allowed to learn and/or work in an environment free from unsolicited and unwelcome sexual overtones and harassment in any form. Sexual harassment for purposes of this policy is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of the individual’s academic progress or employment; (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic progress, learning ability, work performance or creating an intimidating, hostile, or offensive academic or working environment.

Sexual harassment does not mean occasional compliments of a socially acceptable nature. However, sexual harassment does include, but is not limited to, actions such as: (1) sex-oriented verbal “kidding” or abuse, (2) possession, display, or distribution of photographs, drawings, objects, or graffiti of a sexual nature, (3) subtle pressure for sexual activity, (4) physical conduct such as patting, pinching, hugging, or constant brushing against another’s body, (5) explicit demands for sexual favors, whether or not accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s academic or employment status, (6) offensive sexual flirtations, advances or propositions, and (7) any other offensive, hostile, intimidating, or abusive conduct of a sexual nature. In light of this, the best admonition for students, faculty and staff is to follow the Biblical principles of “avoiding the very appearance of evil” and to limit their own freedoms if their exercise could, or does cause others to stumble or to be seriously discomforted.

Complaint Procedure
The university encourages students and employees to report harassment and other inappropriate conduct before it becomes severe or pervasive. While not all incidents of harassment violate the law, the university does intend to prevent and correct harassment and other inappropriate conduct before it rises to the level of a violation of law.

Students who believe this policy has been violated in any way should contact the Director of Student Services for ADVANTAGE students or the Dean of Students for Traditional-Undergraduate students immediately. Students who believe that they are victims of some form of harassment prohibited by this policy must report this immediately to the Director of Student Services for ADVANTAGE or the Dean of Students for traditional-undergraduate students or the Vice President for Finance and Administration.

Students will not be subject to adverse treatment or retaliation because they report a violation or potential violation of this policy or provide information concerning such reports.
HAZING
Hazing at Mid-Continent University is defined as any on-campus or off-campus activity that results in mental or physical harassment, humiliation, degradation, ridicule, shock, endangerment, physical disfigurement, excessive fatigue, danger to health or the involuntary consumption of alcohol or drugs (e.g., initiations, responses to engagements, “kidnappings,” etc.) Hazing is not permitted at Mid-Continent University. Any student participating in either a “just for fun prank” or in a deliberate hazing activity will be held responsible for his/her behavior. Regardless of motive or intent, any student participating in a prank-type activity, which potentially endangers or adversely affects the physical and emotional well being of another student can expect immediate and serious disciplinary action. This includes the probability of dismissal from the university.

Furthermore, as of July 1986, hazing is a violation of Section 164 of Kentucky Revised Statutes. In pertinent part, the statute reads as follows:

“(This Statute) prohibits any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization. In the case of a student or faculty violator, (violation of this statute shall result in) his suspension, expulsion, or other appropriate disciplinary action and, in case of an organization which authorizes such conduct, (violation shall result in) rescission of permission for that organization to operate on campus property. Such penalties shall be in addition to any penalty pursuant to the penal law or any other Section (of Kentucky Revised Statutes) to which a violator or organization may be subject.”

Careless or irresponsible behavior of any type which endangers or adversely affects others or which is blatant disregard for property will be confronted in a similarly serious manner.

AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT (ADAAA)
It is the policy of MCU to comply with the Americans with Disabilities Act as Amended (2009) Section 504 of the Rehabilitation Act, and state and local regulations regarding students with disabilities. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to or participation in services, programs, or activities at the university.

In carrying out this policy, MCU recognizes that disabilities include mobility, sensory, health, psychological, and learning disabilities, and the university will attempt to provide reasonable accommodations to qualified individuals to the extent that it is readily achievable to do so. MCU is unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the program, service, or activity.

Students with disabilities who are seeking accommodations should consult with the Director of the Americans with Disabilities Act Amendments Act (ADAAA), Mrs. Debra McCuiston at 270-247-8521 ext 354 prior to beginning their academic journey at MCU. The ADAAA office is located in Faculty Hall, Room 05. It is the responsibility of the student to make his or her needs known in a timely manner and to provide the Director of ADAAA with required documentation.

THE ANNE P. MARKHAM LIBRARY
The Anne P. Markham Library contains over 35,000 thousand volumes, and subscribes to over 200 periodical and serial titles annually. Library hours are posted and have been designed with students in mind. The library houses the entire circulating collection, reference sources, periodicals, and audiovisual materials. All cataloged materials of the library’s holdings are accessible on-line through the
Winnebago/Spectrum Electronic Catalog. This program provides faculty, staff, students, and the general public access to information regarding library holdings and resources. The library also subscribes to the Kentucky Virtual Library and the ABI/INFORM database. These provide full-text access to thousands of scholarly journals. All of our students receive training in the use of these services. The library is a member of the Federation of Kentucky Academic Libraries consortium. This membership provides all of our students with use and borrowing privileges at over 40 college and university libraries throughout the state.

The library also houses a computer lab with 14 workstations. Here the students have general Internet access – including access to the KYVL and ABI/INFORM databases. Moreover, there is access to Microsoft Office programs and a networked printer.

The reserve collection consists of books and photocopied materials assigned by faculty members for class use in the library or for a limited checkout period. A centralized interlibrary loan service for faculty and students is maintained for the borrowing of research materials from other libraries. On-line information searches are also provided by the library. Reference service, including online searches, is available in person and by phone or e-mail. Self-service photocopying services are available at a minimal rate. The seating areas combined with individual carrels allow for a diversified study atmosphere.

The Education Resource Lab, located in the library, serves as a library and a laboratory for students enrolled in the teacher education program. Its collection includes a variety of specialized materials such as audiovisual aids, curriculum guides, textbooks, and reference materials. Media equipment and materials development equipment are also housed in the library.

MCU ALUMNI ASSOCIATION
The purpose of the Mid-Continent University Alumni Association is to advance the interest in and the welfare of Mid-Continent University in providing a quality education in a Christian environment and to maintain and strengthen the ties developed during student years. The membership of the Alumni Association consists of all alumni and former students; however, only graduates have voting privileges.

The Alumni Association offers varied programs and events to help the alumni stay connected with their alma mater and with one another. The Alumni Association hosts a Homecoming event and an Evangelism Conference during each school year. The Homecoming event is planned to coincide with one or more athletic events and is co-sponsored with Mid-Continent’s Office of Student Life. Alumni have the opportunity to meet for a cookout, cheer on Cougar athletes and meet current students during this weekend event. The Evangelism Conference is a one-day event held during the week and features noted speakers during the day session followed by an evening alumni banquet, business meeting, and election of officers for the coming year.

The Alumni Association provides periodic mailings to all members and provides an avenue through which its members may make contributions to support various university programs by annual giving, capital contributions, and/or planned giving.
ACADEMIC CALENDAR
FALL 2011 – SUMMER 2012

August 18 Residence Halls Open for New Traditional-Undergraduate Students
August 18-21 Traditional-Undergraduate New Student Orientation Weekend
August 19 New Student Registration and Placement Testing
August 21 Resident Halls Open for Returning Traditional-Undergraduate Students
August 22 Fall Semester Begins for Traditional-Undergraduate Students
August 26 Last Day to Register for Traditional-Undergraduate Fall Semester courses

September
September 5* Labor Day — No classes; Offices Closed
October 1 Spirit Day – Traditional-Undergraduate Students
Traditional-Undergraduate Registration

November
November 1 Thanksgiving Break — No Classes; Offices Closed 24th-25th
November 26 Last Day for Traditional-Undergraduate Classes

December
December 5 Advancement Student Registration and Placement Testing
December 10 Final Exams for Traditional-Undergraduate Students
December 23 Christmas-New Year Break—Offices Closed
January 2 Offices Reopen from Holiday break

January
January 9 New Student Orientation for Traditional-Undergraduate Students
January 12-15 New Student Registrations and Placement Testing for Traditional-Undergraduate Students
January 15 Resident Halls Open for All Non J-Term Traditional-Undergraduate Students
January 17 Spring Semester Begins—First Day of Classes for Traditional-Undergraduate Students
January 20 Last Day to Register for Spring Semester for Traditional-Undergraduate Students
January 24 Baptists College of the Bible Honors Banquet
January 25 Spring Break for Traditional-Undergraduate Students—No Classes
January 30 Advising & Financial Aid for Traditional-Undergraduate Students

February
February 17 Good Friday — No Classes; Offices Closed
February 20 Spring Break for Traditional-Undergraduate Students
February 22 Last Day for Traditional-Undergraduate Students
February 26 Final Exams for Traditional-Undergraduate Students

March
March 23 Graduation Senior Dinner
March 22 Baptists College of the Bible Honors Banquet
March 23 Spring Break for Traditional-Undergraduate Students—No Classes
March 27 Advising & Financial Aid for Traditional-Undergraduate Students

April
April 5 Spring Break for Traditional-Undergraduate Students
April 6 Thanksgiving Break — No Classes; Offices Closed
April 9 Spring Break for Traditional-Undergraduate Students
April 14 Spring Break for Traditional-Undergraduate Students
April 18 Spring Break for Traditional-Undergraduate Students
April 21 Last Day to Register for Spring Semester for Traditional-Undergraduate Students
April 25 Final Exams for Traditional-Undergraduate Students
April 25 Spring Break for Traditional-Undergraduate Students—No Classes
April 27 Advising & Financial Aid for Traditional-Undergraduate Students

May
May 2 Baptist College of the Bible Honors Banquet
May 5 Spring Break for Traditional-Undergraduate Students—No Classes
May 10 Last Day to Register for Spring Semester for Traditional-Undergraduate Students
May 13 Final Exams for Traditional-Undergraduate Students
May 16 Spring Break for Traditional-Undergraduate Students—No Classes
May 20 Final Exams for Traditional-Undergraduate Students
May 24 Baptists College of the Bible Honors Banquet
May 28 Memorial Day—Offices Closed
June Summer Semester Ends for Traditional-Undergraduate Students
June 29 Independent Directed Studies End for Traditional-Undergraduate Students

July 4* Independence Day — Offices Closed

*Bold Dates indicate holidays and academic events for ADVANTAGE and Traditional-Undergraduate offices and students.

ADVANTAGE Academic Calendar

ADVANTAGE operates on a semester hour basis with groups of students beginning when a cohort group is formed for a particular location. Each cohort group participates in approximately 18-24 months of year-round instruction, depending on the degree program. Each cohort group is given a schedule that indicates the dates the group will meet to complete the curriculum.
ADVANTAGE ASSOCIATE DEGREES

ADVANTAGE offers 2 Associate degrees: Associate of Science and Associate of Arts. The curricula is similar but students pursuing a Associate of Arts degree are required to take 6 hours of language in place of 6 credits in electives. Mid-Continent ADVANTAGE does not offer foreign language courses; however, students may transfer in 6 hours of foreign or ancient language or CLEP.

The Associate of Science degree is a non-traditional program that serves students with little or no college education. Students typically are employed full-time during the day; thus the program is offered face-to-face in the evening and online. The face-to-face format is designed for adults age 22 and older. Five-week classes meets one night per week with 23 months of year-round instruction (time is added for holidays, inclement weather breaks, etc.), providing the student the opportunity to earn 60 semester hours of credit. The courses are taught in a seminar format that is conducive to learning for adults. The online format has no age minimum. It requires weekly interaction and assignment completion with 23 months of instruction (time is added for holidays, inclement weather breaks, etc.) providing the student the opportunity to earn 60 semester hours of credit. Either format brings groups of students together who are making similar sacrifices to achieve a common goal. ADVANTAGE cohort groups quickly develop a spirit of camaraderie and support. Successful completion of the associate program allows the student to transition into the Bachelor of Science degree completion program.

ADVANTAGE Associate degree programs enable students to develop:

- Interpersonal skills
- Written and oral communication skills
- Problem-solving and decision-making skills
- Self-reliance and leadership skills
- Self-knowledge and self-image growth

ADVANTAGE consists of cohort groups of students beginning when a given cohort group typically has a minimum of 17 applicants. Each group is given a schedule with the dates the group will meet to complete the program curriculum.

Associate of Science Degree requirements:

<table>
<thead>
<tr>
<th>General Education</th>
<th>40-43 Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>17-20 Hours</td>
</tr>
</tbody>
</table>

* Varies – every MCU student must take a Christian Studies course for every 30 hours.

GENERAL EDUCATION/FOUNDATION COURSES

All courses are 3 credit hours unless otherwise noted.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1223</td>
<td>Foundational Issues of Life</td>
</tr>
<tr>
<td>SCI 1003</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>MUS 2103</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>COM 1103</td>
<td>Principles of Speech</td>
</tr>
<tr>
<td>SCI 1103</td>
<td>General Biology</td>
</tr>
<tr>
<td>SCI 1101</td>
<td>General Biology Lab (1 Credit Hour)</td>
</tr>
</tbody>
</table>
ENG 1013  Applied English
CSC 1202  Introduction to Computer Applications
BIB 3223  Life of Christ

CSC 1203  Computer Applications I
CHM 3213  Contemporary Issues
ENG 1103  English Composition I
PSY 1013  General Psychology

ENG 1203  English Composition II
BUS 2423  Principles of Microeconomics
BUS 1013  Introduction to Business
BUS 2113  Financial Accounting

BUS 2513  Personnel Supervision
MAT 2203  Business Math
HIS 2103  U.S. History to 1877
MAT 1403  College Math

The Associate of Arts Degree requires 6 hours of foreign or ancient languages. Foreign language replaces 6 hours of elective.*

*Foreign or Ancient Language is not offered through the ADVANTAGE Programs.

**GRADUATION REQUIREMENTS FOR THE ASSOCIATE DEGREE:**

- Complete the 60-hour General Education/Foundation course requirements. Any substitute course fulfillments agreed upon with transfer students will be identified through the advising department and subject to approval by the registrar’s office.
- Complete 24 credit hours at Mid-Continent University to meet residency requirement.
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 60 credits.
- Submit a graduation application to your advisor for May graduation by March 1, or for December graduation by October 1.
- Receive recommendation of the administration and faculty and approval of the Board of Trustees.
- Payment of all tuition and fees.
- Ensure that all graduation requirements are met.

Graduating students are encouraged to participate in commencement exercises. Students indicate participation in graduation on their Graduation Application Form; if plans change, the advisor should be notified.
ADVANTAGE BACHELOR DEGREE PROGRAMS

ADVANTAGE operates on a semester hour basis with groups of students beginning when a cohort is enrolled for a particular location. Each cohort group participates in approximately 18 months of instruction to complete the Bachelor of Science programs, generally covering a 20 month time period due to vacations and holidays. Each group is given a schedule with the dates the group will meet to complete the program curriculum.

The Bachelor degree programs benefits are:

- The program is specially designed for adult students who are busy with work and family commitments.
- Students have 2 options for courses:
  - Face-to-face, taking one course at a time, with each concentrated course meeting one night a week for 5 weeks. Four courses are normally completed in 20 weeks.
  - Internet-based courses, taking 2 courses at a time. Four courses are completed in a 20 week semester. Internet-based courses require weekly interaction. Assignments may be completed around your schedule. The Christian Ministry major is not available ONLINE at this time.
- The 48 credit hour majors are taught in modular format and can be completed in as little as 20 months (including holidays). Students have direct access to professors who are often also professionals in the field.

In addition to courses required for the majors, all students must complete a selection of General Education courses. For a list of General Education requirements please see the course list for the Associate degrees.

The Bachelor of Science Degree requirements: 128 Credit Hours

General Education 40-49 Hours*
Electives 31-40 Hours
* Varies – every MCU student must take a Christian Studies course for every 30 hours.

In the case of transfer students who have completed courses similar to those in the major core, the advisor will identify such courses and submit to the appropriate Dean for any decisions regarding course substitutions. The student must still meet the residency requirements.

ADDING A MINOR

Students can add a minor to any ADVANTAGE bachelor degree. Completing a minor requires the fulfillment of 18 credits and can contribute to meeting MCU’s residency requirement. When there is a question of dual usage of a course, an approved substitution course must be completed as outlined by the advisor under the direction of the Dean or Department Chair of the major.

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT

In the highly competitive business world a business management degree can make a difference. Through an integrated curriculum that incorporates business fundamentals with an emphasis on ethical leadership and strong values, MCU’s Business Management degree has made a difference for hundreds of adult students who wanted to advance their careers. The Bachelor of Science in Business Management is an accelerated degree completion program for working adults offered online or in a classroom environment in the evenings.
MAJOR COURSES

All courses are 3 credit hours unless otherwise noted.

IDC 3113 Adult Development and Life Assessment
CHM 3123 Christian Worldview
COM 3113 Organizational Communication
COM 3213 Group Processes (Cross Listed: PSY 3413 Group Dynamics)

MGT 3113 Systems Approach to Organizational Change
ECO 3123 Macroeconomic Analysis
MGT 3223 Management Issues
ACC 3123 Managerial Accounting

FIN 3123 Business Finance
MGT 4323 International Business Management
BUS 3233 Business Statistics
BUS 4133 Business Law

MKT 3143 Marketing Concepts
MGT 4443 Human Resource Management
MGT 4543 Policy and Strategy
CHM 4203 Strategies for a Values Aligned Climate

48 CREDIT HOURS

BUSINESS MANAGEMENT MINOR

Required Courses: (18 Hours)
COM 3113 Organizational Communication
PSY 3413 Group Dynamics
ECO 3123 Macroeconomics Analysis
MGT 3113 Systems Approach to Organization Change
ACC 3123 Managerial Accounting
MGT 3223 Management Issues

HUMAN RESOURCE MANAGEMENT MINOR

Required Courses: (18 Hours)
BUS 2513 Personnel Supervision
BUS 2523 Management of Cultural Diversity
HRM 2113 Employee High Performance
HRM 3113 Employee and Labor Relations
HRM 3213 Introduction to Compensation and Benefits
PSY 3803 Organizational Psychology
BACHELOR OF SCIENCE IN PSYCHOLOGY AND COUNSELING

The Psychology and Counseling major integrates a broad knowledge and perspective from the field of psychology with the Christian faith. Major theories in psychology are evaluated from a biblical worldview and application of psychological principles is encouraged to help students grow personally and professionally. This will prepare students well for graduate school in many areas of psychology or other related fields and/or employment in a wide range of settings such as social work, management/personnel, Christian education, and ministry. At the culmination of the program students engage in a Counseling Practicum which will provide formal biblical perspectives through clinical exposure to the task of counseling. Students will develop the skills needed to aid clients in accomplishing goals allowing them to manage problem situations and their lives more effectively. The degree program is offered in a face-to-face environment and online.

MAJOR COURSES AND ELECTIVES

All courses are 3 credit hours unless otherwise noted.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3003</td>
<td>Marriage and Family</td>
</tr>
<tr>
<td>CHM 3123</td>
<td>Christian Worldview</td>
</tr>
<tr>
<td>PSY 3313</td>
<td>Social Psychology* (Cross listed SOC 3313)</td>
</tr>
<tr>
<td>PSY 3223</td>
<td>Child Psychology*</td>
</tr>
<tr>
<td>PSY 3213</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY 3013</td>
<td>Human Sexuality*</td>
</tr>
<tr>
<td>PSY 2103</td>
<td>Introduction to Counseling</td>
</tr>
<tr>
<td>PSY 2703</td>
<td>Statistics of Behavior Studies</td>
</tr>
<tr>
<td>PSY 4203</td>
<td>Quantitative Methods of Research**</td>
</tr>
<tr>
<td>PSY 3513</td>
<td>Tests and Measurements*</td>
</tr>
<tr>
<td>PSY 3113</td>
<td>Abnormal Psychology*</td>
</tr>
<tr>
<td>PSY 4003</td>
<td>Psychology of Addiction*</td>
</tr>
<tr>
<td>PSY 3303</td>
<td>Theories of Personality*</td>
</tr>
<tr>
<td>PSY 4103</td>
<td>Physiological Psychology*</td>
</tr>
<tr>
<td>PSY 3203</td>
<td>Psychology of Religion*</td>
</tr>
<tr>
<td>PSY 4803</td>
<td>Counseling Practicum* (Must take in last semester of courses)</td>
</tr>
</tbody>
</table>

*Pre-requisite PSY 1013 General Psychology required.

**Pre-requisite PSY 2703 Statistics for Behavioral Studies or MAT 2303 Introduction to Statistics

PSYCHOLOGY MINOR

Required Courses: (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1013</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 3313</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 3223</td>
<td>Child Psychology or PSY 3213 Developmenetal Psychology</td>
</tr>
<tr>
<td>PSY 3303</td>
<td>Theories of Personality</td>
</tr>
</tbody>
</table>

And any two courses listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3003</td>
<td>Marriage and Family</td>
</tr>
<tr>
<td>PSY 3223</td>
<td>Child Psychology or PSY 3213 Developmenetal Psychology (If not taken above)</td>
</tr>
</tbody>
</table>
PSY 3113  Abnormal Psychology
PSY 4003  Psychology of Addiction
PSY 3803  Organizational Psychology

BACHELOR OF SCIENCE IN CHRISTIAN MINISTRIES
The Bachelor of Science in Christian Ministries challenges students to develop skills relating to the health and growth of church or para-church organizations. This major prepares students to assume leadership roles in ministry through a deeper understanding of biblical teachings and theology. Students will gain a better understanding of themselves, as biblical counselors, to develop an effective ministry-based counseling approach in the local church setting. Successful candidates for the Bachelor of Science in Christian Ministries will be armed with biblical truth and sound leadership tools to fulfill the Great Commission.

MAJOR COURSES AND MINISTRY CONCENTRATION  48 CREDIT HOURS
All courses are 3 credit hours unless otherwise noted.

IDC 3113  Adult Development & Life Assessment
CHM 3323  Educational Principles
THE 3403  Biblical Interpretation
CHM 3013  Ministry Based Counseling
THE 2203  Theology & Apologetics
HOM 4203  Creative Biblical Preaching
BIB 2113  Old Testament
EVG 3103  Church Evangelism

MIS 3303  Biblical Basis of Missions
CHM 4613  Christian Leadership
CHM 4303  Church Administration
CHM 4503  Church Planting and Growth

HIS 3103  History of Christianity
THE 3103  Christian Doctrine
BIB 2123  New Testament
CHM 3413  Introduction to Christian Ministries
GRADUATION REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

- Complete the 48-hour major course requirements.
- Complete 42 credit hours of required upper division courses.
- Earn 128 credit hours that are officially accepted by Mid-Continent University.
- Complete 36 credit hours at Mid-Continent University to meet residency requirement.
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 128 credits comprising the degree program.
- Submit a graduation application to the registrar’s office for May graduation by March 1, or for December graduation by October 1.
- Receive recommendation of the administration and faculty and approval of the Board of Trustees.
- Payment of all tuition and fees.
- Ensure that all graduation requirements are met.

Graduating students are encouraged to participate in commencement exercises. Students indicate participation in graduation on their Graduation Application Form; if plans change, the advisor must be notified.
ADVANTAGE GRADUATE PROGRAM

ADVANTAGE operates on a semester hour basis with groups of students beginning when a cohort group is formed for a particular location. Each cohort group participates in approximately 22 months of instruction to complete the Master of Science in Human Resource Management (MSHRM). Each group is given a schedule with the dates the group will meet to complete the MSHRM curriculum.

MASTER IN HUMAN RESOURCE MANAGEMENT

Mid-Continent’s accelerated Master of Science in Human Resource Management is a business-oriented degree integrating a Judaeo-Christian Worldview with the dual emphasis in management and human resources. It is designed for HR and Management practitioners*. Adults who have completed an accredited bachelor’s degree and who satisfy other admissions criteria are eligible for admission to this graduate program.

The Master in Human Resource Management is tailored for working adults desiring career advancement or career change. The program consists of 12 consecutive 8 week face-to-face courses with students attending class one night per week for 4 hours. The program can be completed in 22 months. Mid-Continent faculty and staff provide educational support systems that assist students inside and outside the classroom.

MAJOR COURSES

All courses are 3 credit hours unless otherwise noted.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 6003</td>
<td>Christian Leadership in a World of Business</td>
</tr>
<tr>
<td>MGT 6003</td>
<td>Leadership and Motivation</td>
</tr>
<tr>
<td>HRM 6003</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGT 6033</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>HRM 6033</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>MGT 6043</td>
<td>Research Methods</td>
</tr>
<tr>
<td>HRM 6043</td>
<td>International Human Resource Management</td>
</tr>
<tr>
<td>MGT 6013</td>
<td>International Business</td>
</tr>
<tr>
<td>HRM 6013</td>
<td>Compensation and Benefits</td>
</tr>
<tr>
<td>HRM 6023</td>
<td>Employee and Labor Relations</td>
</tr>
<tr>
<td>MGT 6023</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>HRM 6053</td>
<td>Capstone Research Seminar</td>
</tr>
<tr>
<td>MGT 6053</td>
<td>Organizational Development and Change (Elective)*</td>
</tr>
</tbody>
</table>

36 CREDIT HOURS
GRADUATION REQUIREMENTS FOR THE MSHRM DEGREE

- Complete the 36-hour major course requirements.
- Complete 30 credit hours at Mid-Continent University to meet residency requirement*.
- Earn a minimum cumulative grade point average of 3.0 (4.0 scale) (minimum C or above in each course) in the 36 semester hours comprising the degree program.
- Submit a graduation application to assigned advisor for May graduation by March 1, or for December graduation by October 1. Graduation Application
- Receive recommendation of the administration and faculty and approval of the Board of Trustees.
- Payment of all fees and tuition and fees.
- Ensure that all graduation requirements are met.

*In the case of master’s level transfer students who have completed courses similar to those in the masters program, the advisor will identify such courses and submit to the appropriate Dean for any decisions regarding course substitutions. The student must still meet the residency requirements.

Graduating students are encouraged to participate in commencement exercises. Students indicate participation in graduation on their Graduation Application Form; if plans change, the advisor must be notified.
ADVANTAGE ADMISSIONS

UNDERGRADUATE REQUIREMENTS

ASSOCIATE PROGRAMS
1. Cumulative grade point average of 2.0 (on a 4.0 scale) or better on all prior academic college transcripts. If the applicant has less than 12 college level credits from a regionally accredited university, high school transcripts are required. The same 2.0 cumulative GPA is required. A GED is acceptable; official documentation is required.
2. Age 22 or older (there is no minimum age for those pursuing a degree via online programs).
3. Full-time work experience (this is not required for online students).
4. Interview with an admissions representative for counseling on the requirements for completion of the Associate of Science or Associate of Arts degree and completion of an admissions application and payment of a non-refundable application fee. Admissions Application
5. A financial aid application must be completed unless applicant intends to pay at orientation with cash or credit card. It is required that the financial aid entrance form and promissory note be electronically completed prior to or during orientation or enrollment. Any applicant currently in default status must indicate this on the admission application and default status should be resolved prior to enrollment. If a student is in default, he/she may not be eligible for financial aid and may become personally responsible for any charges. Financial Aid Application
6. Official transcripts from each regionally accredited college attended should be sent directly from the school attended to the ADVANTAGE office. For students having less than 12 credit hours from an accredited institution, an official high school transcript is required from the school where the student graduated. Transcripts from non-regionally accredited schools are optional; any transcripts from non-regionally accredited schools cannot be considered for credit after the end of the first term of attendance. In the case of student who passed the GED, official transcript request must be completed by the student and must be received prior to enrollment. Transcript Request Form
7. Participate in orientation and registration.

BACHELOR PROGRAMS
1. The Bachelor program is designed for students at the junior level (60 or more credits). If the student has less than 45 credits, he/she must petition to enroll in a major through the appeal process. Students with less than 30 credits are not eligible for enrollment in a major and must take General Education/Foundation courses prior to enrolling in their major courses.
2. Cumulative grade point average of 2.0 (on a 4.0 scale) or better on prior academic work.
3. Age 24 or older (there is no age restriction for online students).
4. Full-time work experience (there is no work experience requirement for online students).
5. Appointment with an admissions representative for counseling on the requirements for completion of the Bachelor degree, and completion of an admissions application and payment of the non-refundable application fee. Admissions Application
6. A financial aid application should be completed unless applicant intends to pay at orientation with cash or credit card. The financial aid entrance and promissory note (https://studentloans.gov) should be electronically completed prior to or during orientation. Any applicant currently in default status must indicate this on the admission application and default status should be
resolved prior to enrollment. If a student is in default, he/she may not be eligible for financial aid and may become personally responsible for any charges. Financial Aid Application

7. Official transcripts from each regionally accredited college attended should be sent directly from the school to the ADVANCE office. Check with the registrar at each institution for the appropriate transcript fee. Transcript Request Form

8. Participate in orientation and registration.

Upon meeting the above criteria, the Vice President for Adult Programs will accept the admissions application.

Students not meeting the admissions criteria for the Associate or Bachelor Degree Programs may request consideration of acceptance via the appeal process, which consists of an interview with either the Vice President of Adult Programs or the Director of Student Services as well as approval by either the Director of Instruction and Assessment or the Associate Vice President of Academic Affairs.

CONDITIONAL ADMISSION
Any student seeking admission to ADVANCE whose transcript(s) has not been received at the time of enrollment may be considered through conditional acceptance. Conditional status will be removed when the student satisfactorily meets the above criteria or achieves a minimum of 2.0 in each class taken until he/she has completed 9 credits. If the student has not satisfactorily met the admissions criteria after completing 9 credits, the student must follow the appeal process described above, at which time a decision is made as to whether the student will be allowed to continue in ADVANCE. Any student who is withdrawn as a result of the appeal process may reapply to Mid-Continent University after a 6-month waiting period.

Felony Applicants
Applicants with a felony conviction will be required to petition the university for admission under any of the following circumstances:

• Convicted of a violent offense
• Multiple incarcerations
• Less than two years since most recent incarceration
• Currently on parole
• Currently on probation

A petition for admission will be reviewed by the Director for Student Services or the Vice-President of Adult Programs.
GRADUATE

MASTER’S PROGRAM
1. Completion of a bachelor’s degree from an accredited college/university.
2. Cumulative grade point average (CGPA) of 2.75 (on a 4.0 scale) on previous academic degree(s). If the student’s CGPA is below a 2.75, the GMAT must be taken to assess skill level. For those who are required to take the GMAT a minimum score of 320 is required for admission.
3. Either 2 years documented human resource or management experience or a prerequisite course in human resources and a prerequisite course in management.
4. An appointment with an admissions representative for counseling concerning the requirements for completion of a Master of Science in Human Resource Management.
5. Complete an application form online and pay a $50 non-refundable application fee. Graduate Admissions Application
6. Official transcripts from the university(s) that awarded the undergraduate degree(s) should be sent directly from the school to the ADVANTAGE office.
7. A current academic year FAFSA must be completed if a loan will be processed to cover costs. Financial Aid Application
8. Attend orientation and registration.

ADDITIONAL ADVANTAGE ADMISSION INFORMATION

ORIENTATION and RE-REGISTRATION
Orientation is normally held one week before a new cohort begins. Curriculum materials, books, (for those who choose to purchase through MCU), and assignments for the first semester are provided. Fees for books (if purchased through MCU) and materials, as well as the first semester's tuition, must be paid at this time (see also Financial Planning). Re-registration is held during the last course prior to the start of the next term.

ACCEPTANCE OF TRANSFER CREDITS
Students may transfer up to 36 semester hours toward an Associate degree; 92 semester hours toward a bachelor degree; and 6 semester hours toward a Master’s degree. Transfer credits will be accepted with a minimum grade of D- except for English Composition I & II which require a grade of C or better, and graduate transfer courses which require a grade of B or better.

ACADEMIC ADVISING
Although the student advising program at Mid-Continent University is specifically designed to assist students as they progress through a degree program, it is the responsibility of all students to be thoroughly familiar with the Mid-Continent Catalog, appropriate student handbook, and all rules, regulations, and requirements that apply to their program of study. Students are responsible for their academic progress.

READMISSION TO THE UNIVERSITY
Students who have dropped out of their group but wish to return to a new group must notify the ADVANTAGE admissions office or the advising office of their desire to return (refer to ADVANTAGE Admissions). The student must provide evidence that:
- All work is up-to-date and incompletes are removed (if applicable).
- The applicant does not have a balance or financial arrangements have been made to cover balance.
- A new registration form has been submitted.

**REQUEST TO CHANGE DEGREE PROGRAMS**
A student may apply for a change of major or degree by submitting a Change of Major or Degree form to his/her assigned advisor. [Change of Major or Degree Form]
ADVANTAGE ACADEMIC POLICIES

FACE-TO-FACE ATTENDANCE
Students may withdraw from a face to face class during week 1 and week 2. Attendance after the second week commits the student to the course and he/she will be awarded whatever grade they earn for the work completed.

Class attendance is required to complete the course. Due to the brevity of the course, only one absence is permitted. Absence due to illness or other emergency situations must be made up through the assignment or activities required by the facilitator of that course. It is the responsibility of the student to request make-up assignment. The facilitator will assign make-up work addressing the material covered during the student’s absence. General guidelines for make-up work are listed below. In the event a student misses an ADVANTAGE class session or a substantial portion of a class period, a student may offset loss of participation points by completing:

- A 3-5 page paper, or;
- Equivalent problem sets; or
- Selected learning activities relating to the course.

This type of make-up assignment offsets one absence and is done in addition to the assignments for the class missed. The facilitator shall grade the assigned make-up work. A facilitator may elect an alternative make-up opportunity in consultation with the Chair of the Department. Any make-up work must be completed and received by the facilitator no later than the date the course is completed, unless other arrangements are made.

Please note: Arriving late or leaving early may result in a half absence. In addition, texting, making/accepting cell phone calls (unless an emergency), and inappropriate usage of laptops are not acceptable during class time as they interrupt the learning process and distract others. Attendance and/or participation may be negatively impacted.

If a student (who attends after the second night) misses more than one class session, he/she will fail the course. To request an exception to this policy, the student must submit to the facilitator, in writing, the *unusual and extenuating circumstances of the absences. If there is no prior history of repetitive absences, the facilitator has the option of assigning independent work to cover one additional absence. Any student granted the exception for a second absence will automatically receive a letter grade reduction in the course. A student (who attends after the second night of the course) with three absences will receive an F for the course. Three consecutive absences will result in an automatic administrative withdrawal from the course.

*Unusual and Extenuating Circumstances: This includes a death in the immediate family, serious illness of student or immediate family member, or military/work assignments beyond the student’s control (i.e. must be infrequent, unusual assignments or out of town travel). All extenuating circumstances require some type of documentation from the student’s work supervisor, medical professional or other form of documentation validating the student’s absence.
ADVANTAGE will monitor attendance records. Attendance records are essential to comply with regulations established by the Veterans’ Administration and Health and Human Relations for recipients of VA benefits or federally insured student loans and grants.

If long term medical, family, or employment concerns develop, the student is responsible to contact his/her academic advisor. The academic advisor will assist the student in addressing matters related to future degree completion options.

ONLINE ATTENDANCE POLICY
Weekly attendance is defined as participation in activities as indicated by the activities report log in the course shell. Students must participate within the week the activities are assigned. Examples include:

- Physically attending a class where there is an opportunity for a direct interaction between the instructor and the student.
- Submitting an academic assignment.
- Taking an exam.
- Participating in an interactive tutorial.
- Engaging in computer-assisted instruction.
- Attending a study group that is assigned by the school.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Online courses allow a maximum of 2 absences but require make-up assignments to cover any week of absence. If a student fails to participate (see definition of participation above) for 3 or 4 weeks (need not be consecutive), the student must submit to the facilitator, in writing, the unusual and extenuating circumstances* (see definition below) for the additional absence. If there is no prior history of repetitive absences, the facilitator has the option of assigning make up work to cover the additional one or 2 absences. In addition, the student will automatically receive a letter grade reduction in the course. It is the responsibility of the student to request make-up assignments. The facilitator will assign make-up work addressing the material covered during the week of absence consisting of:

- A 1.5 – 2.5 page paper or
- Equivalent problem sets; or
- Selected learning activities relating to the course.

Make-up work offsets one absence and is completed in addition to the assignments for the week missed. The facilitator shall grade the assigned make-up work. A facilitator may elect an alternative make-up opportunity in consultation with the Chair of the Department. Any make-up work must be completed and received by the facilitator no later than the date the course is completed, unless other arrangements are made in writing between student and facilitator.

*Unusual and Extenuating Circumstances: This includes a death in the immediate family, serious illness of student or immediate family member, and military/work assignments beyond the student’s control (i.e. must be infrequent, unusual assignments or out of town travel). All extenuating circumstances require some type of written documentation from the student’s work supervisor, medical professional or other form of documentation validating the student’s absence.

Students may withdraw (or be administratively withdrawn) from an online course between weeks 1 and 6 and receive a W for the course. Attendance after week 6 commits the student to the course and he/she will be awarded whatever grade they earn for the work completed.
GRADE POLICY

Grades and Quality Points

Letter grades are given for all course work in *ADVANTAGE*. Each hour of academic work taken for credit is evaluated in terms of its relative quality, shown by the grade received in a course.

- **W** Withdrawal; no hours attempted and no quality points (may be assigned only to eligible students who have officially dropped courses or withdrawn from the university as defined in the attendance policy).

- **I** Incomplete; computed as hours attempted and no quality points. The facilitator will assign a grade of “I” for students in specific scenarios. Please refer to the attendance policy for specifics.

The following system of grades is used for the evaluation of course work. A 4.0 grading scale is used to determine the grade point average:

<table>
<thead>
<tr>
<th>Letter Grade Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100</td>
<td>Superior</td>
</tr>
<tr>
<td>B 80-89</td>
<td>above Average</td>
</tr>
<tr>
<td>C 70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D 60-69</td>
<td>Lowest Passing</td>
</tr>
<tr>
<td>F Below 60</td>
<td>Failure</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td></td>
</tr>
</tbody>
</table>

Please note: A letter grade of D is not used for graduate level courses. A C is the lowest possible passing grade and any grade less than passing will be designated by an F.

The following is a brief definition of all grades assigned by a professor or instructor:

- **A** Exceptionally high quality; valued at 4 points for each credit
- **B** Good; valued at 3 points for each credit
- **C** Satisfactory; valued at 2 points for each credit.
- **CR** Credit awarded for DSST, CLEP tests, Prior Learning Assessment and ACE credit—credit values at no points and no hours attempted
- **D** Poor; valued at one point for each credit
- **F** Failure, no credit; valued at no points but counted as hours attempted
- **P** Pass; credit valued at no points and no hours attempted. (Used only for departmental challenge and officially approved pass/fail courses as stipulated in the course description section of this catalog)
- **I** Incomplete; computed as hours attempted and no quality points.
- **W** Withdrawal; no hours attempted and no quality points (May be assigned to eligible students who have officially dropped courses or withdrawn from Mid-Continent by published deadlines).
- **WA** Withdrawal Administratively (no hours attempted and no quality points)
Grades of F or “I” affect a student’s grade point average negatively. A student who receives an “I” grade has 30 days to satisfy the requirements for a grade. After 30 days, the student forfeits the privilege of making up the incomplete course work or examinations for those courses. This policy applies even when a student does not enroll the next semester.

**Incomplete Grades**

A grade of “I” is an incomplete. An “I” is computed as hours attempted with no quality points, and is a temporary grade recorded for any course not completed. (If during a given session a student experiences an emergency whereby work for the term cannot be completed before the end of the term, the instructor may give the student an incomplete.) If the student does not agree with the faculty member’s decision, the student may appeal (see “Grade Appeal Process”). An “I” grade may affect satisfactory progress and result in the delay of financial aid disbursement. The work required to remove an incomplete must be completed so that a new grade can be assigned before 30 days expires from the end of the course, or the grade automatically becomes an F. In cases of extenuating circumstances, the facilitator and/or Chair of the Department may grant an additional extension of time to satisfy the incomplete grade.

Candidates for degrees who have an “I” grade in any course required for graduation must complete all work and have the grade changed by the instructor prior to the end of the semester in which they are to graduate. If such grade is received for courses taken during the final semester and the work is not completed, the graduation will be delayed until the next date for degree conferral. A $25 degree reapplication fee will be assessed.

**Grade Change**

Grades are recorded in the Office of the Registrar as submitted by the faculty. No grade filed in the registrar’s office may be changed except upon a written statement signed by the instructor and/or the Vice President of Academic Affairs certifying an error has been made. When an error is made in reporting a grade, the facilitator and/or the Vice President of Academic Affairs may make the necessary change in the registrar's office. A grade cannot be changed after a degree is conferred.

**Grade Appeal Process**

Mid-Continent University recognizes that differences of opinion or interpretation may arise between students and faculty regarding the assignment of course grades. Mid-Continent urges a student to first seek resolution through informal discussion with the appropriate faculty member. The following policy has been adopted as a formal avenue for the resolution of a student grievance or appeal in the event that such differences cannot be resolved informally:

A student may raise questions concerning the validity of a final grade received in a course by following the procedures outlined below:

- A student should contact the facilitator who facilitated the course within one week of receiving his/her grade to reach a mutual agreement;
- If the disputed grade is not resolved with the facilitator, the student must submit a written statement about the dispute to the Chair of the Department within one week. Within two weeks of receipt of the written statement, the Chair will investigate the disagreement and render a decision.
- If a solution is still not reached, the written statements should be submitted to the Associate Vice President for Academic Affairs or the Vice President of Academic Affairs, who will request a written response from the faculty member and the Chair of the Department in order to make a decision.
- The Associate Vice President for Academic Affairs will then communicate their decision to the facilitator and student. The decision reached at this level is final; however, the student may choose to appeal the decision to the Student Academic Appeals and Grievance Committee; the decision reached at this level is final.
Repeating a Course
When repeating a course, all attempts remain on the record; the best grade is computed in the GPA. Only one of the repeated attempts will be allowed to count toward the minimum number of hours required for graduation. It is the responsibility of the participant to notify the advising office prior to repeating any courses. This should be done through scheduling. A student may not replace a failed course with a CLEP, DSST, or challenge test.

If a student does not receive a passing grade for a course, he/she must repeat the course and shall be assessed the tuition again. Students dropping back to a later group will be assessed tuition at the time of re-entry, only for those courses they need and enroll in at that time. Satisfactory academic progress is affected by not receiving a passing grade for a course and may also affect financial aid eligibility.

The GPA at graduation is permanent and will not be recalculated if additional courses are taken after graduation. Regular tuition applies to repeated courses.

ACADEMIC WARNING, PROBATION and SUSPENSION

Academic Warning
A student who has less than a 2.00 cumulative GPA and who is not on probation is under academic warning. A student on academic warning may enroll in no more than 13 hours a semester. This includes freshmen.

Academic Probation
Students must meet the following scholastic standards as listed below:

- a CGPA of 1.80 upon 0-29 credit hours attempted (Freshman)
- a CGPA of 1.90 upon 30-59 credit hours attempted (Sophomore)
- a CGPA of 2.00 upon 60-89 credit hours attempted (Junior)
- a CGPA of 2.00 upon 90+ credit hours attempted (Senior)

A student is placed on academic probation when his/her cumulative GPA is less than the value listed for attempted number of hours. A student who fails to raise his/her cumulative grade point average in the next 2 semesters after placement on probation is subject to academic suspension.

(Veterans Administration regulations specify that veterans and other persons eligible to receive V.A. benefits may not remain on probation beyond 2 semesters without improving academic standing.) For more information, students should contact the Director of Financial Aid Services.

Academic Probation: Graduate Program
All students must maintain a minimum CGPA of 3.00 to be in good academic standing. If a student falls below a CGPA of 3.0 at the end of a semester, he/she is placed on academic probation. If a student attains a CGPA of at least 3.00 at the completion of the next semester, he/she is removed from academic probation. The student also has the option of raising the CGPA by repeating a Mid-Continent University course in which grades lower than a B have been received.
**Academic Suspension: Graduate Program**

A student with a CGPA below 3.0 for 2 consecutive semesters is subject to academic suspension. Any student who receives 2 grades of F in the program will be suspended immediately upon receipt of the grades. A student who has been suspended may reapply for admission after one semester of non-attendance. The application process must include a written request to the Vice President for Adult Programs, and may require a personal interview. A student readmitted after academic suspension must meet the 3.0 CGPA by the end of the next semester. Students who fail to meet this standard may be asked to withdraw permanently from the university.

**Probationary Load**

A student who has been placed on academic probation will be limited to an academic load of 13 semester hours. Any student who needs to carry more than 13 semester hours must have the approval of his/her advisor and the Chair of the Department or Associate Vice-President for Academic Affairs. Students should include in their course load the courses they need to repeat in order to increase their academic standing.

**Removal from Probation**

A student on probation who achieves a cumulative grade point average at or above the appropriate GPA will be removed from probation.

**Academic Suspension**

A student placed on academic suspension must be separated from Mid-Continent University for one full semester. After serving the period of suspension, the student may be reinstated or readmitted to the university. To be reinstated or readmitted, the student must meet with the appropriate school official(s).

A student readmitted after academic suspension must meet a 2.0 GPA by the end of the next term. After serving the period of suspension, the student may be reinstated or readmitted to the university. To be reinstated or readmitted, the student must meet with the appropriate school official(s). Students who fail to meet this standard may be asked to withdraw permanently from the university.

**WITHDRAWAL POLICY**

To withdraw from the program, the student must notify their advisor. A student will receive credit for courses completed. Withdrawal from the university may jeopardize any financial aid for the remainder of that academic year (these regulations have been set forth by the federal and state governments).

**REFUND INFORMATION**

A student will be assessed tuition charges by the term. When a student withdraws during a term for any reason (or in the event the student does not notify Mid-Continent University of his/her intentions to withdraw) the tuition for the affected course(s) will be prorated for the first and/or second nights of the course attended. Attendance at or beyond 60% of the course will result in full tuition charges. Any prorated balance will be returned to the lending source or to the student. The date of withdrawal shall be the last date the student attended class. If the student has received a residual check for a semester, but does not complete the semester, a portion of that residual distribution must be returned. The government requires the return of funds for classes not attended.

Students withdrawing from ADVANTAGE who have attended one or more class sessions of a module are charged the full book fees for the module. For courses not attended, if the books are returned unused, the student’s account will be credited.
Book fees are not refundable:
- Once the student has attended one class meeting of a module.
- If the books have been marked in any way prior to that time.
- If the student returns books after the edition has changed.

ACADEMIC DISMISSAL
Two full calendar years of separation from Mid-Continent are required of a student who was previously suspended, re-enrolled, and failed to be removed from probation or to be continued on probation. After the lapse of 2 years, a written request to be considered for readmission must be made to the Office of Admissions. A student on academic dismissal may not receive credit for any courses taken at another college/university during the period of dismissal. See the section on appeals.

ACADEMIC FORGIVENESS
Academic forgiveness is designed to give a student with a poor academic record an opportunity to start over. In applying for academic forgiveness the student agrees to the conditions that it entails, such as loss of credits earned. The student also accepts the special restrictions, including strict standards for future academic performance. A student may apply for academic forgiveness for any previous semesters of academic work and begin his/her academic career anew at Mid-Continent University with the following provisions:

- Academic forgiveness may be declared only once in a student’s academic career.
- The student cannot use this policy to be removed from academic suspension.
- The student desiring to declare academic forgiveness will petition the Enrollment and Retention Committee at the time of his/her application for admission or readmission. The letter of petition should include a brief narrative explaining any extenuating circumstances that may have caused the academic deficiency.
- If the application is approved, the Mid-Continent course work declared forgiven will remain on the student’s academic record with the notation of academic forgiveness indicated. This work will not be considered subsequently in counting hours earned or for calculating cumulative grade point averages.
- Failure to maintain a subsequent cumulative GPA of 2.0 will result in permanent dismissal from the university.
- The student who has been allowed to declare academic forgiveness for one semester must fulfill all requirements of the degree program, including retaking course work passed during the forgiven semester(s). When forgiveness is granted all the courses (including courses passed) in the forgiven semester are disregarded.
- Once declared, academic forgiveness cannot be revoked.
- The student who has declared academic forgiveness will not be eligible to graduate as an honor student except when approved by the Associate Vice-President for Academic Affairs.
- Should the student transfer from Mid-Continent University after taking academic forgiveness, Mid-Continent will not guarantee that other institutions will honor the forgiveness agreement.

ACADEMIC INTEGRITY
Mid-Continent University upholds the highest standards of honesty. Students are to avoid cheating and plagiarism of materials, to refrain from the use of unauthorized aids on tests and examinations, to refuse to give or receive information on tests and examinations, and to turn in only those assignments that are the results of their own efforts and research. On the other hand, faculty members are to be proactive and educate students regarding plagiarism policies. They are to make every effort to provide the physical conditions that would deter cheating.
If students engage in academic dishonesty and/or plagiarism, instructors should assign a penalty or sanction and notify the Vice-President for Academic Affairs or the Associate Vice-President of Academic Affairs by reporting the incident. These officials will assess the penalty or sanction and notify the instructor if the penalty or sanction is unsatisfactory.

If a student disagrees with the penalty or sanction, they can first appeal to the instructor with a written complaint. If the student remains dissatisfied with the decision of the instructor, they can appeal to the Associate Vice-President for Academic Affairs. The ruling of this officer is the final decision of an academic officer. A student can appeal to the President as a final appeal.

**GRADUATION POLICIES**

Graduation ceremonies are held in the spring (May) and the fall (December) of each year. Students are eligible for graduation upon satisfactory completion of all degree requirements. Students who will have courses that end after the official May or December conferral date will have a conferral date of June, August, or January. Diplomas for students can be expected 12-14 weeks after the conferral dates. Student accounts must be paid in full prior to the release of the diploma.

**Graduation Fees**

Students must submit a **Graduation Application** to their assigned advisor. Graduates are charged a non-refundable fee regardless of participation in commencement ceremonies. The deadline for submitting an application is March 1 or October 1. Any applications received after March 1 or October 1 will be charged a late fee. Refer to Financial Planning for all fees related to graduation.

**Participation in Commencement**

Although participation is not required, it is the desire of the administration, faculty, and staff that all students take part in the ceremony. Graduation ceremonies are held at the end of the fall and spring semesters or December and May. Students are permitted to participate in commencement exercises if they are within 9 credit hours of completing their degree requirements:

- They should be enrolled in the remaining 9 credit hours;
- Have financial planning in place to pay for the courses;
- If completing remaining course work at another institution, student must submit completion of the course work and official transcript to their assigned advisor.
- All courses must be completed by the May, June, August, December, or January conferral.

**ACADEMIC HONORS**

**President’s List**

Students achieving a 4.0 grade point average during the term are honored by being placed on the President’s List for that semester. Students who received an incomplete grade at any point during the semester are not eligible for the President’s List.

**Dean’s List**

Students achieving a 3.50-3.99 grade point average during the semester are honored by being placed on the Dean’s List for that term. Students who received an incomplete grade at any point during the term are not eligible for the Dean’s List.
**Graduation Honors**
Students earning a 3.90 or above cumulative grade point average (CGPA) are graduated summa cum laude; those earning a CGPA of 3.75-3.89 are graduated magna cum laude; and those earning a CGPA of 3.50-3.74 are graduated cum laude. Honor students will be recognized at commencement. Students who march at commencement with 6 or less credit hours remaining for completion of the degree will have their current CGPA calculated in determining recognition at commencement; however, the diploma and transcripts will reflect the final CGPA.

The grade point average of a transfer student must meet the above criteria in two ways:
- The average of the student’s combined academic work at all institutions, including Mid-Continent University, must meet the criteria.
- The average of the student’s academic work at Mid-Continent University alone must meet the criteria, with no incomplete grades.

**ASSESSMENT OF PRIOR LEARNING FOR CREDIT**
Through a portfolio process, MCU awards credit for learning gained from personal or professional experience, not for experience alone. The award of credit is based on the expert evaluation of MCU faculty with credentials in the academic discipline the student is petitioning for credit. Prior learning credits are assessed on a pass/fail basis and do not affect the student’s GPA. Students who petition for prior learning credit are not guaranteed a credit award. Fees are paid on a per credit hour basis, are assessed when the portfolio is submitted, and are not refundable. The per-credit hour fee assessed covers the cost of administration and evaluation of prior learning credit. Prior learning credit can be earned solely in the academic areas offered at Mid-Continent University and listed in the university catalog.

Mid-Continent University joins hundreds of postsecondary education institutions who have developed strategies and processes to award college credit for learning gained outside of a typical college classroom through personal and professional training and experience. Through a process called Prior Learning Assessment, MCU faculty evaluate and award credit for this extra-institutional learning when it is considered to be similar in content, depth, and breadth to what the university considers college-level learning. MCU uses the academic standards of The Council for Adult and Experiential Learning (CAEL) which was founded in 1974, and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in awarding credit to students who document prior experiential learning as a means of receiving college credit. Prior Learning Assessment credit is considered as transfer credit.

**Assessment of Prior Learning Process**
The award of credit is based on the expert evaluation of MCU faculty. Typical learning environments that would support the portfolio process would include unaccredited trade, business or professional schools, computer training courses; employer sponsored or facilitated courses/training. Government regulated certifications/licenses (i.e. FEMA) and foreign language proficiencies may also be considered for credit by portfolio.

Prior learning credits are assessed on a pass/fail basis and do not affect the student’s GPA. Students who petition for prior learning credit are not guaranteed credit award. Fees are paid on a per credit hour basis, are payable when the portfolio is submitted, and are not refundable. The per-credit hour fee assessed covers the cost of administration and evaluation of prior learning credit. Prior learning credit can be earned solely in the academic areas offered at Mid-Continent University and listed in the university catalog.
Students who wish to receive college credit for learning gained through documented learning experiences must first consult with their student adviser to ensure that they have the requisite learning appropriate for the assessment process and that they still need to satisfy elective credits in completing their degree. If they are a candidate for prior learning assessment, they will receive information on completion and submission of the portfolio. Portfolios are submitted to the ADVANTAGE office and take about 4 to 6 weeks to be evaluated and processed.

It is recommended that portfolios be submitted within one year after entering the undergraduate program in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required.

It is recommended that the student submit their portfolio within one year after entering the undergraduate program in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required. Students who submit an incomplete portfolio package may experience a delay in their graduation date. Based on the student’s expected graduation date the portfolio submission deadlines are:

- March 15th - May graduation
- September 15th - December graduation

**Assessment of Prior Learning Fee**
A fee is assessed for each semester hour petitioned. It is important to note that petitioning for prior learning credit does not guarantee that the full number of hours petitioned for will be granted. Awards of credit are based upon evaluation of the applicant’s work by a faculty in the particular academic field involved. Portfolio is assessed on a pass or fail basis and does not affect GPA. Portfolio is only available in the same content areas as courses offered at Mid-Continent University as outlined in the catalog. Refer to Financial Planning for current fees.

**DOUBLE MAJORS**
To earn a second major, the student must complete all non-duplicated course requirements of the major including any prerequisites, general education, foundational courses or departmental requirements for each major where applicable. Students interested in a double major should contact their academic advisor. After completion of both majors, a student receives one bachelor degree with 2 separate disciplines.

**EARNING A SECOND DEGREE**
Students may be permitted to return to study for a second bachelor’s or master’s degree. Students should contact their academic advisor for specific requirements for completing a second degree. MCU residency hours must be satisfied for each degree earned.

**AUDIT POLICY**
ADVANTAGE does not allow course audits.
ADVANTAGE FINANCIAL PLANNING

ON-LINE LEARNING FINANCIAL INFORMATION

Tuition and Fee Schedule
Non-Fundable Application.................................................................................................................$50
Books and Materials Fee.....................................................................................................................Varies Per Term
Technical Fee (Per Class).....................................................................................................................$40
Course Fee (Per Class)..........................................................................................................................$40
Graduation Fee.......................................................................................................................................$80

Tuition *$315 a credit hour
  Bachelor*
    First Term .........................................................................................................................................$3780
    Second Term .................................................................................................................................$3780
    Third Term ....................................................................................................................................$3780
    Fourth Term ...................................................................................................................................$3780

  Associate*
    First Term .......................................................................................................................................$3780
    Second Term ...................................................................................................................................$3780
    Third Term .....................................................................................................................................$3780
    Fourth Term ...................................................................................................................................$3780
    Fifth Term ......................................................................................................................................$3780

Assessment of Prior Learning Fee
  (Per semester hour applied for)...........................................................................................................$65

*Tuition rates are subject to change

GRADUATE PROGRAM FINANCIAL INFORMATION

Tuition and Fee Schedule
Non-Refundable Application Fee..........................................................................................................$50
Books, Material, and Course Fees........................................................................................................Varies Per Term
Graduation Fee.......................................................................................................................................$100
Tuition ($440 a credit hour)
  Master*
    First Term ......................................................................................................................................$3960
    Second Term ..................................................................................................................................$3960
    Third Term .....................................................................................................................................$3960
    Fourth Term ....................................................................................................................................$3960

Tuition rates are subject to change

BACHELOR AND ASSOCIATE PROGRAMS FINANCIAL INFORMATION

Tuition and Fee Schedule
Non-Refundable Application Fee..........................................................................................................$50
Books and Materials Fee.......................................................................................................................Varies per term
Graduation Fee ......................................................................................................................................$80
Tuition ($325 per credit hour)

Bachelor*

- First Term...............................................................$3780
- Second Term...........................................................$3780
- Third Term.............................................................$3780
- Fourth Term...........................................................$3780

Tuition rates are subject to change

Other Direct Costs
Potential costs for education include computer and software (i.e. students need access to the internet and Microsoft Office software such as Word and Excel). Students are required to obtain these items on their own. Discounts for certain software are available as a student of the university.

PAYMENT PLANS
- Employer Reimbursement Plan.
  If your employer will reimburse tuition costs upon successful completion of the course or semester, you are still responsible for the payment at registration. It may be possible to use reimbursement from completed courses to pay a subsequent term.
- Employer Payment Plan.
  Some employers will cover the costs of tuition and fees at the beginning of the semester (within the first month). A request for a statement must be submitted from the employer (a letter on a company letterhead or the appropriate form with required signatures). The university will provide a listing of all charges to the employer for the employer to pay directly to Mid-Continent University.
- Other Sources.
  There are other sources of funding available such as military, vocational rehabilitation, or WIA. If funding for the semester is not available at time of registration students must make alternative financial arrangements with the financial aid office for an educational loan or be prepared with another source of payment.
- VISA, MASTERCARD, Money Orders, Cashier Checks, or Personal Checks

STUDENT ACCOUNTS POLICIES AND PROCEDURES

Tuition Refund Policy
Mid-Continent University abides by the refund policy established by federal regulations and must complete a form on each student who withdraws. Dropping courses or withdrawing after funds have been received can reduce a student’s eligibility for future financial aid. Limitations are placed on the number of semesters grant assistance can be received. The student is personally responsible for any charges incurred that are not covered by loans, grants or other approved third party providers.

The Business Office will calculate refunds from the day the withdrawal form is submitted to the Office of the Registrar. Unofficial withdrawal will result in F grades in all courses, and any financial aid disbursed may be subject to repayment by the student. According to federal regulations, any student who owes a repayment on grants previously received or is in default on a loan is ineligible to receive additional financial aid. A student, however, is due a full refund for any course that is cancelled by Mid-Continent.

It is federal policy that Mid-Continent return Title IV funds when a student withdraws. A student will be charged on an earned and unearned percentage of financial aid based on attendance up to the day that
marks 60% of the total days of a semester. If a student withdraws after the 60% mark, the student has met all requirements and no financial aid must be returned.

Financial Aid Policy for Students Who Withdraw From the University or Drop Below Full-Time Status
If a student completes less than 6 credits in any given semester, dropping them below half-time status, loan monies awarded must be returned to the government and Pell Grant will be prorated. The student would not qualify for CAP, as there is a minimum of completion of 6 credits and Grant is prorated from 6 to 12 credits. If a student does not complete the full 12 hour semester credits required by the Kentucky Tuition Grant (KTG), he/she will not be eligible for funding under this grant. A financial aid counselor should be contacted prior to dropping below full-time (12 credits) or upon withdrawal to discuss financial implications.

FINANCIAL AID

Veteran’s Benefits
Most programs offered by Mid-Continent University are approved for the enrollment of veterans and other eligible persons. Applicants for admission are encouraged to contact the Mid-Continent V.A. representative to determine if the program they plan to pursue is approved for the enrollment of veterans.

Veterans and other eligible persons who are applying to use their educational benefits for the first time may complete and submit the appropriate online application (Form 22-1990 Application for VA Education Benefits or Form 22-5490 Application for Survivors’ and Dependents’ Educational Assistance) to the U.S. Department of Veterans Affairs through the following website: http://www.gibill.va.gov/GI_Bill_Info/education_forms.htm. Paper forms are available from the Financial Aid Office or by contacting the Veterans Administration, Regional Office, P O Box 66830, St. Louis, MO 63166-6830. Interested individuals will need to bring a copy of their DD214 Member 4 to the Financial Aid Office and complete the appropriate application.

Federal Grant (Pell Grant)
The Pell Grant is provided by the federal government and administered by the university; this grant is based upon financial need. The student must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility. Grant monies do not require repayment. Students who complete 12 credits in a term are eligible for the full amount of funds they are eligible to receive. Funds are prorated for students who complete less than 12 credits

State Grant
State grant money is available on a first-come first-serve basis and it is crucial to complete a FAFSA each spring before funds are exhausted. Procrastination will result in the forfeiture of funds even for those who are eligible. State grants are based on financial need.

College Access Program (CAP)
CAP is available to Kentucky residents only, according to KHEAA regulations. Students who complete 12 credits in a term are eligible for the full amount of funds they are eligible to receive. Funds are prorated for students who are half or three-quarter time. This federal grant is based upon the student's financial need. Students apply for the grant by completing the FASFA. This is a grant, not a loan; therefore, it does not have to be repaid.
KEES
KEES is a grant in the state of KY that is based on high school performance. A student must progress successfully to continue to receive this grant.

WIA
Students are often eligible for WIA funding provided by the state for job loss and other qualifying factors. MCU works with the representatives from student’s local areas in receiving these funds into the student’s account. WIA normally has a base rate available per term and what WIA doesn’t cover the school writes-off any remaining balance. Should a student receive other grants, the student should only receive any residual money after the grants have applied to their balance at MCU.

Kentucky Higher Education Assistance Authority Go Higher Grant
The Go Higher Grant gives adults age 24 or older up to $1,000 for one academic year when they enroll in a participating Kentucky college or university less than half-time, which are usually one or two courses. The award covers tuition and a book allowance of $50 per credit hour.

Kentucky Tuition Grant (KTG)
KTG is available only to full-time Kentucky residents enrolled at a regionally accredited private college full-time (completion of a minimum of 12 credits per term).

Education Loan Program
Federal Subsidized Direct Stafford Loan (The Stafford) is available to undergraduate students, regardless of income. After determination of eligibility, the student will be advised on how to borrow under this program.

Please note: A student’s eligibility for a financial aid benefits package is limited to one fall term and one spring term every academic year.

Important Notice: If a student withdraws or changes courses, he/she needs to report that information to the financial aid office as soon as possible. Such changes may affect financial aid.

Acceptance of Financial Assistance
Financial aid recipients will typically receive a printed award letter listing the type(s) of aid awarded. The student must sign and return the award letter to the Office of Student Financial Aid by the stated deadline, indicating his/her acceptance of financial aid. The student must also sign a form stating that he/she has read the policies regulating the standards of academic progress to maintain financial aid.

Anyone having special circumstances or questions is encouraged to contact the Director of Financial Aid.

Satisfactory Academic Progress Policy
Federal and state regulations require all post-secondary institutions to establish policies and procedures for measuring the academic progress of their students, as one of the eligibility criteria for receiving financial aid. Mid-Continent University’s academic progress policy for financial aid students governs the receipt of funds under all federal and state financial aid programs (grants, loans, and work-study).

All students must make Satisfactory Academic Progress (SAP) towards the attainment of a degree or certificate to receive and to remain eligible for financial aid. Students who are not making SAP are in Unsatisfactory Academic Progress status (USAP). Students who do not meet all criteria as listed, are USAP and will be terminated from all relevant financial aid programs until such time as they have met the
criteria to be SAP. Academic progress will be evaluated once per semester at the end of each semester, regardless of the number of semesters the student has been enrolled. The calculated status will determine the receipt of financial aid for the subsequent academic semesters. Students in USAP status may enroll and pay out-of-pocket during their periods of ineligibility; however, doing so does not guarantee that they will regain eligibility.

SAP for financial aid is based on 3 criteria:
1. A maximum timeframe: As measured by the number of attempted credits allowed.
2. A quantitative measure: The cumulative number of credits satisfactorily completed in relation to cumulative credits attempted.
3. A qualitative measure: The cumulative grade point average (CGPA) in relation to credits attempted.

The calculations used to evaluate academic progress include all periods of the student’s enrollment. Credits attempted include those courses a grade was received, including A, B, C, D, F, P, I, WP, WF, and W.

**Maximum Timeframe Measure**
There is a maximum amount of time that a student can take to complete his/her program of study, which generally is 150% of the length of the program measured in credits (128 credit hours minimum x 150% = 192 credit hours maximum). All credits are counted when calculating the maximum timeframe completion rate, including repeated courses, withdrawals, credits transferred in from another college or university, advanced placement credit, CLEP, DSST, Challenge Exams, Portfolios, ACE, EL, AP, credit-by-examination, college-level credits, and remedial credits. All terms of enrollment also are included, even those in which the student may not have been an aid recipient.

**Quantitative Measure**
All students must receive a passing grade in at least 67% of all credits attempted. Passing grades are A, B, C, D or P. Grades of I (Incomplete), W (Withdrawal), F (Failure), WF, and WP are non-passing, unsatisfactory grades, which count as credits attempted but do not count as credits completed. Non-passing grades will negatively impact the calculation.

**Attempted Credits**
Attempted credits are all credits for which a student receives a grade (including A, B, C, D, P, F, I, CR, WF, WP, and W. Repeated courses are included in credits attempted. Credits by examination are counted as credits attempted and completed satisfactorily. Courses with grades of AU are neither counted as credits attempted nor completed.

<table>
<thead>
<tr>
<th>Credits Attempted (Undergraduate)</th>
<th>Minimum GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 29</td>
<td>1.80</td>
</tr>
<tr>
<td>30 - 59</td>
<td>1.90</td>
</tr>
<tr>
<td>60 - 89</td>
<td>2.00</td>
</tr>
<tr>
<td>90 +</td>
<td>2.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.00</td>
</tr>
</tbody>
</table>
All students must have a cumulative GPA that falls at or above the above minimums. The cumulative GPA under this SAP policy is the GPA based upon all credits (including remedial) the student has attempted at any college.

**Notification**
If a Student does not meet SAP after one payment period (semester) they will be given a financial aid warning.
- Financial Aid Warning: No appeal is required, the student will be notified that they failed to meet SAP requirements and why. They will also be notified as to the steps they can take to become compliant. The student will continue to receive Title IV funds for that semester/payment period.

If a student on financial aid warning meets SAP requirements the following semester their financial aid warning will cease and they will be eligible to continue receiving Title IV funds. This means that a student could be given a financial aid warning multiple times in their student careers as long as they are not received in 2 consecutive semesters. If a student on financial aid warning does not meet SAP requirements they will be placed on financial aid suspension (suspended from receiving Title IV funds until the student begins meeting SAP requirements).

The student may be allowed to appeal to the Appeals Committee due to special circumstances, and if the appeal is successful, the student will be placed on financial aid probation (if mathematically possible to meet SAP in one additional semester, the student can possibly receive financial aid).

Appeals may be filed based on
- Death of a relative
- Student injury or illness (student must provide documentation)
- Other specific circumstance

If the student on financial aid probation becomes compliant with SAP requirements he/she will remain eligible to receive Title IV funds. They are no longer on financial aid warning or probation. If the student, after regaining SAP requirements, falls below SAP requirements in a later semester the process starts over with a financial aid warning being issued in the first deficient semester, then a financial aid suspension with possibility of appeal and financial aid probation for a semester. If a student on probation fails to reach SAP requirements they will automatically be placed on financial aid suspension and will not be able to receive Title IV funds until they become compliant with SAP requirements. No further appeals are allowed if a student does not meet SAP requirements in a probation semester.

The university may choose to limit the amount of appeals available to a student or place conditions on students that have already been suspended once (i.e.: more meetings with academic advisor, plan to succeed at the university and remain SAP compliant, etc.)

In very rare circumstances a student who has not met SAP requirements after being on financial aid probation can be placed on an academic plan and remain eligible for Title IV funds as long as they meet certain conditions set up by the Appeals Committee. This is only in rare and extreme circumstances which are determined on a case by case basis with agreement among the Appeals Committee.
- The student will be required to write a letter explaining the specific reasons they have not met SAP requirements after both financial aid warning and financial aid probation. The letter must also include the student’s suggested plan for how they could meet the SAP requirements at a specific point in time.
The academic plan must be for a finite period. It must conclude at a defined, future point in time.

- For example, if a student had 2 real hardships that prevented them from making SAP (death in the family the 1st year, serious illness the next year) and the student could still reach SAP with one or 2 semesters (keeping in mind that they must still finish within 150% of the period length) they would be eligible for an academic plan.

- The academic plan must be very well defined to ensure SAP in a finite period with conditions stated.

  - These conditions could include, but are not limited to:
    - More frequent contact/check-in with academic advisor
    - Lowered amount of courses
    - Less credit hours allowed to be attempted
    - Specific courses being chosen for the student
    - Tutoring sessions

  - If a student fails to meet a condition, or if consistent progress does not occur that would allow the student to meet SAP requirements within the defined point in time, then the student must be placed on financial aid suspension.

- The final academic plan should be a formal written document which is placed in the student’s file and reviewed by the Appeals Committee who should monitor the student’s progress at the end of each payment period.

  - The plan must not only be created but monitored as well; documentation of monitoring the plan may be necessary

Satisfactory Academic Progress Important Points:

- If the registrar does not receive the grades for students prior to the start of the next payment period.
  - The compliance officer will get a progress report from faculty member. The student is allowed to register for the first class and receive the book for the first class. After review, compliance officer will give recommendation to the Appeals Committee.

- If a student has not received Title IV funding previously at your school and subsequently applies for Title IV funding, you are obligated to confirm a student’s eligibility and SAP is a part of that review.

  - Therefore, if a student has been doing poorly, but has not received financial aid in the past and then applies to begin receiving the aid, a SAP analysis of the student must be performed before the student can begin receiving Title IV funds.

- If a school offers one-semester probation, and the student does not attend the next consecutive semester, the student is still not eligible for Title IV aid in the next semester that they attend.

  - It is important to remember that the university is required to keep track of a student’s SAP progress. If a student withdraws and returns at a later point, the school is required to review and inform the student of their SAP standing. Because the student withdrew for a period of time does not mean the student qualifies to return.

- The 150% Pace Criteria can be appealed in very rare circumstances.

  - This is an institutional decision based on professional judgment. It is suggested that the student’s academic advisor and registrar work together to ensure that the university is granting an appeal for only the hours appropriate for graduation.
- It would be best if the university were to limit this to a student that has a satisfactory GPA and only needs a semester or less to finish the program. The student would still need to have a satisfactory GPA to appeal the 150% rule
  - This criterion applies to the receipt of Title IV funds only. The student could remain at the school past the 150% Pace requirement but would not be eligible to receive Title IV funds
ADVANTAGE STUDENT SERVICES

Mid-Continent University is student-centered and offers a variety of programs to demonstrate its interest in student success. This interest encompasses retention, welfare, growth, and development in all dimensions of student life. Mid-Continent is committed to excellence in the integration of classroom and non-classroom activities to ensure a supportive living-learning environment for the whole student. The guiding concepts of Mid-Continent’s student affairs effort are those of human growth and development, personal discipline, an open and supportive environment, and the provision of programs, activities, and services for personal and spiritual growth.

Student services for ADVANTAGE are administered by the Office of Student Services. This office works collaboratively with academic personnel to provide the best possible environment for learning as well as opportunities for personal growth and development. Mid-Continent publishes student handbooks for students in the ADVANTAGE Programs that contain detailed information regarding policies and procedures applicable to the students. Students should read these handbooks for more specific information. For further information on student services, refer to the ADVANTAGE handbook.

Inclement Weather
In cases of inclement weather the decision to cancel classes will be made by 3:00 p.m. (Central Time) that day. Class cancellations will be posted on the Mid-Continent University website at http://www.midcontinent.edu. A public announcement will be made on local radio and TV stations if possible.

Student Complaint Policy
A student who feels a decision by a university representative is unfair may communicate to the Director of Student Services, who will assist the student with the appropriate protocol. See the ADVANTAGE handbook for specific details.

Class Leadership Service Opportunities
During the first course, a class representative and chaplain are selected for each cohort. These positions provide student representation that enhances the quality of the educational experience.

Class Representative
The class representative carries out liaison responsibilities between the class and the ADVANTAGE Programs. These duties include welcoming and introducing new or drop-in cohort members, supervising and collecting facilitator evaluations at the end of the course, communicating cohort group needs and concerns, serving as an emergency contact when unusual circumstances arise, such as inclement weather, distributing information and materials from the school to the cohort group, and any group concerns to ADVANTAGE.

Chaplain
The chaplain will provide spiritual support and leadership to the cohort group. The chaplain will lead a brief devotion followed by prayer requests and prayer. These activities should take place prior to the class and allows an opportunity to lift one another spiritually through support and prayer. Candidates eligible for chaplaincy will be born-again Christians, active in their church, and be persons of prayer. Responsibilities include: being available; establishing trust; being a good listener; maintaining confidences; expressing God’s grace, mercy and love; and sharing appropriate scripture. The class
chaplain may also be called on to assist Mid-Continent University and/or the class representative in notifying students of class changes/cancellations, etc.
TRADITIONAL-UNDERGRADUATE PROGRAMS

GENERAL EDUCATION

General Education courses are designed to guarantee that Mid-Continent graduates have the opportunity to expand their knowledge of themselves and of the world while developing specific expertise in their chosen major field of study. All courses in the curriculum are also designed to challenge students to think and learn actively and to be lifelong learners. It is the responsibility of the student to see that all graduation requirements are met.

A candidate for a Bachelor of Arts (BA) or Bachelor of Science (BS) degree in traditional-undergraduate programs must complete the following general education core requirements:

GENERAL EDUCATION (41-50 HOURS)*
All courses are 3 credit hour courses unless otherwise noted.

Arts/Humanities (6 hours)
MUS 2103 Music Appreciation

And 3 hours from the following:
ENG 2103 Intro to Literature
ENG 3103 World Literature
ENG 3203 English Literature
ENG 3303 American Literature
ENG 3703 African American Literature

Behavioral & Social Studies (9 hours)
BUS 2213 Principles of Macroeconomics
BUS 2423 Principles of Microeconomics
GOV 1103 American Government
HIS 1113 World Civilization
HIS 1223 Modern World History
HIS 2103 United States History to 1877
HIS 2203 United States History from 1877
PSY 1013 General Psychology
PSY 3003 Marriage and Family
SOC 1103 Introduction to Sociology

Christian Studies (12 hours)
BIB 1113 Introduction to the Bible *
CHM 3123 Christian Worldview *
CHM 1223 Foundational Issues of Life *
BIB 3223 Life of Christ *
Communication (9 hours)

Written Communication (3 hours)
ENG 1103 English Composition I
ENG 1203 English Composition II

Oral Communication (3 hours)
COM 1003 Introduction to Human Communication or
COM 1103 Principles of Speech

Computer Science (3 hours)
CSC 1203 Computer Applications for MS Windows I

Mathematics (3 hours)
MAT 1203 College Algebra
MAT 1403 College Mathematics
MAT 2403 Calculus and Analytical Geometry I

Orientation (1 hour)
ORT 1101 Orientation (1 hour)

Science (7 hours)
SCI 1203 Survey of Physical Science
SCI 1101 General Biology Lab (1 hour)
SCI 1103 General Biology

*Transfer Credit and General Education Requirement
Students who transfer with an Associate of Arts or Associate of Science Degree are presumed to have completed the general education requirements of Mid-Continent University with the exception of the Christian Studies requirements. The number of Christian Studies requirements is based on the number of hours transferred. Students may be required to fulfill prerequisites in their major and degree completion requirements.

Students who transfer without an Associate Degree must take all of the General Education courses required in their major that have not been taken at another institution. Students are required to take one Christian Studies course (selected from the courses listed below) for every thirty (30) semester hours completed at Mid-Continent University.

BIB 1113 Introduction to the Bible
CHM 3123 Christian Worldview
CHM 1223 Foundational Issues of Life
BIB 3223 Life of Christ

The following guidelines are to be used by advisors to satisfy the Christian Studies (CSC) requirement:

<table>
<thead>
<tr>
<th>Status of Student</th>
<th>CSC Hours to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time, First Year Students</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>1-29 hours transferred</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>30-59 hours transferred</td>
<td>9 semester hours</td>
</tr>
<tr>
<td>60-89 hours transferred</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>90 or more hours transferred</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>
All acceptable transfer credit is evaluated with a copy of the report provided to each transfer student and to his/her advisor. A student must be currently enrolled at Mid-Continent before any transfer, military, or testing credit will be recorded as part of a permanent record. Credit for courses taken in military service schools is evaluated according to recommendations in the Guide to the Evaluation of Educational Experience in the Armed Services published by the American Council on Education. Official ACE transcript information can be obtained by accessing the web page www.acenet.edu. Courses listed in American Council on Education publications, the National Guide to Educational Credit for Training Programs, and the Directory of the National Program on Non-Collegiate Sponsored Instruction (PONSI), are evaluated for credit on an individual basis.

Credits earned through educational institutions located outside the United States will be considered for acceptance after an appropriate evaluation. Students may contact the Office of Admissions for information regarding the evaluation procedure.

**Students declaring a major in the James W. Cecil Baptist College of the Bible should see their respective majors for Christian Studies course requirements.**

**Language Requirement for Bachelor of Arts Degree (12 hours)**
Students working on a B.A. Degree are required to complete 12 hours of the same foreign or ancient language.

(Note: Students with the following majors should see their advisor before taking language courses: Biblical Studies, Christian Ministries, and Missions and Evangelism). These majors have their own language requirements.

**Developmental Courses for English Composition and Math Registration**

All students who enter Mid-Continent University must enroll in the appropriate composition course and remain enrolled continuously until the composition sequence or the equivalent is complete.

Students entering the traditional educational programs at Mid-Continent University will be required to participate in placement testing in English and Math. A student with ACT sub-scores of 22 or above on the English and Math sections of the ACT test are exempt from English and Math placement testing. After placement test results are evaluated, students may be required to successfully complete the developmental courses: ENG 10GX English Grammar, ENG 10WX Writing Lab or ENG 10RX Reading Lab and/or MAT 10GX General Math, MAT 11LX01 Math Improvement, and MAT 11AX Introduction to Algebra. Advisors will determine if Introduction to College Algebra is the best option for a student as a helpful pre-requisite to College Algebra.

International and other students deficient in spoken or oral English will be required to participate in placement testing also. Advisors will place International students in the appropriate courses based on English proficiency in addition to placement test results.

**ASSOCIATE DEGREES**

General Education Requirements for an Associate of Arts or Associate of Science Degree consist of a 60 hour block of courses that are compatible with, and even exceed, the general education requirements for both the state of Kentucky and the Southern Association of Colleges and Schools (SACS). Students seeking an Associate of Arts or Associate of Science degree are required to complete 42-57 hours of
general education. Students desiring an Associate of Arts degree are required to take 6 hours of foreign or ancient language.

**GRADUATION REQUIREMENTS FOR THE ASSOCIATE DEGREE:**

- Complete the 60-hour General Education/Foundation course requirements.
- Complete 24 credit hours at Mid-Continent University to meet residency requirement.
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 60 credits.
- Submit a graduation application to the registrar’s office for May graduation by March 1, or for December graduation by October 1.
- Receive recommendation of the administration and faculty and approval of the Board of Trustees.
- Payment of all tuition and fees.
- Ensure that all graduation requirements are met.
A candidate for an Associate of Arts (A.A.) or Associate of Science (A.S.) degree in traditional-undergraduate programs must complete the general education core requirements as listed in the following tables:

### Associate of Arts Degree (A.A.)

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One course in Orientation</td>
<td>1 hour</td>
</tr>
<tr>
<td>2. Two courses in English Composition</td>
<td>6 hours</td>
</tr>
<tr>
<td>3. One course in Communications (Speech)</td>
<td>3 hours</td>
</tr>
<tr>
<td>4. Three courses in Behavioral or Social Sciences</td>
<td>9 hours</td>
</tr>
<tr>
<td>5. Two courses in the Humanities</td>
<td>6 hours</td>
</tr>
<tr>
<td>6. Two courses in Christian Studies</td>
<td>6 hours</td>
</tr>
<tr>
<td>7. One course in Mathematics</td>
<td>3 hours</td>
</tr>
<tr>
<td>8. Two courses in Science</td>
<td>6 hours</td>
</tr>
<tr>
<td>9. One Science labs</td>
<td>1 hour</td>
</tr>
<tr>
<td>10. One course in Computer Science</td>
<td>3 hours</td>
</tr>
<tr>
<td>11. Two courses in the same modern, foreign, or ancient language</td>
<td>6 hours</td>
</tr>
<tr>
<td>12. Ten elective hours</td>
<td>10 hours</td>
</tr>
<tr>
<td><strong>Total: 22 courses</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>

### Associate of Science Degree (A.S.)

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One course in Orientation</td>
<td>1 hour</td>
</tr>
<tr>
<td>2. Two courses in English Composition</td>
<td>6 hours</td>
</tr>
<tr>
<td>3. One course in Communications (Speech)</td>
<td>3 hours</td>
</tr>
<tr>
<td>4. Three courses in Behavioral or Social Sciences</td>
<td>9 hours</td>
</tr>
<tr>
<td>5. Two courses in the Humanities</td>
<td>6 hours</td>
</tr>
<tr>
<td>6. Two courses in Christian Studies</td>
<td>6 hours</td>
</tr>
<tr>
<td>7. One course in Mathematics</td>
<td>3 hours</td>
</tr>
<tr>
<td>8. Two courses in Science</td>
<td>6 hours</td>
</tr>
<tr>
<td>9. One Science labs</td>
<td>1 hour</td>
</tr>
<tr>
<td>10. One course in Computer Science</td>
<td>3 hours</td>
</tr>
<tr>
<td>11. Sixteen elective hours</td>
<td>16 hours</td>
</tr>
<tr>
<td><strong>Total: 22 Courses</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>
BACHELOR DEGREES

JAMES W. CECIL BAPTIST COLLEGE OF THE BIBLE

Dean
Dr. Larry Orange

The James W. Cecil Baptist College of the Bible is comprised of faculty and staff who are involved with the college’s administration and with instruction of courses offered by various departments. The James W. Cecil Baptist College of the Bible and its personnel are also involved in promoting Christian leadership and service in area churches and ministries. To this end, it sponsors activities through the college, affiliated churches, and ministries.

Departments and Centers
Department of Biblical Studies and Theology
Department of Christian Ministries
Department of Missions and Evangelism

Center for Biblical Creation
Christian Ministries Center
Global Mission Center
Regional Bi-Vocational Center

Center for Biblical Creation
The mission of the Center for Biblical Creation is to proclaim the gospel of Jesus Christ and to encourage skeptics to examine the truth claims of Christianity regarding the creation account as presented in the book of Genesis. Therefore, our goal is to present the scientific and biblical evidence that supports a rational belief in the existence and love of God as creator and redeemer by resourcefully equipping believers to defend their faith with excellence and willingly engage society's challenges with uncompromising integrity in believing the inerrancy of God's word.

Christian Ministries Center
The purpose of the Christian Ministry Center is to provide Christian education, leadership training, and other activities to meet the needs of working adults and churches through certificate programs.

Global Mission Center
The mission of the Global Mission Center is to advance the cause of Christian missions by providing evangelistic and mission education, leadership training and other activities, conducting practical research, and facilitating personal and group participation in global mission endeavors.

Regional Bi-vocational Center
The Mid-Continent University Regional Bi-vocational Center seeks to minister to bi-vocational ministers, spouses, and congregations within the six-state service area of Mid-Continent and beyond by Internet. Mid-Continent University provides staff, meeting facilities, and secretarial support for the center. The Center operates under the leadership of the Director and the Regional Advisory Council. The Council is made up of bi-vocational ministers, Mid-Continent personnel, and denominational staff persons.

Majors and Minors
This section lists the requirements for completing majors and minors available in the James W. Cecil Baptist College of the Bible. The majors are described under the department in which they are housed.
The college has 3 departments, as listed above. Students seeking majors in the James W. Cecil Baptist College of the Bible may secure a Bachelor of Arts or Bachelor of Science degree. A Bachelor of Ministry degree is available for students already holding a degree.

The residency requirement for every major at Mid-Continent University will be at least 50% of all courses in the major. The residency requirement for every minor at Mid-Continent University will be at least 50% of all courses in the minor.

Each major within the James W. Cecil Baptist College of the Bible has 2 components: the ministry concentration of 18 hours and the concentration in the major field of 30 hours.

**Bachelor of Arts and Science Language Requirements**
All majors seeking a Bachelor of Arts Degree are required to take the following language courses in lieu of the language requirement listed in the General Education component.

- BLA 3013 Greek Grammar I
- BLA 3023 Greek Grammar II
- BLA 4013 Greek Grammar III
- BLA 4023 Greek Grammar IV

All majors seeking a Bachelor of Science Degree are required to take the following language course.

- BLA 3003 Introduction to Biblical Languages

**Department of Biblical Studies and Theology**

**Interim Chair: Dr. Larry Orange**
The Department of Biblical Studies and Theology is comprised of all faculty and staff who are involved with administration and instruction in Biblical Studies and Theology. These faculties are also involved in community projects with area ministers and Christian leaders.

**Majors**
- Biblical Studies

**Minors**
- Biblical Studies
- Christian Studies

All courses are 3 credit hour courses unless otherwise noted.

**Biblical Studies Major**

- Hours Required for a BA: 38 hours of General Education *
- 12 hours language (Ancient languages)
- 18 hours ministry concentration
- 30 hours in the major
- 29/30 hours of electives (can be used toward minor or another major)

- Hours Required for a BS: 38 hours of General Education*
3 hours language (BLA 3003 Introduction to Biblical Languages)
18 hours ministry concentration
30 hours in the major
38/39 hours of electives (can be used toward minor or another major)

Total Hours required to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

*Christian Studies General Education course is waived in College of the Bible majors.

- **Ministry Concentration (18 hours from the following)**
  - BLA 3003 Introduction to Biblical Languages
  - CHM 3023 In-Service Guidance
  - CHM 3323 Educational Principles
  - CHM 3413 Introduction to Christian Ministries
  - CHM 4903 Supervised Ministry (Final semester)
  - HOM 3203 Preaching Ministry
  - THE 3103 Christian Doctrine
  - THE 3403 Biblical Interpretation

- **Old Testament (15 hours)**
  - BIB 2013 The Pentateuch
  - BIB 2033 Old Testament Historical Books
  - BIB 2113 Old Testament
  - BIB 3213 Old Testament Writings
  - BIB 4313 Old Testament Prophets

- **New Testament (12 hours)**
  - BIB 2123 New Testament
  - BIB 4023 Letters of Paul
  - BIB 4213 Writings of John
  - BIB 4273 Hebrews and General Epistles

- **Theology**
  - THE 2203 Theology & Apologetics

**Biblical Studies Minor**

Required Courses: (18 Hours)

- BIB 2013 The Pentateuch
- BIB 2113 Old Testament
- BIB 2123 New Testament
- BIB 4023 Letters of Paul
- THE 3103 Christian Doctrine
- THE 3403 Biblical Interpretation
Department of Christian Ministries

Chair: Dr. Larry Orange

The Department of Christian Ministry is comprised of faculty who are involved with administration and instruction of Christian education, leadership and ministry courses. The faculty is also involved in community projects with area ministers and Christian leaders.

Majors
Christian Ministries
Christian Ministries (Second Degree)

Minors
Christian Ministries

All courses are 3 credit hours unless otherwise noted.

Christian Ministries Major

Hours Required for a BA: 38 hours of General Education*
  12 hours language (Ancient languages)
  18 hours ministry concentration
  30 hours in the major
  29-30 hours of electives (can be used toward minor or another major)

Hours Required for a BS: 38 hours of General Education*
  3 hours language (BLA 3003 Introduction to Biblical Languages)
  18 hours ministry concentration
  30 hours in the major
  38-39 hours of electives (can be used toward minor or another major)

Total hours required to graduate: 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

*Christian Studies General Education course is waived in College of the Bible majors.

Ministries Concentration (18 hours from the following)

- IDC 3113 Adult Development and Life Assessment
  BLA 3003 Introduction to Biblical Languages
  CHM 3023 In-Service Guidance
  CHM 3323 Educational Principles
  CHM 3413 Introduction to Christian Ministries
  CHM 4903 Supervised Ministry (Final semester)
  HOM 3203 Preaching Ministry
  THE 3103 Christian Doctrine
  THE 3403 Biblical Interpretation
  HIS 3103 History of Christianity

- Christian Ministries (30 hours)
  BIB 2113 Old Testament
  BIB 2123 New Testament
Christian Ministries Minor
Required Courses: (18 hours)
- CHM 3013 Ministry Based Counseling
- CHM 3323 Educational Principles
- CHM 3413 Introduction to Christian Ministries
- CHM 4303 Church Administration
- EVG 2203 Introduction to Evangelism
- HOM 3203 Preaching Ministry

Bachelor of Science in Christian Ministries (Second Degree)
Entry into the Bachelor of Science Degree in Christian Ministries degree program requires a bachelor’s degree from an accredited institution. This major is offered in the adult accelerated format through ADVANTAGE and the traditional-undergraduate format.

Required Courses: (36 of the following 48 hours)
- CHM 3013 Ministry Based Counseling
- CHM 3323 Educational Principles
- CHM 3413 Introduction to Christian Ministries
- CHM 4303 Church Administration
- CHM 4503 Church Planting & Growth (Cross Listed MIS 3103)
- CHM 4613 Christian Leadership
- EVG 3103 Church Evangelism
- HIS 3103 History of Christianity
- MIS 2303 Biblical Basis of Missions
- THE 2203 Theology & Apologetics
- THE 3103 Christian Doctrine
- THE 3403 Biblical Interpretation
- BIB 2113 Old Testament
- BIB 2123 New Testament
Department of Missions and Evangelism

Chair: Dr. James W. Cecil

The Department of Missions and Evangelism is comprised of all faculty and staff who are involved with administration and instruction of missions and evangelism courses. Like other Dr. James W. Cecil Baptist College of the Bible departments, the faculty is involved in community service and outreach in collaboration with area ministers and Christian leaders throughout the local region.

**Major**
Missions and Evangelism

**Minor**
Missions and Evangelism

All courses are 3 credit hours unless otherwise noted.

**Missions and Evangelism Major**

Hours required for a BA:
- 38 hours of General Education*
- 12 hours language (Ancient Languages)
- 18 hours ministry concentration
- 30 hours in the major
- 29-30 hours of electives (can be used toward minor or another major)

Hours required for a BS:
- 38 hours of General Education*
- 3 hours language (BLA 3003 Introduction to Biblical Languages)
- 18 hours ministry concentration
- 30 hours in the major
- 38-39 hours of electives (can be used toward minor or another major)

Total hours needed to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

*Christian Studies General Education course is waived in College of the Bible majors.

- Ministry Concentration (18 hours from the following)
  - BLA 3003  Introduction to Biblical Languages
  - CHM 3023  In-Service Guidance
  - CHM 3323  Educational Principles
  - CHM 3413  Introduction to Christian Ministry
  - CHM 4903  Supervised Ministry (Final semester)
  - HOM 3203  Preaching Ministry
  - THE 3103  Christian Doctrine
  - THE 3403  Biblical Interpretation
**Missions and Evangelism Major**

Required courses: (30 hours)

- **BIB 2113** Old Testament
- **BIB 2213** New Testament
- **EVG 2203** Introduction to Evangelism
- **EVG 3103** Church Evangelism
- **EVG 4413** History of Evangelism
- **MIS 2123** Christianity in a Pluralistic World (Cross Listed THE 2123)
- **MIS 2213** Introduction to Missions
- **MIS 3303** Biblical Basis of Missions
- **MIS 3103** Church Planting and Growth (Cross Listed CHM 4503)
- **THE 2203** Theology & Apologetics

**Missions and Evangelism Minor**

Required courses: (18 hours)

- **EVG 2203** Introduction to Evangelism
- **EVG 3103** Church Evangelism
- **HOM 3203** Preaching Ministry
- **MIS 2123** Christianity in a Pluralistic World (Cross Listed THE 2123)
- **MIS 2213** Introduction to Missions
- **MIS 4303** Missions Confronts Culture
THE BAPTIST COLLEGE OF ARTS AND SCIENCES

Dean
Dr. Jamie Summerville

The Baptist College of Arts and Sciences is comprised of all faculty and staff who are involved with the college’s administration and with instruction of courses offered by various departments of the Baptist College of Arts and Sciences.

DEPARTMENTS

Department of Behavioral Studies
Department of Business
Department of Languages and General Studies
Department of Mathematics
Department of Social Studies
Department of Teacher Education

Majors and Minors
This section lists the requirements for completing major and minors available in the Baptist College of Arts and Sciences. The majors are described under the Departments in which they are housed. Students seeking majors in the Baptist College of Arts and Sciences may secure a Bachelor of Arts or a Bachelor of Science degree.

The residency requirement for every major at Mid-Continent University will be at least 50% of all courses in the major. The residency requirement for every minor at Mid-Continent University will be at least 50% of all courses in the minor.

Two Christian studies courses will be required in each major field of study not to supersede the university’s one Christian studies course per year policy.

Department of Behavioral Studies

Chair: Dr. Keith Roach

The Department of Behavioral Studies includes 2 separate majors, (1) Behavioral Studies (non-counseling track), and (2) Psychology and Counseling (counseling track). Either major will prepare students for related work in the Social Sciences (teaching, counseling, social work, government, youth ministry and/or pastorate) or for further study in graduate school. Formal admission to the program is normally accomplished by application to the Chair of the Department of Behavioral Studies at the end of the sophomore year; however, entering students may direct their studies as early as their first year in college.

The Department of Behavioral Studies is comprised of faculty who are involved with administration and instruction of Behavioral Studies requirements for majors and minors. Faculty from this department may also be involved in the campus-counseling program and in oversight of the Psychology Club (a student-led organization).
**Majors**
Psychology and Counseling (Counseling Track)
Behavioral Studies (Non-Counseling Track)

**Minors**
Psychology and Counseling
Behavioral Studies
Psychology

All courses are 3 credit hours unless otherwise noted.

**Psychology and Counseling Major** (Counseling Track)
Hours required for a BA: 41-50 hours of General Education*
12 hours of language
33 hours in the major
29-39 hours of electives (can be used toward minor or another major)
3 hours in PSY 2703 Statistics for Behavioral Studies or MAT 2303 Introduction to Statistics.

Hours required for a BS: 41-50 hours of General Education*
33 hours in the major
42-51 hours of electives (can be used toward minor or another major)
3 hours in PSY 2703 Statistics for Behavioral Studies, or
MAT 2303 Introduction to Statistics

Total hours needed to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

*Transfer students need to refer to Transfer Student Requirements.

**Required Courses:** (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2103</td>
<td>Introduction to Counseling</td>
</tr>
<tr>
<td>PSY 3013</td>
<td>Human Sexuality*</td>
</tr>
<tr>
<td>PSY 3113</td>
<td>Abnormal Psychology*</td>
</tr>
<tr>
<td>PSY 3203</td>
<td>Psychology of Religion*</td>
</tr>
<tr>
<td>PSY 3213</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY 3303</td>
<td>Theories of Personality*</td>
</tr>
<tr>
<td>PSY 3513</td>
<td>Tests and Measurements*</td>
</tr>
<tr>
<td>PSY 4103</td>
<td>Physiological Psychology*</td>
</tr>
<tr>
<td>PSY 4203</td>
<td>Quantitative Methods of Research**</td>
</tr>
<tr>
<td>PSY 4803</td>
<td>Counseling Practicum ***</td>
</tr>
</tbody>
</table>

*Pre-requisite PSY 1013 General Psychology required.

And one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3223</td>
<td>Child Psychology*</td>
</tr>
<tr>
<td>PSY 3233</td>
<td>Adolescent Psychology*</td>
</tr>
<tr>
<td>PSY 3243</td>
<td>Adult Psychology*</td>
</tr>
<tr>
<td>PSY 3253</td>
<td>Gerontology Psychology*</td>
</tr>
<tr>
<td>PSY 3313</td>
<td>Social Psychology* (Cross listed SOC 3313)</td>
</tr>
</tbody>
</table>

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PSY 2403 Psychology of Learning*
PSY 4003 Psychology of Addiction*

*PSY 1013 General Psychology is a pre-requisite
**PSY 2703 Statistics for Behavioral Studies or MAT 2303 Introduction to Statistics are prerequisites.
***Students must complete the following 12 hours before entering the PSY 4803 Counseling Practicum (PSY 1013; PSY 2103; PSY 3113; PSY 3303).

**Psychology and Counseling Minor**
Required Courses: (18 hours)
PSY 1013 General Psychology is a pre-requisite.
PSY 2103 Introduction to Counseling
PSY 3113 Abnormal Psychology
PSY 3213 Developmental Psychology
PSY 3303 Theories of Personality
PSY 4803 Counseling Practicum*** (Must take in last semester of courses)

And 3 hours from the following:
PSY 3013 Human Sexuality
PSY 3403 Crisis Counseling
PSY 4003 Psychology of Addiction

**Psychology Minor**
This major is offered in the adult accelerated format through ADVANTAGE and the traditional-undergraduate format.

Required Courses: (18 hours)
PSY 1013 General Psychology
PSY 3003 Marriage and Family*
PSY 3113 Abnormal Psychology*
PSY 3223 Child Psychology*
PSY 3313 Social Psychology*
PSY 3803 Organizational Psychology*

**Behavioral Studies Major (Non-Counseling Track)**
Hours required for a BA: 41-50 hours of General Education
12 hours of language
33 hours in the major
30-39 hours of electives (can be used toward minor or another major)
3 hours Statistics (PSY 2703 Statistics for Behavioral Studies or MAT 1203 Introduction to Statistics)
Hours required for a BS: 41-50 hours of General Education
33 hours in the major
42-51 hours of electives (can be used toward minor or another major)
3 hours Statistics (PSY 2703 Statistics for Behavioral Studies or MAT 1203 Introduction to Statistics)

Total hours required to graduate: Minimum 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

Required Courses: (33 hours)
- THE 2123 Christianity in a Pluralistic World (Cross Listed MIS 2123)
- PSY 2113 Philosophy of Psychology
- PSY 3013 Human Sexuality
- PSY 3113 Abnormal Psychology
- PSY 3213 Developmental Psychology
- PSY 3303 Theories of Personality
- PSY 3313 Social Psychology
- PSY 4203 Quantitative Methods of Research**
- PSY 4103 Physiological Psychology
- PSY 4303 Psychology of Motivation

Choose one course from BIB 4000 Intensives

Behavioral Studies Minor
Required Courses: (18 hours)
- PSY 2113 Philosophy of Psychology
- PSY 2403 Psychology of Learning
- PSY 3213 Developmental Psychology
- PSY 3313 Social Psychology

And 6 hours from the following:
- PSY 3703 Sport Psychology
- PSY 4103 Physiological Psychology
- PSY 4303 Psychology of Motivation
Department of English and General Studies

Chair: Dr. William Mason

The Department of English and General Studies is comprised of faculty who are involved with administration and instruction of general education requirements and non-religious majors and minors. Faculty may also be involved in oversight of Retrospection, a Mid-Continent University student-led organization.

Majors
English
General Studies

Minors
English
General Studies

All courses are 3 credit hours unless otherwise noted.

Hours required for a BA: 41-50 hours of General Education*
12 hours of language
36 hours in the major
30-39 hours of electives (can be used toward minor or another major)

Hours required for a BS: 41-50 hours of General Education*
36 hours in the major
42-51 hours of electives (can be used toward minor or another major)

Total hours needed to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)
*Transfer students need to refer to Transfer Student Requirements.

Prerequisite Course:
ENG 2103 Introduction to Literature

English Major
Required Courses: (21 hours)
ENG 3203 English Literature
ENG 3303 American Literature
ENG 4203 History of the English Language
ENG 4233 Shakespeare
ENG 4313 Literary Criticism
ENG 4603 Senior Seminar
ENG 4703 Bibliography and Research

And 15 hours from the following:
ENG 3003 Advanced Composition
**Eng 3103** World Literature
**Eng 3403** Romantic Literature
**Eng 3703** African American Literature
**Eng 4103** Creative Writing
**Eng 4213** Chaucer
**Eng 4303** Advanced English Grammar

**English Minor**
Prerequisite Course:

**Eng 2103** Introduction to Literature

Required Courses: (18 hours)

**Eng 3203** English Literature
**Eng 3303** American Literature
**Eng 3003** Advanced Composition
**Eng 3103** World Literature
**Eng 4233** Shakespeare
**Eng 4313** Literary Criticism

**General Studies Major and Minor**
In addition to the general education requirements, students can obtain a general education major or minor. The major and minor in General Studies is a flexible degree oriented toward nontraditional students. The degree serves the student with a diversity of educational experiences. It also serves students from technical and other backgrounds not easily integrated into a traditional degree program.

The major requires 33 semester hours, and a minor requires 18 hours in an area in the Baptist College of Arts and Sciences. Students must complete 9 hours of upper level courses (3000-4000) in each of three disciplines and 6 hours of upper level courses (3000-4000) in one other discipline. Fifty percent of the courses in the concentration for a minor must also be upper level courses (3000-4000). This degree is not available for students who must meet state or national certification.

**General Studies**
Hours required for a B.S.: 41-50 hours of General Education*
33 hours in the major
45-54 hours of electives (can be used toward minor or another major)

Total hours required to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)
*Transfer students need to refer to Transfer Student Requirements.
Department of Mathematics
Chair: Dr. Jamie Summerville
The Department of Mathematics is comprised of faculty and staff who are involved with administration and instruction of courses in mathematics.

**Major**
Mathematics

**Minor**
Mathematics

All courses are 3 credit hours unless otherwise noted.

**Mathematics Major**

<table>
<thead>
<tr>
<th>Hours required for a BA:</th>
<th>41-50 hours of General Education*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 hours of language</td>
</tr>
<tr>
<td></td>
<td>36 hours in the major</td>
</tr>
<tr>
<td></td>
<td>30-39 hours of electives (can be used toward minor or another major)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours required for a BS:</th>
<th>41-50 hours of General Education*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36 hours in the major</td>
</tr>
<tr>
<td></td>
<td>42-51 hours of electives (can be used toward minor or another major)</td>
</tr>
</tbody>
</table>

Total hours required to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)

*Transfer students need to refer to Transfer Student Requirements.

**Required Courses (36 hours)**

- MAT 2403 Calculus and Analytical Geometry I
- MAT 2503 Calculus and Analytical Geometry II
- MAT 3103 Calculus and Analytical Geometry III
- MAT 3203 Differential Equations
- MAT 3303 Linear Algebra
- MAT 3403 Discrete Mathematics
- MAT 3603 Multivariable Calculus
- MAT 4003 Introduction to Abstract Algebra
- MAT 4203 Complex Variables
- MAT 4303 Probability and Statistics
- MAT 4503 Introduction to Real Analysis
- MAT 4803 Senior Seminar

**Mathematics Minor**

**Required Courses: (18 hours)**

- MAT 2403 Calculus and Analytical Geometry I
- MAT 2503 Calculus and Analytical Geometry II
- MAT 3103 Calculus and Analytical Geometry III
And 9 hours from the following:

- MAT 1303 Trigonometry
- MAT 2303 Introduction to Statistics
- MAT 3203 Differential Equations
- MAT 3303 Linear Algebra
- MAT 4103 Advanced Differential Equations

**Department of Social Studies**

**Chair: Dr. Stephen D. Wilson**

The Department of Social Studies is comprised of faculty and staffs who are involved with administration and instruction of Social Studies courses.

**Major**
Social Studies

**Minors**
Social Studies
History

All courses are 3 credit hours unless otherwise noted.

**Social Studies Major**
The major in Social Studies requires a selection of courses in history, social studies, and psychology. Students seeking this major may pursue either the Bachelor of Arts (BA) degree or the Bachelor of Science (BS) degree.

Hours required for a BA: 41-50 hours of General Education*
12 hours of language
36 hours in the major
30-39 hours of electives (can be used toward minor or another major)

Hours required for a BS: 41-50 hours of General Education*
36 hours in the major
42-51 hours of electives (can be used toward minor or another major)

Total hours required to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)
*Transfer students need to refer to Transfer Student Requirements.

**Required Courses:** (36 hours)
- History (33 hours)
  - HIS 1113 World Civilization
  - HIS 1223 Modern World History
  - HIS 2103 U.S. History to 1877
**SOC** 3313 Social Psychology (Cross Listed PSY 3313)

### Social Studies Minor

**Required Courses:** (18 hours)

- HIS 2103 United States History to 1877
- HIS 2203 United States History from 1877
- SOC 1103 Introduction to Sociology
- HIS 1113 World Civilization

And 6 hours of electives from the areas listed above—must be 3000-4000 level courses.

### History Minor

**Required Courses:** (18 hours)

- HIS 1113 World Civilization
- HIS 1223 Modern World History
- HIS 2103 United States History to 1877
- HIS 2203 United States History from 1877

And 6 hours from the following:

- HIS 3003 Introduction to Historical Studies
- HIS 3103 History of Christianity
- HIS 3113 Kentucky History
- HIS 3123 History of the Intertestamental Period
- HIS 3203 Baptist History
- HIS 4123 History of the Middle East
- HIS 4223 Europe Since 1799
- HIS 4523 History Seminar
- HIS 4903 Independent/Directed Study

### Social Science Minor

This minor is typically offered in an adult accelerated format through *ADVANTAGE*.

**Required Courses:** (18 hours)

- BUS 2423 Principles of Microeconomics
- HIS 2103 United States History to 1877
- HIS 2203 United States History from 1877
- PSY 1013 General Psychology
- PSY 3223 Child Psychology
- PSY 3003 Marriage and Family
Department of Teacher Education

Chair: Dr. Paul Thompson

The Department of Teacher Education is comprised of faculty and staff who are involved with administration and instruction of the Elementary Teacher Education courses. Mid-Continent University has Initial State-only Accreditation for its initial level educator preparation program from the Kentucky Department of Education to offer its Teacher Education program to train public school teachers.

Major
Elementary Teacher Education (P-5)

Elementary Teacher Education Major
This section lists the general education and the major and minor requirements for completing a particular major, minor or diploma program.

Teacher Education (General Education and Professional Studies)

The Kentucky Education Professional Standards Board has approved admission to Mid-Continent University Teacher Education Programs.

A candidate for the Bachelor of Science (BS) degree with a major in Teacher Education must complete Biblical Studies requirements. [A Bachelor of Arts (BA) Degree with a major in Teacher Education may be earned by completing an additional 12 hours of language.]

The Department of Teacher Education is responsible for the elementary teacher education program (primary through fifth grade). The purpose of the elementary teacher education program is to serve children, families, and communities by preparing bi-vocational ministers, professional teachers and/or informed parents to teach early elementary school age children in Christian schools, in public schools, and in the home.

The Teacher Education Policy Council at Mid-Continent University reserves the right to recruit, admit, and retain in the professional programs only those students who show evidence of being academically, physically, mentally, and emotionally capable of performing in an acceptable and professional manner. The standards for admission to Teacher Education are inclusive of those for admission to the university. However, admission to Mid-Continent University does not automatically guarantee that the student will be admitted to teacher education programs.

Admission Requirements for the Teacher Education Programs for Kentucky State Certification

The following are requirements for admission to teacher education programs, admission to student teaching and program exit requirements:

NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board and the Mid-Continent University Policy Council. Students are cautioned that changes in these requirements may occur after publication of this Bulletin. For the most current information, students should consult the Teacher Certification Officer.
Admissions to Teacher Education

- ETE 2403 Introduction to Education, EDU 2503 Families, EDU 2603 Child Development (3 hours)
- AA or AS Degree or equivalent 64 hours
- American College Test Enhanced with a composite score of 21 or above or other approved test of academic competency
- GPA 2.5 or above on a 4.0 scale. This 2.5 minimum GPA remains a requirement throughout the teacher certification program.
- Grade of 2.0 or above in English Composition I and II, College Algebra or College Math, and Speech/Oral Communication
- Application of Admission to Teacher Education forms
- Affirmation of Awareness of Information for Admission:
  - Memorandum of Understanding
  - Curriculum Guide Sheet
  - Biographical Information form
  - Declaration of Commitment to Uphold Professional Code of Ethics
  - Personal and Professional Fitness forms
  - 3 Letters of Recommendation
  - Portfolio Requirements: Admission to Program forms, New Teacher Standards
  - Personal Interview
  - Tracking Sheet
  - Approval of the Teacher Education Policy Council
  - Teacher Education Handbook requirements
  - Any other required information

Admissions to Student Teaching

- GPA 2.5 or above on a 4.0 scale (Overall GPA)
- GPA 2.5 or above on a 4.0 scale (Content and professional courses)
- Content and Professional Courses: Cannot have more than one final grade below a C. (No F’s)
- Development of Work In Progress Portfolio, New Teacher Standards
- Completion of Clinical/Field Experience
- Completion of Performance Events
- Semester Review of “Collection of Work in Progress”
- Completion of Fitness form
- Application for Student Teaching
- Any other required information
- Department Approval

Program Exit Requirements

- GPA
  - Content 2.5
  - Professional 2.5
- New Teacher Standards Portfolio Documentation
- Other required documents and forms
- Required testing for Elementary candidates:
  - PRAXIS - Elementary (P-5) (0522) Principles of Learning & Teaching Grades K-6: Passing score-161
PRAXIS – Elementary (P-5) (0014) Elementary Education: Content Knowledge: Passing score-148

Elementary Program Requirements
Teacher education programs are 2+2 program (2 years or equivalent general education plus 2 years professional studies). The professional studies for Elementary Teacher Education are blocked by discipline (2 disciplines each semester for 3 semesters) followed by one semester of student teaching with foundations and professionalism studies.

Hours required for a BA: 41-50 hours of General Education**
- 12 hours of language
- 54 hours in the major
- 9 prerequisite hours*
- 3-12 hours of electives

Hours required for a BS: 41-50 hours of General Education**
- 54 hours in the major
- 9 prerequisite hours*
- 15-24 hours of electives

Total hours required to graduate: Minimum of 128 hours (must include 42 hours of upper level credit – 3000-4000 level courses)

**Transfer students need to refer to Transfer Student Requirements.

All courses are 3 credit hours unless otherwise noted.

*Prerequisite Hours: (9 hours)
- ETE 2403 Introduction to Education
- EDU 2503 Families
- EDU 2603 Child Development

Students must complete each pedagogy course with the corresponding content course during the same semester.

Program Course Requirement
Content Courses: 15 hours
- CIS 3103 Instructional Technology for the Classroom
- ENG 3603 Children’s Literature
- SOC 3003 Social Studies Content
- MAT 3003 Math Content
- SCI 3003 Science Content

Professional Courses: 36 hours
- ETE 3103 Pedagogy (Arts)
- ETE 3213 Pedagogy (Written & Oral Language)
- ETE 3303 Pedagogy (Literacy)
- ETE 3503 Pedagogy (Social Studies)
- ETE 3703 Pedagogy (Math)
- ETE 3903 Pedagogy (Science)
ETE 4103  Foundations and Professionalism
ETE 4204  Student Teaching (12 hours)
ETE 4203  Classroom Management

Special Education Course: (3 hours)
ETE 3603  Introduction to Special Education

Total Hours: 54 hours

Department of Business

Chair: Dr. Michael Sithole
The Department of Business Management is comprised of faculty who are involved with administration and instruction of Business Administration (Traditional) and Business Management (ADVANTAGE) courses. The Business Administration major is for traditional students who are able to take all or most of their courses on campus and who may or may not have 2 years of college completed.

Major
Business Administration (Emphasis in Management)
Business Management

Minor
Business Administration (Emphasis in Management)
Human Resource Management

All courses are 3 credit hours unless otherwise noted.

Business Administration Major
Hours required for a B.A.: 41-50 hours of General Education*
12 hours of language
39 hours in the major
26-36 hours of electives (can be used toward minor or another major)

Hours required for a B.S.: 41-50 hours of General Education*
39 hours in the major
38-48 hours of electives (can be used toward minor or another major)

Total hours required to graduate: Minimum of 128 (must include 42 hours of upper level credit – 3000-4000 level courses)
*Transfer students need to refer to Transfer Student Requirements.

Required Courses: (39 hours)
BUS 2113  Financial Accounting
BUS 2323  Managerial Accounting
BUS 2213  Principles of Macroeconomics
BUS 2423  Principles of Microeconomics
MAT 2303  Introduction to Statistics  
BUS 3113  Principles of Management  
BUS 3213  Principles of Marketing  
BUS 3313  Principles of Finance  
BUS 3523  Organizational Behavior  
BUS 3723  Human Resource Management  
BUS 4133  Business Law  
BUS 4323  International Management  
BUS 4423  Management Policy and Strategy - Capstone Course

**Business Administration Minor**  
Required Courses: (18 Hours)  
BUS 2113  Financial Accounting  
BUS 2213  Principles of Macroeconomics  
BUS 3113  Principles of Management  
BUS 3213  Principles of Marketing  
BUS 3523  Organizational Behavior  
BUS 3723  Human Resources Management

**Other Programs: Recreation, Wellness, and Leisure Minor**  
**Recreation, Wellness, and Leisure Minor**  
Required Courses: (18 hours)  
REC 1013  Introduction to Wellness, Recreation and Leisure Services  
REC 1203  Teaching Team Sports  
REC 2103  Recreation Program Planning  
REC 2203  Trends and Issues in Recreation and Leisure Services  
REC 3103  Leisure and Aging  
REC 3203  Leisure and Society  

Note: Courses may be substituted for the above courses with the approval of the advisor.

**TRAVEL STUDY**  
Mid-Continent University offers every traditional-undergraduate student the opportunity to participate in Travel Study every year at no cost other than tuition. Mid-Continent’s Travel Study is incorporated directly into the basic curriculum during J-term for all traditional-undergraduate students and the cost is covered by the regular tuition.
GRADUATION REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

- Complete the 48-hour major course requirements.
- Complete 42 credit hours of required upper division courses.
- Earn 128 credit hours that are officially accepted by Mid-Continent University.
- Complete 36 credit hours at Mid-Continent University to meet residency requirement.
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 128 credits comprising the degree program.
- Submit a graduation application to the registrar’s office for May graduation by March 1, or for December graduation by October 1.
- Receive recommendation of the administration and faculty and approval of the Board of Trustees.
- Payment of all tuition and fees.
- Ensure that all graduation requirements are met.

Graduating students are encouraged to participate in commencement exercises. Students unable to attend should notify the registrar’s office.
Mid-Continent University welcomes applications from all students interested in a quality educational experience, encompassed in a truly Christian environment. The theme: In All Things… Christ Pre-eminent – permeates the atmosphere of Mid-Continent University.

Mid-Continent University endeavors to provide a total experience that will enhance the whole development of the student spiritually, intellectually, socially, and physically. At Mid-Continent University, the faculty and staff challenge students to be everything they can be for God’s glory.

Applications are accepted at any time throughout the year on a first-come, first-serve basis. Mid-Continent’s rolling admission policy makes it possible to notify applicants of an acceptance decision without unnecessary delays. Students are encouraged, however, to apply as early as possible to avoid delays near the beginning of semesters.

Applications, admissions information, and assistance in applying may be obtained by writing Mid-Continent University, Office of Admissions, 99 Powell Road East, Mayfield, Kentucky 42066-9007, or by visiting the following website link: Traditional-Undergraduate Admissions

Orientation
Our hope is that M.C.U. will be a place where students can continue to grow in character and grace. In order to assist and serve new and transfer students in the transition, a special weekend for students and parents, T.A.G. (transition and guidance) Weekend, provides a fun way for students to meet new friends, get to know student leaders, and interact with faculty and staff. It is also our hope that this special weekend will provide opportunities for new students to get to know themselves and God in a deeper way. This process of transition and guidance continues in the Orientation class.

Admission of Students with a High School Diploma
The student should complete the applicable requirements for freshman or transfer students as stated hereafter.

Admission of Students with a High School Diploma Equivalent

Home School or Non-Accredited High School Student
A student who has graduated from a non-accredited high school or from a home school education program will be considered for admission. The student should complete the applicable requirements for freshman or transfer students as stated hereafter.

High School Equivalency Diploma Student
A student who has received a high school equivalency diploma indicating a passing score may be accepted. Official documentation of a high school equivalency diploma (i.e. GED, etc.) must be submitted to the Office of Admissions. The student should also complete the applicable requirements for freshman or transfer students as stated hereafter.
ADMISSION REQUIREMENTS and PROCEDURES

Mid-Continent University is committed to providing the best possible educational services to help students prepare for a successful and productive future. Students who meet the admission standards will have a greatly increased probability for success at Mid-Continent.

Mid-Continent University exercises equal opportunity policies in matters of admission without regard to age, sex, race, color, national origin, and mental or physical disability.

The Associate Dean for Student Life/Admissions/Orientation may process acceptance decisions upon receipt of official test scores, transcripts, and any additional academic information as deemed appropriate. However, the application and admission process must still be fully completed in a timely manner.

FRESHMAN STUDENT REQUIREMENTS

Freshman students should submit the following to the Office of Admissions:

1. A completed application for admission and an application fee of $20.00 (non-refundable).
   - Traditional Admissions
2. A personal essay as designated on the application
3. One reference letter as designated on the application
4. An official high school transcript indicating a 2.00 cumulative grade point average on at least 6 semesters of high school work and listing senior subjects, or official documentation of a high school equivalency diploma (i.e. GED, etc.) indicating a passing score. (Students who have been educated at home must submit a transcript outlining courses taken, a cumulative GPA of 2.00/4.00, and the name of any affiliated association or curriculum program used in the process of home-schooling.) If, upon receipt of the final transcript there has been significant change in academic status, the Office of Admissions maintains the right to re-evaluate acceptance status.

5. Official results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) reflecting a minimum composite score of 18 on the ACT or 860 on the SAT.
   - These scores are not required for students who graduated 5 or more years prior to the time of application.
   - A student who has completed a high school equivalency diploma must take the ACT if his/her high school graduation date is within the past 5 years.
   - For students who have failed to take the nationally scheduled ACT or SAT, residual ACT tests are given periodically on site for a predetermined fee. These scores are applicable for admission status but do not count toward athletic eligibility. The Office of Admissions should be contacted for more information.

6. In addition to the requirements above, Mid-Continent University recommends that students applying for admission finish in the top half of their graduating class and complete the following amount of high school units:
   - 4 units of English
   - 2 units of Mathematics (preferable Algebra I, Algebra 2, and/or Geometry)
   - 2 units of Natural/Physical Science (one unit must be a laboratory science)
   - 2 units of Social Science
   - 1 unit of Foreign Language

Conditional Acceptance – Freshman Applicants

Some students may be admitted on terms of conditional acceptance if they do not meet the above criteria.
All freshman admission requirements remain the same as stated above; however, consideration will be
given to students who can only meet one of the following criteria:

- 2.00 GPA,
- ACT composite score of 18, or
- SAT composite score of 860, and
- Top 50% of graduating class.

The student may also be required to have a personal interview and/or furnish additional recommendations
from school, church, or community persons.

If the student is accepted on conditional acceptance, he/she will be restricted to a maximum of 12-14
hours in the first semester of attendance at Mid-Continent University and will be expected to achieve a
grade point average of 2.00 during that term. At the completion of the first semester, the student’s
academic advisor and the Director of Retention will review the student’s grades.

Special Acceptance – Freshman Applicants
Mid-Continent University reserves the right to consider an applicant who does not meet the standards for
acceptance if special circumstances apply. These decisions will be reviewed by the Special Acceptance
Committee and may be subject to the same conditions and restrictions as students admitted conditionally.

TRANSFER STUDENT REQUIREMENTS
Transfer students should submit the following to the Office of Admissions:

- A completed application for admission and an application fee of $20.00 (non-refundable).
  Admissions forms for traditional-undergraduate transfer students
- A personal essay as designated on the application
- One reference letter as designated on the application
- Official transcripts sent directly to Mid-Continent University Office of Admissions from each
college/university attended indicating a resulting cumulative GPA of 2.00 or above at the end of
the most recent semester of attendance at the last college/university. If, upon receipt of final
transcript, there has been significant change in academic status, the Office of Admissions
maintains the right to re-evaluate acceptance status.
- A completed Transfer Social Eligibility form sent directly to Mid-Continent University Office of
Admissions from the Dean of Students at the last college/university attended. Transfer Social
Eligibility form

Students may also be required to submit the following:

- An official final high school transcript indicating a cumulative grade point average or official
documentation of a high school equivalency diploma (i.e. GED, etc.) indicating a passing score.
(Students who have been educated at home must submit a transcript outlining courses taken, a
cumulative GPA, and the name of any affiliated association or curriculum program used in the
process of home schooling.)
- Results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT)
reflecting a minimum composite score of 18 on the ACT or 860-890 on the SAT.

*Transfer students in good standing who are applying with fewer than 12 semester hours of
college credit should refer to the Admission Requirements for Freshman Students. Students who
are applying with fewer than 12 semester hours of college credit who are not in good academic standing should refer to Special Acceptance – Transfer Applicants.

**Conditional Acceptance – Transfer Applicants**

Some students may be admitted on terms of Conditional Acceptance if they do not meet the above criteria.

All transfer admission requirements remain the same as stated above; however, consideration will be given to students who can only meet one of the following criteria:

- 1.8 Cumulative GPA if student has completed no more than 35 hours, or
- 1.9 Cumulative GPA if student has completed 36-59 hours

The student may also be required to have a personal interview and/or furnish recommendations from school, church, or community persons.

If the student is accepted on Conditional Acceptance, he/she will be restricted to a maximum of 14 hours in the first semester of attendance at Mid-Continent University and will be expected to achieve a grade point average of 2.00 during that term. At the completion of the first semester, the student’s academic advisor and the Director of Retention will review the student’s grades.

**Special Acceptance – Transfer Applicants**

Mid-Continent University reserves the right to consider an applicant who does not meet the standards for regular or conditional acceptance. These decisions will be reviewed by the Special Acceptance Committee or representatives of this committee and will be subject to the same conditions and restrictions as students admitted conditionally.

**Acceptance of Transfer Credit**

Collegiate level courses taken at an accredited institution will be considered for credit at Mid-Continent University, provided the courses are comparable in content to courses taught at Mid-Continent University. A passing grade is acceptable. Courses in English Composition I and II must earn a grade of “C” or better in each to be accepted for credit. New students and transfer students with 12 or fewer hours must take ORT 1101 Orientation.

Credit accepted into a degree program at Mid-Continent University will be limited to 80 hours from an accredited 2-year junior college or community college and normally 92 hours from an accredited 4-year institution. Credit that is accepted does not imply that it is applicable to the requirements of a particular degree program. Grades accepted are used in calculating the GPA. Admission is not completed nor is credit granted until all necessary transcripts and information are submitted to the Office of Admissions. The appropriate academic departments may evaluate credit earned at an unaccredited institution where equivalent courses may be housed.

**Transfer Credits and General Education Requirement**

Students who transfer with an Associate of Arts or Associate of Science Degree are presumed to have completed the general education requirements of Mid-Continent University with the exception of the Christian Studies requirements. The number of Christian Studies requirements is based on the number of hours transferred. Students may be required to fulfill prerequisites in their major and degree completion requirements.
Students who transfer without an Associate Degree must take all of the General Education courses required for their major that have not been taken at another institution. Traditional program students are required to take one Christian Studies course (selected from the courses listed below) for every 30 semester hours completed at Mid-Continent University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 1113</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>CHM 3123</td>
<td>Christian Worldview</td>
</tr>
<tr>
<td>CHM 1223</td>
<td>Foundational Issues of Life</td>
</tr>
<tr>
<td>BIB 3223</td>
<td>Life of Christ</td>
</tr>
</tbody>
</table>

The following guidelines are to be used by advisors to satisfy the Christian Studies requirement:

<table>
<thead>
<tr>
<th>Status of Student</th>
<th>CSC Hours to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time, First Year Students</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>1-29 hours transferred</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>30-59 hours transferred</td>
<td>9 semester hours</td>
</tr>
<tr>
<td>60-89 hours transferred</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>90 or more hours transferred</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

All acceptable transfer credit is evaluated with a copy of the report provided to each transfer student and to his/her advisor. A student must be currently enrolled at Mid-Continent before any transfer, military, or testing credit will be recorded as part of a permanent record. Credit for courses taken in military service schools is evaluated according to recommendations in the Guide to the Evaluation of Educational Experience in the Armed Services published by the American Council on Education. Official ACE transcript information can be obtained by accessing the web page [www.acenet.edu](http://www.acenet.edu). Courses listed in American Council on Education publications, the National Guide to Educational Credit for Training Programs, and the Directory of the National Program on Non-Collegiate Sponsored Instruction (Natl. PONSI), are evaluated for credit on an individual basis.

Credits earned through educational institutions located outside the United States will be considered for acceptance after an appropriate evaluation. Students may contact the Office of Admissions for information regarding the evaluation procedure.

**ADMISSION APPEALS**

A student, who wishes to appeal an admission decision, or a level of admission, should contact the Associate Dean for Student Life/Admissions/Orientation at (270) 247-8521.

Note: Student athletes, as well as all other students at Mid-Continent University, must meet the same criteria for admission, financial aid, and matriculation. Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements are the same for both student athletes and non-athletes.

**INTERNATIONAL STUDENT REQUIREMENTS**

All international students must meet admission requirements for entering freshman or transfer students. A non-refundable application fee of $100 must accompany any application for admission as an international student. If submitted transcripts are not in English, the student is responsible for obtaining a translation through an approved evaluation service and paying any associated fees. Official TOEFL scores should be submitted and may be considered in lieu of ACT/SAT scores. All international students, including transfer students from non-English speaking countries, are encouraged to take the Test of English as a Foreign Language (TOEFL). A minimum paper-based score of 500, computer-based score
of 173, or Internet-based score of 61 is recommended for acceptance as a student. Other test scores besides the TOEFL, and/or additional documentation to confirm English proficiency may be submitted for consideration in lieu of the TOEFL.

In addition, an applicant must certify that he/she has adequate financial support to cover the entire period of time that the student would be at Mid-Continent and proof of immunizations received to date. Because of mail turnaround time and the extra time needed to evaluate international educational records, students are strongly urged to apply at least 6 months in advance.

International students should contact the Office of Admissions about additional documents required for the purpose of obtaining a Form I-20 and a student VISA. All students receiving an I-20 from Mid-Continent University are officially registered with INS and are issued a SEVIS ID number. International students are subject to any/all regulations/requirements associated with registration in this program.

AUDITING COURSES
A student who wishes to audit or take courses without credit must go through the registration process to register for the class. Audit students pay one-half of the tuition charge.

Audit students should submit the following to the Office of Admissions:
- A completed application for admission and an application fee of $20.00 (non-refundable).
- Official high school and/or college transcripts are recommended but not required. [Transcript Request Form](#).
- No test scores are required

Any student, degree or non-degree, may choose to audit a course. To audit means to attend and participate in class without earning a regular letter grade. Auditors will not be expected to take quizzes or examinations. Courses audited are not considered as part of a student’s course load, cannot be counted toward meeting graduation requirements, and are not considered in determining eligibility for financial aid. Audited courses are listed on a student’s permanent record with a grade of AU and no credit hours. When a student withdraws from class, he/she will receive an AW on the transcript.

NON-DEGREE CLASSIFICATION STUDENT REQUIREMENTS
The goal of Mid-Continent’s policy for non-degree students is to provide appropriate access to academic courses for students who would like to continue their education but who do not wish to seek a degree. Although degree-seeking students have top priority in terms of utilization of University resources, Mid-Continent provides access to these resources on a space-available basis to students who are not seeking a degree. Non-degree status affords an opportunity for individuals to enroll in a few courses of specific interest to them without the structure of degree seeking status, and is consistent with the educational mission of Mid-Continent. Non-degree students are not eligible for financial aid, scholarships, or achievement awards.

Students who wish to earn college credit for their coursework, but who do not have degree-seeking intentions are considered for non-degree classification. These may include the following groups: students who have already earned degrees, employees wanting to gain new skills, and others who have special interests.
Non-degree applicants must submit the following to the Office of Admissions:

- A completed application for admission and an application fee of $20.00 (non-refundable).
- Official transcripts sent directly to Mid-Continent University Office of Admissions from the student’s high school and each college/university attended indicating a resulting cumulative GPA of 2.0 or above at the end of the most recent semester of attendance of the last college/university.

Diagnostic testing and some prerequisite coursework may be required before enrolling in courses that require a minimum level of competency.

Refer to the university calendar for general admission deadlines.

To be admitted as a non-degree student, an applicant must meet the following criteria:

- An applicant who has enrolled at any other college/university must have a minimum cumulative GPA of 2.00/4.00.
- Applicants who have been denied admission to Mid-Continent University as degree-seeking students may not in turn be admitted as non-degree seeking students.
- Former Mid-Continent degree-seeking students generally will not be readmitted as non-degree students.
- Mid-Continent students under academic or disciplinary suspension may not be admitted as non-degree students.
- Students currently under suspension at other institutions may not be admitted as non-degree students. Failure to disclose a current suspension may result in forfeiture of eligibility for future enrollment.

The following rules govern enrolling as a non-degree seeking student:

- Non-degree students fall under the same fee, academic, and grading policies as degree-seeking students, are expected to participate fully in class, and must meet course prerequisites or obtain the consent of the instructor to enroll in a course as an auditor (see the section on auditing).
- No one may continue to enroll as a non-degree student after earning 24 semester hours in this status without the special permission of the Dean of the college in which the student is registered.
- No transfer, military, CLEP, or other testing credit will be recorded on the record of a student classified as a non-degree student.
- If a non-degree student decides to apply for degree status, the student must contact the registrar and meet the admission requirements in effect at the time of the request for review of status. Although successful completion of courses taken while a non-degree student does not ensure admission to be considered for degree-seeking status, the student must have a minimum of a 2.00 cumulative GPA of those courses.
- Credit earned as a non-degree student will be evaluated for applicability toward a degree by the chair of the academic department in which the student will be enrolled. Acceptance of non-degree credit for transfer is at the discretion of the receiving institution.

POST BACCALAUREATE STUDENT REQUIREMENTS

Individuals having successfully completed the requirements for a baccalaureate or higher degree who wish to take additional courses may be admitted as post-baccalaureate students.

Post-baccalaureate students who do not wish to pursue an additional degree must submit the following to the Office of Admissions:
A complete application for admission and an application fee of $20.00 (non-refundable).

An official transcript from the registrar’s office of the college/university that conferred the degree. Transcript Request Form

A student with a degree from Mid-Continent University only needs to submit a readmission application, accompanied by a $20 non-refundable fee. A post-baccalaureate student who wishes to pursue an additional degree should refer to Transfer Student or Readmission Requirements.

TRANSIENT OR VISITING STUDENT REQUIREMENTS
Transient or visiting students must submit a completed application and pay the $20.00 application fee. A letter of good standing may be accepted in lieu of transcripts from the visiting student’s institution. The student is responsible for confirming with the registrar’s office at Mid-Continent University and his/her prior institution as to the acceptance of college credits taken. Traditional-Undergraduate Admissions

A student, who is currently enrolled or working toward a degree at another college/university and wants to enroll at Mid-Continent University for credit that will be transferred to that college/university, is considered a visiting student. A minimum of a 2.00/4.00 cumulative GPA is recommended to be eligible to enroll at Mid-Continent as a visiting student.

The student should submit the following to the Office of Admissions:

- A completed application for admission and an application fee of $20.00 (non-refundable).
- A letter verifying the student’s cumulative GPA, classification, good standing status, and permission to enroll as a visiting student, mailed directly to the Office of Admission from the registrar’s office of the college/university from which the student will be “visiting.”

It is important to remember the following: (1) no transfer credit is posted to a visiting student’s permanent record at Mid-Continent; (2) a visiting student who decides to transfer to Mid-Continent must comply with all of the transfer admission requirements in effect at the time the change of status is requested; (3) the acceptability of transfer credit from Mid-Continent to another college/university is determined by the receiving institution; (4) visiting student status is valid for one calendar year, at which time the student must request an updated letter of good standing from the college/university from which the student is “visiting;” and (5) Mid-Continent transcripts are mailed only upon the written request of the student, accompanied by the appropriate fee. Transcript request forms may be obtained from the registrar’s office or on the web site at www.midcontinent.edu.

READMISSION REQUIREMENTS and PROCEDURES
A student who has previously attended Mid-Continent University but has been out for one or more semesters (excluding summers) must be readmitted. This includes students on academic suspension or dismissal who are eligible to return.

Students who wish to apply for readmission should submit the following to the Office of Admission:

- An application for readmission and an application fee of $20.00 (non-refundable); the application fee will be waived if paid previously.
- Official transcripts sent directly to Mid-Continent University Office of Admission from each college/university attended since last enrolled at Mid-Continent, indicating a resulting cumulative GPA of 2.00/4.00 or above at the end of the most recent semester of attendance at the last
college/university. If upon receipt of final transcript there has been significant change in academic status, the Office of Admission maintains the right to re-evaluate acceptance status.

A student who was in good academic, social, and financial standing when he/she left Mid-Continent is eligible for readmission. Eligibility for readmission will be determined after evaluating the transfer credits and will be based upon the acceptance criteria for transfer students. An application for readmission will not be processed if a student has any indebtedness to Mid-Continent or to student loan programs. If a student left Mid-Continent on disciplinary or academic probation, suspension, or dismissal, the applicant will be considered for readmission on an individual basis by the Dean of Students & International Affairs. If the student is readmitted, any conditions will be specified in the letter of admission from the Associate Dean for Student Life/Admissions/Orientation.

Failure to furnish official transcripts as required will delay readmission. Applicants who do not qualify for regular re-admittance will be considered on an individual basis, and may possibly be referred to the Special Acceptance Committee. Academic bankruptcy or forgiveness declared at another college does not apply at Mid-Continent.

Refer to the sections in this catalog on transfer and probation policies for additional information. A student who is on academic suspension or dismissal from Mid-Continent may not receive credit at Mid-Continent for any courses taken at other colleges during the period of suspension.

DUAL CREDIT FOR HIGH SCHOOL SENIORS
Mid-Continent University may grant dual credit admission to high school seniors less than 19 years of age with superior ability that have not yet graduated from high school and have not attended college. Students receive full credit for the college courses toward graduation from high school while at the same time earning credit toward a college degree. Written inquiries should be directed first to the student’s high school counselor and then to the Associate Dean for Student Life/Admissions/Orientation at Mid-Continent University. Students seeking acceptance into the dual credit program must be able to succeed without remedial work.

Students who wish to enroll in this program must submit the following to the Office of Admissions:

- A completed application for admission and an application fee of $20.00 (non-refundable)
- An official high school transcript indicating a cumulative GPA of 3.0/4.0 sent directly to the Office of Admissions from the high school guidance office
- A minimum ACT test score of 20, or a minimum SAT score of 950, sent directly to the Office of Admissions
- An official letter of recommendation from the high school principal or guidance counselor
- A letter of permission from the parent or guardian

Any exception to the criteria should be approved by the Enrollment, Orientation, Registration, and Retention Committee

WITHHOLDING OR FALSIFYING INFORMATION
A student who withholds or gives false information required in any case as defined above can be denied admission and/or withdrawn from school.

TRANSFER, MILITARY, OR TESTING CREDIT
A student must be currently enrolled as a degree-seeking student at Mid-Continent before any transfer, military, or testing credit will be recorded on a permanent record.
ACADEMIC EXCELLENCE
To achieve its mission, Mid-Continent University has established the following Academic Student Outcomes. Each course syllabus addresses one or more of these outcomes.

- Students will demonstrate college-level knowledge of the correct use of the mechanics of language and the sequence and process of writing.
- Students will show college-level competency in reading comprehension by being able to understand and communicate key points of assigned reading material.
- Students will reveal college-level ability in analyzing and synthesizing information leading to appropriate analytical reasoning and problem solving.
- Students will possess college-level oral communication skills by researching, organizing, and delivering formal oral communication presentations and exercises.
- Students will demonstrate college-level competencies in mathematics by possessing the ability to use mathematical reasoning and skills to solve problems and describe data.
- Students will show college-level competency in computer applications by developing the mastery of the various computer information skills associated with a connected and wired global society.
- Students will possess college-level research capabilities by interacting with the library/learning centers, and when appropriate, online information sources, to craft the projects, formal papers, and capstone experiences typical of the higher education experience.
- Students will reveal college-level competency in the natural sciences by being familiar with the scientific method, comprehending the major concepts of biological and physical science, and participating in and understanding scientific experiments.
- Students will demonstrate college-level competencies in the social sciences by demonstrating knowledge of the subject matter, major concepts, models, and issues of at least one or more disciplines in the social sciences.
- Students will reveal college-level competencies in the arts and humanities by mastery of the subject matter, major concepts, and be familiar with the main achievements of at least one or more disciplines in the arts and humanities.

REGISTRATION PROCEDURES
Students who have been enrolled at Mid-Continent during the most recent regular term will be in the active registration file. All other students must file a formal application for readmission to determine their registration status. Refer to the section on readmission which appeared earlier in Section 2. Refer to Mid-Continent’s calendar in the official Schedule of Classes for exact dates, times, and places. Before a student may register, he or she must have consulted an academic advisor about his or her proposed class schedule. A student may not be permitted to register if the student: (1) is classified as a junior who is listed with an “undeclared” major, (2) has an incomplete admission file, (3) is on academic suspension, or (4) has any indebtedness to Mid-Continent University.
ACADEMIC ADVISING

Although the student advising program at Mid-Continent University is specifically designed to assist students as they progress through a degree program, it is the responsibility of all students to be thoroughly familiar with Mid-Continent’s catalogs, student handbooks, and all rules, regulations, and requirements that apply to their programs of study.

The Office of the Vice President for Academic Affairs initially assigns each student an academic advisor. This assignment is based upon the major indicated by the student on his or her application for admission and/or class schedule form. Students who have not declared a specific major are assigned to an advisor designated by the deans and Vice-President for Academic Affairs. After enrolling, a student may apply for a change of major, advisor, or degree by filling out a change of major/advisor/degree form, which may be obtained from the Office of Academic Affairs or the Office of the Registrar.

When the change has been approved, the student’s advising file will be transferred from the former department, a faculty member in the department of the new major will be assigned as his/her advisor, and the Vice President for Academic Affairs and the Registrar’s Office will update all computer files. Since advising materials and reports are sent to the department of a student’s declared major, it is very important that this information be kept current.

Students are encouraged to declare a major of study by the beginning of their fifth full-time semester and/or no later than the beginning of their junior year (60 semester hours of credit.) A student who has a major program should also declare a second major or a minor no later than the beginning of the student’s senior year (90 semester hours of credit). The completion of a second major does not constitute a second degree. This policy is applicable to all students pursuing bachelor’s degrees, including transfer students. Students may change their majors and minors after their initial declarations, but need to be sure to discuss their course history with their prospective departments. Students who are on file as undeclared with a junior classification may not be allowed to register without permission from the Registrar’s Office.

Students are expected to confer frequently with their advisors and plan academic programs prior to the actual time for scheduling of classes each semester.

COURSE LOAD

Developmental courses are included when determining the total hours in a student’s course load. The minimum full-time course load is 12 semester hours. The normal load is 16 hours. Students who are taking developmental courses, as well as students who are on academic warning or academic probation are restricted to 13 hours. The maximum load without special approval for other students is 19 semester hours. Students who have demonstrated outstanding scholastic ability or who are enrolled in curricula requiring more than 128 semester hours for graduation may be permitted to carry increased loads. If an exception is to be made in any individual instance, the student must have an overall grade point average of at least 3.00 or at least 3.00 for the previous semester. Approval for course overload must be granted by the Vice President for Academic Affairs and submitted to the registrar’s office. Under no circumstances may a student enroll in more than 22 semester hours without approval from the student’s collegiate Dean and the Vice President for Academic Affairs.

A student enrolled concurrently at Mid-Continent and another collegiate institution may not enroll in a combined course load that exceeds the applicable Mid-Continent student load regulation. For information concerning the maximum load for summer session, contact the registrar’s office.
Students are not permitted to take 3000-level or above courses unless they have a C average in English 1103 and English 1203. Students at the developmental course level may enroll only in 1000-level and 2000-level courses, unless approved by their advisor.

**SCHEDULE CHANGES**
The student’s advisor must approve any changes in a student’s schedule. Additional signatures may be required for athletes. Changes may be made by the drop/add procedure established by Mid-Continent. Change forms may be obtained in the registrar’s office. Dropping a class before the end of the first drop period (first 2 weeks of the semester) will eliminate the course from the student’s permanent record. For courses dropped during the second drop period (the next 4 weeks) the student will receive a grade of W (withdrawal). Students dropping courses after the 6-week period will receive a WP (withdraw passing) or a WF (withdraw failing) based on their standing in the class.

**REQUEST TO CHANGE DEGREE PROGRAMS**
A student may apply for a change of major or degree by filling out a Change of Major/Degree form, which may be obtained from the Office of Academic Affairs or the Office of the Registrar. [Change of Major Form]

**CLASS ATTENDANCE**
Regular class attendance is expected of all students. To promote regular attendance, each instructor will record absences. The instructor of traditional courses and/or the appropriate department determines the attendance policy for each course. Instructors are allowed to set a stricter policy than the institution, but they cannot set a more lenient policy than the institution as a whole. Any student who misses over 20% of his/her courses (unexcused absences) automatically receives a grade of F. Neither the instructor nor the registrar will be allowed to record a W in place of the F.

Please note: Coming in late or leaving early may result in a half absence. In addition, texting, making/accepting cell phone calls (unless an emergency), and inappropriate usage of laptops are not acceptable during class time as they interrupt the learning process and distract others. Attendance and/or participation may be negatively impacted.

Any student facing disciplinary suspension that results in unexcused absences will be given zeros for all attendance and work missed.

Instructors are not allowed to operate a system that penalizes a student for absences due to an official University sponsored activity which requires the student's attendance, and the requirement that a student must satisfy all testing and other required functions of the course in make-up will not be interpreted as a penalty. Each faculty and staff member sponsoring an event that necessitates students missing class will submit a list of students, through e-mail, to all faculties and the Vice President for Academic Affairs. The Vice President for Academic Affairs will certify all official University sponsored activities (field trips by instructors are not considered a University sponsored activity). The faculty members are encouraged to keep to a minimum the number of times that a class or activity is away from campus resulting in the absence of students from other classes. It is left to the instructors to determine how such absences will impact grades.

**Policy for Early Leave Requests**
Early leave is not permitted. Each student is expected to meet the attendance requirements for each semester including taking final exams on their designated days.
GRADE POLICY

Grades and Quality Points

Letter grades are given for all course work.

Each hour of academic work taken for credit is evaluated in terms of its relative quality, shown by the grade received in a course.

W Withdrawal; no hours attempted and no quality points (may be assigned only to eligible students who have officially withdrawn for a course or withdrawn from the university.)

I Incomplete; computed as hours attempted and no quality points. The instructor will assign a grade of “I” for students in specific scenarios. Please refer to the attendance policy for specifics.
   1. Do not complete required course work, or
   2. Do not submit a Request for Exception (See Student Handbook) by the due date stated in the course or who’s Request for Exception is not approved.

The following system of grades is used for the evaluation of course work. A 4.0 grading scale is used to determine the grade point average:

<table>
<thead>
<tr>
<th>Letter Grade Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100 Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>B 80-89 above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>C 70-79 Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D 60-69 Lowest Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>F Below 60 Failure</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>0</td>
</tr>
</tbody>
</table>

Please note: A letter grade of D is not used for graduate level courses. A C is the lowest possible passing grade and any grade less than passing will be designated by an F.

The following is a brief definition of all grades assigned by the faculty:

A Exceptionally high quality; valued at 4 points for each credit
B Good; valued at 3 points for each credit
C Satisfactory; valued at 2 points for each credit.
CR Credit awarded for DSST, CLEP tests, Prior Learning and ACE credit—credit values at no points and no hours attempted
D Poor; valued at one point for each credit
F Failure, no credit; valued at no points but counted as hours attempted
P Pass; credit valued at no points and no hours attempted. (Used only for departmental challenge and officially approved pass/fail courses as stipulated in the course description section of this catalog)
AU Audit; no credit.
I Incomplete; computed as hours attempted and no quality points.
W Withdrawal; no hours attempted and no quality points (Only may be assigned to eligible students who have officially dropped courses or withdrawn from Mid-Continent by published deadlines).
WP  Withdrawal Passing; no hours attempted and no quality points (Only assigned to applicable students who completed withdrawal from Mid-Continent after the last day to receive a W.)

WF  Withdrawal Failing; computed as hours attempted and no quality points (Only assigned to applicable students who completed withdrawal from Mid-Continent or any course after the last day to receive a W.)

WA  Withdrawal Administratively (no hours attempted and no quality points)

Grades of F, WF, or “I” affect a student's grade point average negatively. A student who receives an “I” grade has 90 days to satisfy the requirements for a grade. After 30 days, the student forfeits the privilege of making up the incomplete course work or examinations for those courses. This policy applies even when a student does not enroll the next semester.

Incomplete Grades
A grade of “I” is an incomplete. An “I” is computed as hours attempted with no quality points, and is a temporary grade recorded for any course not completed. (If during a given semester a student experiences an emergency whereby work for the semester cannot be completed before the end of the term, the instructor may give the student an incomplete.) If the student does not agree with the faculty member's decision, the student may appeal (see “Grade Appeal Process”). An “I” grade may affect satisfactory progress and result in the delay of financial aid disbursement. The work required to remove an incomplete must be completed so that a new grade can be assigned before 30 days expires from the end of the semester, or the grade automatically becomes an F. In cases of extenuating circumstances, the instructor and/or Chair of the Department may grant an additional extension of time to satisfy the incomplete grade.

Candidates for degrees who have an “I” grade in any course required for graduation must complete all work and have the grade changed by the instructor prior to the end of the semester in which they are to graduate. If such grade is received for courses taken during the final semester and the work is not completed, the graduation will be delayed until the next date for degree conferral. A $25 degree reapplication fee will be assessed.

Grade Change
Grades are recorded in the Office of the Registrar as submitted by the faculty. No grade filed in the registrar's office may be changed except upon a written statement signed by the instructor and/or the Vice President of Academic Affairs certifying an error has been made. When an error is made in reporting a grade, the facilitator and/or the Vice President of Academic Affairs may make the necessary change in the registrar's office. A grade cannot be changed after a degree is conferred.

Grade Appeal Process
Mid-Continent University recognizes that differences of opinion or interpretation may arise between students and faculty regarding the assignment of course grades. Mid-Continent urges a student to first seek resolution through informal discussion with the appropriate faculty member. The following policy has been adopted as a formal avenue for the resolution of a student grievance or appeal in the event that such differences cannot be resolved informally:

A student may raise questions concerning the validity of a final grade received in a course by following the procedures outlined below:

- A student should contact the facilitator who facilitated the course within one week of receiving his/her grade to reach a mutual agreement;
• If the disputed grade is not resolved with the facilitator, the student must submit a written statement about the dispute to the Chair of the Department within one week. Within two weeks of receipt of the written statement, the Chair will investigate the disagreement and render a decision.

• If a solution is still not reached, the written statements should be submitted to the Associate Vice President for Academic Affairs or the Vice President of Academic Affairs, who will request a written response from the faculty member and the Chair of the Department in order to make a decision.

• The Associate Vice President for Academic Affairs will then communicate their decision to the facilitator and student. The decision reached at this level is final; however, the student may choose to appeal the decision to the Student Academic Appeals and Grievance Committee; the decision reached at this level is final.

Repeating a Course
When repeating a course, all attempts remain on the record; the best grade is computed in the GPA. Only one of the repeated attempts will be allowed to count toward the minimum number of hours required for graduation. It is the responsibility of the participant to notify the advising office prior to repeating any courses. This should be done through scheduling. A student may not replace a failed course with a CLEP, DSST, or challenge test.

If a student does not receive a passing grade for a course, he/she must repeat the course and shall be assessed the tuition again. Students dropping back to a later group will be assessed tuition at the time of re-entry, only for those courses they need and enroll in at that time. Satisfactory academic progress is affected by not receiving a passing grade for a course and may also affect financial aid eligibility.

The GPA at graduation is permanent and will not be recalculated if additional courses are taken after graduation. Regular tuition applies to repeated courses.

ACADEMIC WARNING, PROBATION and SUSPENSION

Academic Warning
A student who has less than a 2.00 cumulative GPA and who is not on probation is under academic warning. A student on academic warning may enroll in no more than 13 hours a semester. This includes freshmen.

Academic Probation
Students must meet the following scholastic standards as listed below:

• a CGPA of 1.80 upon 0-29 credit hours attempted (Freshman)
• a CGPA of 1.90 upon 30-59 credit hours attempted (Sophomore)
• a CGPA of 2.00 upon 60-89 credit hours attempted (Junior)
• a CGPA of 2.00 upon 90+ credit hours attempted (Senior)

A student is placed on academic probation when his/her cumulative GPA is less than the value listed for attempted number of hours. A student who fails to raise his/her cumulative grade point average in the next 2 semesters after placement on probation is subject to academic suspension.
Probationary Load
A student who has been placed on academic probation will be limited to an academic load of 13 semester hours. Any student who needs to carry more than 13 semester hours must have the approval of his/her advisor and the Chair of the Department or Associate Vice-President for Academic Affairs. Students should include in their course load the courses they need to repeat in order to increase their academic standing.

Removal from Probation
A student on probation who achieves a cumulative grade point average at or above the appropriate GPA will be removed from probation.

Academic Suspension
A student placed on academic suspension must be separated from Mid-Continent University for one full semester. After serving the period of suspension, the student may be reinstated or readmitted to the university. To be reinstated or readmitted, the student must meet with the appropriate school official(s).

A student readmitted after academic suspension must meet a 2.0 GPA by the end of the next term. After serving the period of suspension, the student may be reinstated or readmitted to the university. To be reinstated or readmitted, the student must meet with the appropriate school official(s). Students who fail to meet this standard may be asked to withdraw permanently from the university.

Grade Point Average Requirement for Graduation
A minimum grade-point average of 2.00 is required for a student to graduate from Mid-Continent University. The student is responsible for seeking information regarding other GPA requirements, especially those related to a specific major, minor or degree. Some majors may require a higher CGPA.

WITHDRAWAL POLICY
Withdrawals may be executed within the first 6 weeks without a grade penalty. Withdrawals without official approval will result in a grade of F in all courses that the student is enrolled in currently. Any claims for refunds and honorable dismissal will be based on the date the withdrawal form is presented to and approved by the Vice President for Academic Affairs. The business office will handle any claims for refunds according to the procedure set forth in the Financial Planning section of this catalog. Withdrawals may be executed within the first 6 weeks without a grade penalty. Withdrawals without official approval will result in a grade of F in all courses that the student is enrolled in currently.

Students withdrawing, transferring, or exiting from Mid-Continent entirely during the term or at the end of a term must obtain a withdrawal form from the registrar’s office, as well as a withdrawal survey from the Dean of Students. Students must complete the withdrawal survey, and obtain signatures from all offices on the withdrawal form. Students withdrawing from courses during any term must complete a withdrawal from courses form. Students can initiate the process by sending an email to the registrar at yyates@midcontinent.edu.

If students withdraw at the end of a term, they must complete a cancellation of courses form obtained in the registrar’s office or from the website, if they have registered early for the following semester. Cancel Class Form

Withdrawal from a Specific Course
The student should obtain the appropriate withdrawal form from the registrar’s office. The student must complete the withdrawal form, obtain an approval signature from the advisor and/or coach if needed, and
notify the instructor(s) of the courses(s). The signed form should be processed through the registrar’s office and the financial aid office.

Withdrawal Due to Extenuating Circumstances
To withdraw officially and to document extenuating circumstances subject to administrative review and approval, a student must complete and submit the withdrawal form to the Vice President for Academic Affairs within one week of the last day of class attendance. Examples of extenuating circumstances are military duty, documented serious illness, etc.

Withdrawal Refund Policy
Mid-Continent University abides by the refund policy established by federal regulations and must complete a form on each student who withdraws. Dropping courses or withdrawing after funds have been received can reduce a student’s eligibility for future federal financial aid. Limitations are placed on the number of semesters grant assistance can be received. The completion of registration legally obligates the student to pay the bill to Mid-Continent.

The business office will calculate refunds from the day the withdrawal form is submitted to the registrar’s office. Unofficial withdrawal will result in F grades in all courses, and any financial aid disbursed may be subject to repayment by the student. According to federal regulations, any student who owes a repayment on grants previously received or is in default on a loan is ineligible to receive additional financial aid. A student, however, is due a full refund for any course that is cancelled by Mid-Continent.

It is federal policy that Mid-Continent return Title IV funds when students withdraw. A student will be charged on an earned and unearned percentage of financial aid based on attendance up to the day that marks 60% of the total days of a semester. If a student withdraws after the 60% mark, the student has met all requirements and no financial aid must be returned.

Administrative Withdrawal
Students who fail to meet their obligations to Mid-Continent University, either financial or administrative, will be withdrawn and lose all credit being attempted. This includes students who falsify admission documents. Withdrawal of any type does not remove the student’s financial obligation to Mid-Continent. The Vice President for Academic Affairs and/or President must approve exceptions to this policy.

ACADEMIC DISMISSAL
Two full calendar years of separation from Mid-Continent are required of a student who was previously suspended, re-enrolled, and failed to be removed from probation or to be continued on probation. After the lapse of 2 years, a written request to be considered for readmission must be made to the admissions office. A student on academic dismissal may not receive credit for any courses taken at another college/university during the period of dismissal. See the section on appeals.

APPEALS
A student who has been academically suspended or dismissed may appeal in writing to the registrar's office for special consideration when a repeated or lengthy illness or family emergency has been the cause of excessive absences from class and when the absences have been beyond the control of the student. All appeals must be on file at least 14 days before the first day of class of the relevant term.

ACADEMIC INTEGRITY
Mid-Continent University upholds the highest standards of honesty. Students are to avoid cheating and plagiarism of materials, to refrain from the use of unauthorized aids on tests and examinations, to refuse
to give or receive information on tests and examinations, and to turn in only those assignments that are
the results of their own efforts and research. On the other hand, faculty members are to accept the
responsibility for discouraging cheating and include them in their syllabi. They are to make every effort
to provide the physical conditions that would deter cheating. They are to be aware of all activities in the
testing area and should never leave the room during a test. Students, under no circumstances, should ever
administer an exam.

If students engage in academic dishonesty and/or plagiarism, instructors should assign a penalty or
sanction and notify the Vice-President for Academic Affairs or the Associate Vice-President of Academic
Affairs by reporting the incident. These officials will assess the penalty or sanction and notify the
instructor if the penalty or sanction is unsatisfactory.

If a student disagrees with the penalty or sanction, they can first appeal to the instructor with a written
complaint. If the student remains dissatisfied with the decision of the instructor, they can appeal to the
Associate Vice-President for Academic Affairs. The ruling of this officer is the final decision of an
academic officer. A student can appeal to the President as a final appeal.

ACADEMIC FORGIVENESS
Academic forgiveness is designed to give a student with a poor academic record an opportunity to start
over. In applying for academic forgiveness, the student agrees to the conditions that it entails, such as
loss of credits earned. The student also accepts the special restrictions, including strict standards for
future academic performance. A student may apply for academic forgiveness for any previous semesters
of academic work and begin his/her academic career anew at Mid-Continent University with the
following provisions:

- Academic forgiveness may be declared only once in a student’s academic career.
- The student cannot use this policy to be removed from academic suspension.
- The student desiring to declare academic forgiveness will petition the Enrollment and Retention
  Committee at the time of his/her application for admission or readmission. The letter of petition
  should include a brief narrative explaining any extenuating circumstances that may have caused
  the academic deficiency.
- If the application is approved, the Mid-Continent course work declared forgiven will remain on
  the student’s academic record, with the notation of academic forgiveness clearly indicated. This
  work will not be considered subsequently in counting hours earned or for calculating cumulative
  grade point averages.
- Failure to maintain a subsequent cumulative GPA of 2.0 will result in permanent dismissal from
  Mid-Continent.
- The student who has been allowed to declare academic forgiveness for one semester must fulfill
  all requirements of the degree program, including retaking course work passed during the
  forgiven semester(s). When forgiveness is granted all the courses (including courses passed) in
  the forgiven semester are disregarded.
- Once declared, academic forgiveness cannot be revoked.
- The student who has declared academic forgiveness will not be eligible to graduate as an honor
  student except when approved by the Vice-President for Academic Affairs.
- Should the student transfer from Mid-Continent University after taking academic forgiveness,
  Mid-Continent University will not guarantee that other institutions will honor the forgiveness
  agreement.
FINAL EXAM POLICY
All professors teaching in the traditional program are required to give final examinations. The Board of Trustees has established a policy that graduating seniors may be excused from taking these exams if they have an A in the course. However, professors are not required to excuse these students from the final exam.

MAKE-UP WORK POLICY
Students with excused absences will be allowed one week from the date of the absence to make up any missed assignments. Any assignments not completed after one week will receive a zero. All remaining assignments must be submitted before the beginning of finals week to ensure that students will not have to complete additional work during that vital time.

MILITARY STUDENT POLICY
Mid-Continent University recognizes that no policy can anticipate every situation or circumstance that may arise when students or employees are called to active duty on short notice. The university commits itself to responding to individual situations with sensitivity and in the spirit of justice and charity.

Therefore, Mid-Continent University wishes to provide as much assistance as possible to students who are called to active duty in the United States Armed Forces. The Vice President for Academic Affairs may make adjustments in the guidelines as required under special individual circumstances.

Policy Guidelines for Current Military Students
These policy guidelines shall apply when a currently enrolled student is called to active duty in the Armed Forces of the United States. No involvement in hostilities or period of overseas duty is required for these policy guidelines to apply.

These policy guidelines shall remain in effect for the individual student called to active duty, even if subsequently the university should have reason to change or alter the guidelines.

If called to active duty, a student should provide a copy of his or her active duty orders to the registrar’s office. At that time, the student should inform the registrar’s office in writing which of the following 2 options he/she chooses:

- The student may elect to withdraw from the university and be placed on a leave of absence for a period of one year, which can be extended. In this case, he/she may choose (1) to receive a full credit for tuition and fees paid to the university to the date of the withdrawal, which credit will be applied against expenses when the student reenrolls following military service; or (2) to request a prorated refund of tuition, fees, resident hall fees, etc. paid to the university. This prorated refund will be based on the number of weeks that have elapsed in the semester when the student gives notice of the decision to withdraw. Any refunds or credits are dependent upon the amount of payments made by the student and may be affected by federal regulations concerning grants and loans. All credit is prorated. The student’s right to reenroll in the future and register for courses is maintained unaffected.

If less than half of the semester has elapsed at the time the student is called to active duty, the student may withdraw without any penalty. If more than half of the semester has elapsed at the time the student is called to active duty, the student may choose to take an incomplete grade I in his or her courses. These incomplete grades will be maintained as the permanent record for a maximum of one year, which can be extended by written request. Once reenrolled, the student returning from active duty should resolve any
incomplete grades within 90 days of reenrollment. If a course in which a student returning from active duty has an incomplete grade is no longer offered, or if the faculty member is no longer with the university, the returning student will receive a full tuition credit for a replacement course.

Please note that if the student is called to active duty in her/his last semester prior to graduation, the student should contact his/her advisor to make arrangements for completion of graduation requirements.

The registrar’s office will notify the appropriate individuals and offices of the student's decision to withdraw from the university and record withdrawal W grades. The registrar’s office will also notify the professor that the student has decided to receive an “I” because of reporting for military active duty. The registrar's office will record incomplete grades on the permanent record.

Mid-Continent University graduation requirements for students returning from active military duty will remain at whatever the graduation requirements were when the student withdrew from university for active duty. (This stipulation is not applicable for state certification requirements or other requirements mandated by external agencies.)

A student called to active duty may designate a person with power of attorney to take care of any matters left unfinished at Mid-Continent. This designation should be provided in writing to the Office of the Registrar before the student's departure.

University scholarship awards based on merit will be preserved for students holding such awards when called to active duty. These university scholarship awards may be reclaimed (if still available) by students returning from active duty for a period of two years after their release from active duty. (Please note that any federal grant or loan awards, which the student may have received, will be governed by the applicable policies established by the funding agencies.) The university reserves the right to require students to exercise any available eligibility for need-based federal assistance as a condition of retaining merit-based scholarships. (Note: Mid-Continent University reserves the right to alter these policies when special circumstances arise.)

OFFICE OF INSTRUCTIONAL SUPPORT
It is the desire of Mid-Continent University that all students enrolled will develop and progress academically to the fullest of their potential. In order to assist students, Mid-Continent University has implemented an Office for Instructional Support.

The Instructional Support program is designed to enable students to develop, improve, or enhance study skills, knowledge, and basic skills in English grammar, spelling, writing, reading, research, spoken or oral English, and basic mathematics. This is accomplished through individualized instruction, direct instruction and computer assisted instruction.

Academic records of new students wishing to enroll are assessed to determine the need for instructional support or placement. ACT/SAT scores, official transcripts, and placement test scores are reviewed for this purpose. If a student scores below 262 on the Vocabulary/Reading Comprehension Test, he/she may be placed in Grammar/English, ENG 10GX. If a student scores below 262 on the Writing Test, he/she may be placed in Writing Improvement, ENG 10WX. If a student scores below 269 on the Math Placement Test, he/she may be placed in General Math/Math Improvement, MAT 11LX.

ENG 10GX, along with English “labs,” must be satisfactorily completed with a grade of C or better in order to enroll in ENG 1103. MAT 10GX, MAT 11AX and MAT 11LX (if required) must be
satisfactorily completed with a grade of C or better in order to enroll in MAT 1203 College Algebra or MAT 1403 College Math.
TRADITIONAL-UNDERGRADUATE GRADUATION POLICIES

Graduation ceremonies are held in the spring (May) and the fall (December) of each year. Students are eligible for graduation upon satisfactory completion of all degree requirements. Students who will have courses that end after the official May or December conferral date will have a conferral date of June, August, or January. Diplomas for students can be expected 12-14 weeks after the conferral dates. Students accounts must be paid in full prior to the release of the diploma.

GRADUATION FEES

Students applying for graduation are charged a non-refundable $80 fee. The deadline for submitting an application is March 1 or October 1. Any applications received after March 1 or October 1 will be charged a late fee of $25. Any application submitted after November 1 or April 1 will have a $25 late fee and additional shipping and handling fees. Students reapplying for graduation are charged a $25 fee and should they require a cap and gown, then the total fee is $40.

- The graduation fee is a graduation processing fee and must be paid by each student.
- Late fees are charged to every student who does not turn in their application by the deadline.
- The non-refundable fee is payable, regardless of participation in commencement ceremonies.

PARTICIPATION IN COMMENCEMENT

Although participation is not required, it is the desire of the administration, faculty, and staff that all students take part in the ceremony. Graduation ceremonies are held at the end of the fall and spring semesters. Students can participate in commencement exercises provided they are within 9 hours of graduation provided they meet the following criteria:

- They must be enrolled in additional courses;
- Have financial planning in place to pay for the courses;
- Complete study at other institution form for courses taken at another institution. Upon completion of course work transcript must be sent directly to the Office of the Registrar.

All courses must be completed by the June, August, or January conferral.

GRADUATION ACADEMIC HONORS

Baccalaureate degree candidates are considered for graduation honors (summa cum laude, magna cum laude, and cum laude) if they have earned a minimum of 36 hours for a baccalaureate and a minimum of 24 for an associate degree at Mid-Continent University. They also must have earned the required cumulative grade point average (CGPA) on all coursework both Mid-Continent and transfers overall.

Students earning a Cumulative Grade Point Average of 3.90 or above are graduated summa cum laude, those earning a CGPA of 3.75-3.89 are graduated magna cum laude, and those earning a CGPA of 3.50-3.74 are graduated cum laude. Honor students will be recognized at commencement.

ACADEMIC RECOGNITION

Those students who excel academically will be honored by being placed on the President's List or the Dean's List.
President’s List
Students who achieve a grade point average of 4.00 while taking 12 or more semester credit hours are honored at the end of the term by being placed on the President's List for that semester. Students who have an incomplete grade are not eligible for the President's List.

Dean’s List
Students who achieve a grade point average of 3.50-3.99 while taking at least 12 credit hours a semester are honored at the end of the term by being placed on the Dean's List for that semester. Students who have an incomplete grade are not eligible for the Dean's List.

ASSESSMENT OF PRIOR LEARNING FOR CREDIT
Through a portfolio process, MCU awards credit for learning gained from personal or professional experience, not for experience alone. The award of credit is based on the expert evaluation of MCU faculty with credentials in the academic discipline the student is petitioning for credit. Prior learning credits are assessed on a pass/fail basis and do not affect the student’s GPA. Students who petition for prior learning credit are not guaranteed a credit award. Fees are paid on a per credit hour basis, are assessed when the portfolio is submitted, and are not refundable. The per-credit hour fee assessed covers the cost of administration and evaluation of prior learning credit. Prior Learning Credit can be earned solely in the academic areas offered at Mid-Continent University and listed in the university catalog.

Mid-Continent University joins hundreds of postsecondary education institutions who have developed strategies and processes to award college credit for learning gained outside of a typical college classroom through personal and professional training and experience. Through a process called Prior Learning Assessment, MCU faculty evaluate and award credit for this extra-institutional learning when it is considered to be similar in content, depth, and breadth to what the university considers college-level learning. MCU uses the academic standards of The Council for Adult and Experiential Learning (CAEL) which was founded in 1974, and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in awarding credit to students who document prior experiential learning as a means of receiving college credit.

Assessment of Prior Learning Process
The award of credit is based on the expert evaluation of MCU faculty. Typical learning environments that would support the portfolio process would include unaccredited trade, business or professional schools, computer courses; employer sponsored or facilitated courses/training. Government regulated certifications/licenses (i.e. FEMA) and foreign language proficiencies may also be considered for credit by portfolio.

Prior learning credits are assessed on a pass/fail basis and do not affect the student’s GPA. Students who petition for prior learning credit are not guaranteed a credit award. Fees are paid on a per credit hour basis, are payable when the portfolio is submitted, and are not refundable. The per-credit hour fee assessed covers the cost of administration and evaluation of prior learning credit. Prior Learning Credit can be earned solely in the academic areas offered at Mid-Continent University and listed in the university catalog.

Students who wish to receive college credit for learning gained through documented learning experiences must first consult with their student adviser to ensure that they have the requisite learning appropriate for the assessment process and that they still need to satisfy elective credits in completing their degree. If they are a candidate for prior learning assessment, they will receive information on completion and
submission of the portfolio. Portfolios are submitted to the department chair and take about 4-6 weeks to be evaluated and processed.

It is recommended that portfolios be submitted within one year after entering the undergraduate program in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required.

**Assessment of Prior Learning Fee**
A fee is assessed for each semester hour petitioned. It is important to note that petitioning for prior learning credit does not guarantee that the full number of hours petitioned for will be granted. Awards of credit are based upon evaluation of the applicant’s work by a faculty in the particular academic field involved. Portfolio is assessed on a pass or fail basis and does not affect GPA. Portfolio is only available in the same content areas as courses offered at Mid-Continent University as outlined in the catalog. Refer to Financial Planning for current fees.

**DOUBLE MAJORS**
To earn a second major, the student must complete all non-duplicated course requirements of the major including any prerequisites, general education, foundational courses or departmental requirements for each major where applicable. Students interested in a double major should contact their academic advisor. After completion of both majors, a student receives one bachelor degree with two separate disciplines.

**EARNING A SECOND DEGREE**
Students may be permitted to return to study for a second bachelor’s or master’s degree. Students should contact their academic advisor for specific requirements for completing a second degree. MCU residency hours must be satisfied for each degree earned.

**AUDIT POLICY**
An auditor is one who enrolls and participates in a course without expecting to receive academic credit. The semester hours of an audit do not apply to any degree or certificate program and do not figure in completion hours required for athletics or financial aid. A student who wishes to audit courses without credit must go through the registration process to register for the class. Audit students pay one-half of the tuition charge.

Audit students should submit the following to the Office of Admissions:

- A completed application for admission and an application fee of $20.00 (non-refundable)
- Official high school and/or college transcripts are recommended but not required
- No test scores are required

Any student, degree or non-degree, may choose to audit a course. To audit means to attend and participate in class without earning a regular letter grade. Auditors will not be expected to take quizzes or examinations. Courses audited are not considered as part of a student’s course load, cannot be counted toward meeting graduation requirements, and are not considered in determining eligibility for financial aid. Audited classes are listed on a student’s permanent record with a grade of AU and no credit hours.
TRADITIONAL-UNDERGRADUATE
FINANCIAL PLANNING

TUITION
For 2011-2012, a commuting student can expect to pay $425 per semester hour ($6,050 per semester for 12-16 hours. A full load is considered 12 semester hours or more. Fees, books, supplies, transportation and personal expenses should be added to this amount. For 2011-2012, a student living in a campus residential college can expect expenses of about $19,950 a year for room, board, and 12-16 semester hours of courses each term. Students should anticipate book costs between $800 and $1000 per year. Fees and expenses can change without prior notice, and room and board costs may vary somewhat. All residential students will be required to submit a housing security deposit of $200 before being admitted to the residence halls. This deposit, less any outstanding charges, is refundable when the student leaves campus housing. Financial aid is available and packages may include scholarships, grants, loans and work opportunities for those who qualify. Financial aid applications are available through the financial aid office and MCU’s website. Students can contact high school guidance counselors for information as well.

Mid-Continent reserves the right to change any fee at any time without formal notice when conditions warrant. However, the university will make every effort to provide as much advance notice as possible to students when university fees change. A complete schedule of fees is provided to each student admitted to the university. Copies of the current fee schedule are available from the registrar.

Traditional Tuition
Less than 12 hours........................................Per Credit Hour..........................................................$415.00
12-16hours...........................................Flat Rate..........................................................$6,050.00
16 Hours above........................................Per Credit Hour..........................................................$400.00
Special Term (May, Travel Study).......Per Credit Hour..........................................................$425.00
Room and Board (Per Semester—Multi-Occupancy)..........................................................$3,300.00
Board (Meals) Commuter (Per Semester)........................................................................$1,500.00

Standard Student Fees per Semester
Administrative Fees----(7 hours or more)..................................................................................$610.00
Administrative Fees----(4 hours – 6 hours)..............................................................................$305.00
Administrative Fees----(less than 4 hours)...............................................................................$165.00
Administrative Fees----(75% course load web/off-campus/independent study courses)............$250.00
(Computer/Internet Services, Intramurals, Career Center, Discovery Access, Student Life Activities,
Student Government, Student ID, etc.)

Parking Fee----------------------------Annual Fee........................................................................$30.00
Transportation Fees............................................................................................................. Variable
TOTAL Fees (full-time student)
Fall Semester .......................................................................................................................... $640.00
Spring Semester .................................................................................................................. $610.00

Example of Yearly Cost for a Residential Student Taking 12-16 Hours Each Semester:
24-32 Hours at $425 .............................................................. $12,100.00
Room & Board (Multi-Occupancy) ................................ $6,800.00
Student Fees .......................................................... $1,250.00
TOTAL ........................................................... $20,150.00
Audit Traditional Tuition—(Per Credit Hour) ................................................................. $130.00

All tuition, fees, applicable room and board charges, etc. must be paid as specified by the Business Office. Students who do not make payment of required charges may not be considered registered students. All charges are subject to change without notice by action of the Board of Trustees of Mid-Continent University. All accounts owed by a student to Mid-Continent must be paid in full before the student is entitled to receive a transcript or record of grades or to have a degree conferred; to select courses during advance scheduling; or to enroll for classes.

Additional Fees and Expenses that May Apply

*ACT Residual Test Fee ........................................................................................................... $44.00
Admissions Late Fee (paperwork missing - $25 per item) ......................................................... $25.00
Application Fee/Traditional Admissions (non-refundable) ....................................................... $20.00
Application Fee/Traditional Admissions for International Students (non-refundable) ........ $100.00
Assessment/Testing Fee .......................................................................................................... $50.00
Certificate Program Completion Fee ....................................................................................... $45.00
Challenge Exam Fee (per course) .......................................................................................... $100.00
*Change of Registration Fee (drop/add courses per transaction) ........................................ $5.00
*CLEP Fee (per test) ............................................................................................................. $115.00
*DSST Fee .............................................................................................................................. $120.00
Duplicate Diploma Fee .......................................................................................................... $25.00
Education Program Fee (Education Majors Only—Practicum, Field Experiences, Student Teaching)$30.00
*Evaluation of International Transcripts Fee ........................................................................ $125.00
Experiential Learning Credit (per semester hour)................................................................. $45.00
Graduation Fee ...................................................................................................................... $80.00
Graduation Reapplication Fee ............................................................................................... $25.00
Independent/Directed Study Fee (per course) ....................................................................... $100.00
Livetext Fee (Education majors) .......................................................................................... $128.00
Private Music Lessons Fee: Piano or Voice (per semester) .................................................... $50.00
PSY 3513 (Tests and Measurements) Class Lab Fee ............................................................... $25.00
Residence Halls Room Deposit .............................................................................................. $200.00
Science Lab Fee ...................................................................................................................... $15.00
Student Health Insurance (unless proof of insurance is provided) ......................................... $349.00
Student Teaching (Education Majors Only—Practicum, Field Experiences) ........................ $80.00
Transcript Request Fee (per official transcript) ...................................................................... $5.00
Transcript Request Fee (per unofficial transcript) ................................................................. $1.00
Transcript On-Demand (per official transcript) ...................................................................... $8.00
Transcript Faxed to Institution (per transcript) ...................................................................... $8.00
Tutoring Fee
1 hour per week for 15 weeks ................................................................................................. $150.00
2 hours per week for 15 weeks ............................................................................................ $300.00
Other fees may pertain to specific courses
*Payable at time of service

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NOTE: Students have the responsibility to take the initiative in contacting the financial aid office to complete their financial aid packet. All students must be confirmed via this office before registering. Each student who wishes to apply for financial aid must make an appointment with the Mid-Continent University financial aid counselor.

STUDENT ACCOUNTS POLICIES & PROCEDURES

Tuition Refund Policy
Mid-Continent University abides by the refund policy established by federal regulations and must complete a form on each student who withdraws. Dropping courses or withdrawing after funds have been received can reduce a student’s eligibility for future federal financial aid. Limitations are placed on the number of semesters grant assistance can be received. The completion of registration legally obligates the student to pay the bill to Mid-Continent.

The business office will calculate refunds from the day the withdrawal form is submitted to the Office of Academic Affairs. Unofficial withdrawal will result in F grades in all courses, and any financial aid disbursed may be subject to repayment by the student. According to federal regulations, any student who owes a repayment on grants previously received or is in default on a loan is ineligible to receive additional financial aid. A student, however, is due a full refund for any course that is cancelled by Mid-Continent.

It is federal policy that Mid-Continent return Title IV funds when students withdraw. A student will be charged on an earned and unearned percentage of financial aid based on attendance up to the day that marks 60% of the total days of a semester. If a student withdraws after the 60% mark, the student has met all requirements and no financial aid must be returned.

Financial Aid Refunds for Students Who Withdraw From the University
If a student completes less than 6 credits in any given semester, dropping them below half-time status, loan monies awarded must be returned to the government and Pell and Cap Grants will be prorated. If a student does not complete the full 12 hour semester credits required by the Kentucky Tuition Grant (KTG), he/she will not be eligible for funding under this grant. A financial aid counselor should be contacted prior to dropping below 12 credits per semester (full-time status) to discuss financial implications.

Student Withdrawing From MCU Prior to Completion of the Semester
Loans and grants are prorated according to the percentage of courses completed. At 60% completion, funds no longer have to be prorated or returned. The financial aid counselor should be contacted prior to withdrawal to discuss financial implications.

FINANCIAL AID

Veteran’s Benefits
Most programs offered by Mid-Continent University are approved for the enrollment of veterans and other eligible persons. Applicants for admission are encouraged to contact the school’s financial aid office to determine if the program they plan to pursue is approved for the enrollment of veterans.

Veterans and other eligible persons who are applying to use their educational benefits for the first time may complete and submit the appropriate online application (Form 22-1990 Application for VA
Education Benefits or Form 22-5490 Application for Survivors’ and Dependents’ Educational Assistance) to the U.S. Department of Veterans Affairs through the following website: http://www.gibill.va.gov/GI_Bill_Info/education_forms.htm. Paper forms are available from the financial aid office or by contacting the Veterans Administration, Regional Office, P O Box 66830, St. Louis, MO 63166-6830. Interested individuals will need to bring a copy of their DD214 member 4 to the Financial Aid Office and complete the appropriate application.

**Federal Grant**
The Pell grant is provided by the federal government and administered by the university; this grant is based upon financial need. The student must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility. Grant monies do not require repayment. Funds are prorated for students who are half or three-quarter time. Students who complete 12 credits in a term are eligible for the full amount of funds they are eligible to receive.

**State Grant**
State grant money is available on a first-come first-serve basis and it is crucial to complete a FAFSA each spring before funds are exhausted. Procrastination will result in the forfeiture of funds even for those who are eligible. State grants are based on financial need.

**College Access Program (CAP)**
CAP is available to Kentucky residents only. Funds are prorated for students who are ½ or ¾ time. Students who complete 12 credits in a semester are eligible for the full amount of funds they are eligible to receive.

**Kentucky Tuition Grant (KTG)**
The KTG Program provides need-based grants to qualified Kentucky residents to attend the Commonwealth’s independent colleges. A student must complete a minimum of 12 credits per semester.

**Education Loan Program**
Federal Subsidized Direct Stafford Loan: The Stafford Loan is available to undergraduate students, regardless of income. After determination of eligibility, the Office of Student Financial Aid will advise the student on how to borrow under this program.

Please note: A student’s eligibility for a financial aid benefits package is limited to one fall term and one spring term every academic year. The only exception to this would be those circumstances that qualify an individual for year-round Pell.

Important Notice: If a student withdraws or changes courses, he/she needs to report that information to the financial aid office as soon as possible. Such changes can affect financial aid.

**Acceptance of Financial Assistance**
Each financial aid recipient will receive a printed award letter listing the type(s) of aid awarded. The student must sign and return the award letter to the financial aid office by the stated deadline, indicating his or her acceptance of financial aid. The student must also sign a form stating that he/she has read the policies regulating the standards of academic progress to maintain financial aid.

Anyone having special circumstances or questions is encouraged to contact the Director of Financial Aid Services.
Satisfactory Academic Progress Policy
Federal and State regulations require all post-secondary institutions to establish policies and procedures for measuring the academic progress of their students, as one of the eligibility criteria for receiving financial aid. Mid-Continent University’s academic progress policy for financial aid students governs the receipt of funds under all federal and state financial aid programs (grants, loans, and work-study).

All students must make Satisfactory Academic Progress (SAP) towards the attainment of a degree or certificate to receive and to remain eligible for financial aid. Students who are not making SAP are in Unsatisfactory Academic Progress status (USAP). Students who do not meet all criteria as listed, are USAP and will be terminated from all relevant financial aid programs until such time as they have met the criteria to be SAP. Academic progress will be evaluated once per semester at the end of each semester, regardless of the number of semesters the student has been enrolled. The calculated status will determine the receipt of financial aid for the subsequent academic semesters. Students in USAP status may enroll and pay out of pocket during their periods of ineligibility; however doing so does not guarantee that they will regain eligibility.

SAP for financial aid is based on three criteria:
1. A maximum timeframe: as measured by the number of attempted credits allowed.
2. A quantitative measure: The cumulative number of credits satisfactorily completed in relation to cumulative credits attempted.
3. A qualitative measure: The cumulative grade point average (CGPA) in relation to credits attempted.

The calculations used to evaluate academic progress include all periods of the student’s enrollment. Credits attempted include those courses a grade was received, including A, B, C, D, F, P, I, WP, WF, and W.

Maximum Timeframe Measure
There is a maximum amount of time that a student can take to complete his/her program of study, which generally is 150% of the length of the program measured in credits (128 credit hours minimum x 150% = 192 credit hours maximum). All credits are counted when calculating the maximum timeframe completion rate, including repeated courses, withdrawals, credits transferred in from another college or university, advanced placement credit, CLEP, DSST, Challenge Exams, Portfolios, ACE, EL, AP, credit by examination, college-level credits, and remedial credits. All terms of enrollment also are included, even those in which the student may not have been an aid recipient.

Quantitative Measure
All students must receive a passing grade in at least 67% of all credits attempted. Passing grades are A, B, C, D or P. Grades of I (Incomplete), W (Withdrawal), F (Failure), WF, and WP are non-passing, unsatisfactory grades, which count as credits attempted but do not count as credits completed. Non-passing grades will negatively impact the calculation.

Attempted credits are all credits for which a student receives a grade (including A, B, C, D, P, F, I, CR, WF, WP, and W. Repeated courses are included in credits attempted. Credits by examination are counted as credits attempted and completed satisfactorily. Courses with grades of AU are neither counted as credits attempted nor completed.
Qualitative Measure

<table>
<thead>
<tr>
<th>Credits Attempted (undergraduate)</th>
<th>Minimum GPA Required</th>
</tr>
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<tbody>
<tr>
<td>0 - 29</td>
<td>1.80</td>
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<tr>
<td>30 - 59</td>
<td>1.90</td>
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<tr>
<td>60 - 89</td>
<td>2.00</td>
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<tr>
<td>90 +</td>
<td>2.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.00</td>
</tr>
</tbody>
</table>

All students must have a cumulative GPA that falls at or above the above minimums. The cumulative GPA under this SAP policy is the GPA based upon all credits (including remedial) the student has attempted at any College.

Notification
If a Student does not meet SAP after one payment period (semester) they will be given a financial aid warning. No appeal is required. The student will be notified that he/she failed to meet SAP requirements and why. The student will also be notified as to the steps he/she can take to become compliant. The student will continue to receive Title IV funds for that semester/payment period.

If a student on financial aid warning meets SAP requirements the following semester their financial aid warning will cease and they will be eligible to continue receiving Title IV funds. This means that a student could be given a financial aid warning multiple times in their student careers as long as they are not received in 2 consecutive semesters. If a student on financial aid warning does not meet SAP requirements they will be placed on financial aid suspension - Suspended from receiving Title IV funds until the student begins meeting SAP requirements.

The student may be allowed to appeal to the Appeals Committee due to special circumstances, and if the appeal is successful the student will be placed on financial aid probation (If mathematically possible to meet SAP in one additional semester, the student can possibly receive financial aid)

- Appeals may be filed based on
  - Death of a relative
  - Student injury or illness (student must provide documentation)
  - Other specific circumstance

If the student on financial aid probation becomes compliant with SAP requirements he/she will remain eligible to receive Title IV funds. They are no longer on financial aid warning or probation. If the student, after regaining SAP requirements, falls below SAP requirements in a later semester the process starts over with a financial aid warning being issued in the first deficient semester, then a financial aid suspension with possibility of appeal and financial aid Probation for a semester. If a student on probation fails to reach SAP requirements they will automatically be placed on financial aid suspension and will not be able to receive Title IV funds until they become compliant with SAP requirements. No further appeals are allowed if a student does not meet SAP requirements in a probation semester.

A student placed on financial aid suspension cannot receive Title IV funds. If any student on suspension becomes compliant with SAP requirements they will be allowed to receive Title IV funds again. This
means if the student after reaching SAP requirements falls below them in a later semester the process will begin again.

The university may choose to limit the amount of appeals available to a student or place conditions on students that have already been suspended once (for example: more meetings with academic advisor, plan to succeed at the university and remain SAP compliant, etc.)

In very rare circumstances a student who has not meet SAP requirements after being on financial aid probation can be placed on an academic plan and remain eligible for Title IV funds as long as they meet certain conditions to be set up by the Appeals Committee. This is only in rare and extreme circumstances which are determined on a case by case basis with agreement among the Appeals Committee.

- The student will be required to write a letter explaining the specific reasons they have not met SAP requirements after both financial aid warning and financial aid probation. The letter must also include the student’s suggested plan for how they could meet the SAP requirements at a specific point in time.
  - The academic plan must ensure that the student will be able to meet SAP by a specific point in time
    - The academic plan must be for a finite period. It must conclude at a defined, future point in time.
  - For example if a student had 2 real hardships that prevented them from making SAP (death in the family the 1st year, serious illness the next year) and the student could still reach SAP with one or 2 semesters (keeping in mind that they must still finish within 150% of the period length) they would be eligible for an academic plan.

- The academic plan must be very well defined to ensure SAP in a finite period with conditions stated.
  - These conditions could include but are not limited to:
    - More frequent contact/check-in with Academic Advisor
    - Lowered Amount of courses
    - Less Credit Hours allowed to be attempted
    - Specific courses being chosen for the student
    - Tutoring sessions
  - If a student fails to meet a condition, or if consistent progress does not occur that would allow the student to meet SAP requirements within the defined point in time, then the student must be placed on Financial Aid Suspension.

- The final academic plan should be a formal written document which is placed in the student’s file and reviewed by the Appeals Committee who should monitor the student’s progress at the end of each payment period.
  - The plan must not only be created but monitored as well, documentation of monitoring the plan may be necessary

Satisfactory Academic Progress Important Points:
- If the registrar does not receive the grades for students prior to the start of the next payment period.
  - The compliance officer will get a progress report from faculty member. The student is allowed to register for the first class and receive the book for the first class. After review, compliance officer will give recommendation to the Appeals Committee.
• If a student has not received Title IV funding previously at your school and subsequently applies for Title IV funding, you are obligated to confirm a student’s eligibility and SAP is a part of that review.
  o Therefore if a student has been doing poorly but has not received financial aid in the past and then applies to begin receiving the aid, a SAP analysis of the student must be performed before the student can begin receiving Title IV funds
• If a school offers a one-semester probation, and the student does not attend the next consecutive semester, the student is still not eligible for Title IV aid in the next semester that they attend
  o It is important to remember that the university is required to keep track of a student’s SAP progress at Mid-Continent. If a student leaves and returns at a later point, the school is required to know or review and always remind the student of their SAP standing. Just because the student left for a period of time does not mean the student is okay to return.
• The 150% Pace Criteria can be appealed but it should be in the most rare circumstances
  o This is an institutional decision based on professional judgment. It is suggested that the university work with the student’s academic advisor and registrar to ensure that the school is granting an appeal for only the hours appropriate for graduation
    ▪ It would be best if the university were to limit this to a student that has a satisfactory GPA and only needs a semester or less to finish the program. The student would still need to have a satisfactory GPA to appeal the 150% rule
  o This policy only to receive Title IV funds, the student could remain at the school past the 150% Pace requirement but would not be eligible to receive Title IV funds
Mid-Continent University is student-centered and offers a variety of programs to demonstrate its concern for students. This concern encompasses retention, welfare, growth, and development in all dimensions of student life. Mid-Continent is committed to excellence in the integration of classroom and non-classroom activities to ensure a supportive living-learning environment for the whole student. The guiding concepts of Mid-Continent’s student affairs effort are those of human growth and development, personal discipline, an open and supportive environment, and the provision of programs, activities, and services for personal and spiritual growth.

Student services are administered by Mid-Continent’s Office of Student Life. This office works collaboratively with academic personnel to provide the best possible environment for learning as well as opportunities for personal growth and development. Mid-Continent publishes student handbooks for both traditional students and students in ADVANTAGE that contain detailed information regarding policies and procedures applicable to the students. **Traditional Student Handbook**

**Campus Life**
Student life on campus is enriched by an array of opportunities both inside and outside the classroom. Activities, campus organizations, extracurricular learning experiences, residential university life, sports, and student services are all designed to complement the academic focus and complete the university experience. The Student Government Association works with the Office of Student Life in planning activities on and off campus.

**Residence Halls**
Community is a significant part of the MCU experience. The five residence halls provide an opportunity for students to get to know one another through living together. Each residence hall has a student leader (Resident Assistant) to facilitate programming and other activities. Please see the *Residence Life Handbook*, which is the last section of the *Student Handbook*, for additional information. **Traditional Student Handbook**

**The Policy**
Mid-Continent University is committed to the highest standards of Biblical conduct and intentional covenant, Christian community. With that commitment in mind the university intends to maintain an academic environment and a workplace free of sexual and other harassment and intimidation, including harassment based on race, color, sex (with or without sexual conduct), religion, national origin, protected activity (i.e. opposition to prohibited discrimination or participation in the statutory complaint process), age, or disability. It is the intent of this policy to affirmatively raise the subject of sexual and other harassment, to express strong disapproval against such actions, to identify a complaint procedure whereby students and employees have the right to raise harassment issues, to establish an investigative procedure for such alleged misconduct, and to provide for an effective and appropriate response to this type of conduct, including sanctions against anyone violating this policy.

The university is also committed to ensuring that others who may have a connection to our community do not subject its students and employees to harassment. Accordingly, this policy applies to visitors, management and non-management employees, vendors, and others with whom we have a relationship.
Sexual and other harassment is a form of misconduct, which undermines the integrity of the educational and/or employment relationship. Harassment is not only offensive, but it may also harm morale and interfere with the effectiveness and ability to fulfill responsibilities to students and others the university serves. All students and employees must be allowed to learn and/or work in an environment free from unsolicited and unwelcome sexual overtones and harassment in any form. Sexual harassment for purposes of this policy is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of the individual’s academic progress or employment;

(2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic progress, learning ability, work performance or creating an intimidating, hostile, or offensive academic or working environment.

Sexual harassment does not mean occasional compliments of a socially acceptable nature. However, sexual harassment does include, but is not limited to, actions such as: (1) sex-oriented verbal “kidding” or abuse, (2) possession, display, or distribution of photographs, drawings, objects, or graffiti of a sexual nature, (3) subtle pressure for sexual activity, (4) physical conduct such as patting, pinching, hugging, or constant brushing against another’s body, (5) explicit demands for sexual favors, whether or not accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s academic or employment status, (6) offensive sexual flirtations, advances or propositions, and (7) any other offensive, hostile, intimidating, or abusive conduct of a sexual nature. In light of this, the best admonition for students, faculty and staff is to follow the Biblical principles of “avoiding the very appearance of evil” and to limit their own freedoms if their exercise could, or does cause others to stumble or to be seriously discomforted.

Complaint Procedure
The university encourages students and employees to report harassment and other inappropriate conduct before it becomes severe or pervasive. While not all incidents of harassment violate the law, the university does intend to prevent and correct harassment and other inappropriate conduct before it rises to the level of a violation of law.

Students who believe this policy has been violated in any way should contact the Dean of Students and International Affairs immediately. Students who believe that they are victims of some form of harassment prohibited by this policy must report this immediately to the Dean of Students and International Affairs or the Vice President for Finance and Administration.

No students will be subject to adverse treatment or retaliation because they report a violation or potential violation of this policy or provide information concerning such reports.

Drug Free Schools and Campuses
In order to comply with the Drug-Free Schools and Communities Act Amendment of 1989, Public Law 101-226, Mid-Continent University has developed the following guidelines:

- Health Risks – The use of certain products are known to be detrimental to physical and psychological well-being. Their use is associated with a wide variety of health risks. Among the known risks are severe weight loss, malnutrition, physical and mental dependence, changes in the reproductive system, damage to the lungs, heart problems and even death.
• Mid-Continent University Standards of Conduct – Students are to refrain from the use of alcoholic beverages and illicit drugs including marijuana and other hallucinogenic drugs and substances, and narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, sold, or distributed on or away from campus. Students are also expected not to abuse legal substances. Students violating this policy will be subject to disciplinary procedures up to and including the possibility of dismissal and referral for prosecution.

• State and Federal Legal Sanctions – In addition to the MCU sanctions, Kentucky and Federal law provides for fines and/or imprisonment for the unlawful possession, sale, manufacture, or distribution of drugs or alcohol. The amount of the fines and the length of imprisonment vary according to the type and amount of the substance involved, the offenders past record for such offenses, and a variety of other factors.

For more information on the university’s drug free policy see the Student Handbook. **Traditional Student Handbook**.

**Campus Crime Statistics**
This report is made in accordance with the requirements of Title II of Public Law 101-542, Crime Awareness and Campus Security Act of 1990 and in compliance with the Michael Minger Act:

During the period of August 1, 2009 – July 31, 2010, there were no reported on-campus occurrences of any of the following offenses to campus authorities or local agencies: murder, rape, robbery, aggravated assault, burglary, or theft. There were no arrests for liquor law violations on campus. There were no arrests for drug abuse violations, or illegal weapons possession.

**Campus Safety**
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. Students will notify instructors and Student Life personnel at the beginning of the semester if they have special needs that will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response procedures posted on campus and should willingly participate in all safety and emergency practice drills. All accidents/incidents/crimes should be reported to the Dean of Students and International Affairs. Students are free to report a concern of any kind. Mid-Continent University strives to maintain a safe learning environment. Mid-Continent University complies with Kentucky State law in regard to reporting crimes.

Disclosure of Personal Information: If Mid-Continent University determines there is a significant health or safety threat, we may disclose personal information to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals.
MCU COURSE DESCRIPTIONS

COURSE NUMBERS
Courses numbered 1000 are freshman level, 2000 are sophomore level, 3000 are junior level, and those numbered 4000 are advanced courses and are open only to juniors and seniors. Courses are added, revised, or withdrawn from time to time to keep the educational program current. Emphasis and activity are denoted in the course descriptions and are subject to change.

A system of numbering courses in a college or department is essential for an orderly progression of students from a lower to an advanced course. The numbers designate:

Digit 1 – This number indicates the level of the course. [1-Freshman level, etc.]
Digit 2 and 3 – These numbers indicate the sequence or number of the course in the program.
Digit 4 – This number indicates the number of hours of credit yielded by the course.

Note: Eng 1203 Composition II is a prerequisite for all courses 3000 level and above.

All courses are 3 credit hours unless otherwise noted.

ACCOUNTING
ACC 3123 Managerial Accounting
The student surveys accounting practices for the manager. The primary focus is on the gathering and processing of accounting data and the use of the resulting information as a control tool for management decisions. Topics include budgeting, profit planning, cost controls, and cash flow analysis.

ACC 3133 Fraud Examination
This course covers business fraud in American society. The emphasis is placed on occupational fraud and financial statement fraud. This course examines various types of fraud, its symptoms, and effective investigation techniques. Case studies and principles application are to be utilized.

ACC 4903 Special Topics in Accounting
Detailed analysis of a particular topic not covered by regularly scheduled courses.

BIBLICAL BACKGROUNDS
BBG 3103 History of the Intertestamental Period
A survey of the period between the Old and New Testaments beginning about 400 B.C. Also examined are the origins of the religious and political systems of the New Testament. (Cross Listed: HIS 3123 and BIB 3103)

BBG 3203 Geography of the Middle East
A description of the major physical, political, economic and cultural features of the Middle East.

BBG 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an
independent or directed study to meet personal and/or educational university requirements. Course level depends upon the need of the student.

**BIBLICAL STUDIES**

**BIB 1113**  
Introduction to the Bible  

**BIB 2003**  
Creation Issues  
An exploration of the key Biblical and scientific issues surrounding creation, emphasizing how the doctrine of God, humanity, sin, redemption, and last things interface with current scientific thinking.

**BIB 2013**  
The Pentateuch  
A study of the first five books of the Old Testament with an emphasis on authorship, composition, date, and theology. (Special attention is given to Exodus-Numbers.)

**BIB 2033**  
Old Testament Historical Books  
A study of the historical books of the Old Testament, which traces the development of the Israelite people from their entrance into Canaan through the Babylonian captivity.

**BIB 2113**  
Old Testament  
A general survey of the books of the Old Testament.

**BIB 2123**  
New Testament  
A general introduction, survey, and overview of the New Testament noting the distinctive features of each book.

**BIB 3033**  
Old Testament Poetry  
A survey of the poetic books of the Old Testament. This class examines literary principles of Hebrew poetry and proverbs and notes devotional and homiletic values.

**BIB 3103**  
History of the Intertestamental Period  
A survey of the period between the Old and New Testaments beginning about 400 B.C. Also examined are the origins of the religious and political systems of the New Testament. (Cross Listed: HIS 3123 and BBG 3103)

**BIB 3213**  
Old Testament Writings  
A study of the wisdom literature and poetry books of the Old Testament. Attention is paid to the authorship, composition, date, history and theology.

**BIB 3223**  
Life of Christ  
A course that centers on the life of Christ as recorded in the four Gospels. This course traces the Savior's path from His birth to His ascension, emphasizing the harmony of the four accounts.

**BIB 3313**  
Old Testament Writings & Prophets  
A study of the law, history, poetical, and prophetic books of the Old Testament. Attention is paid to the authorship, composition, date, history and theology.
BIB 4023  The Life and Letters of Paul
A chronological study of Paul's life and works as revealed in Acts and his epistles.

BIB 4133  Letters of Paul and John
An intensive study of the writings of Paul and John with emphasis on their background, composition, date, and theology. The class will discuss preaching and teaching values of the books.

BIB 4143  Old Testament Theology
A systematic study of the major teachings of the Old Testament. The relationship between the Old and New Testaments will also be discussed. Cross Listed THE 4103 (Prerequisite: THE 3103 Christian Doctrine)

BIB 4203  Synoptic Gospels
An intensive study of the synoptic Gospels (Matthew, Mark, Luke) with emphasis on their background, composition, date, and theology. The class will discuss preaching and teaching values of these books.

BIB 4213  The Writings of John
An intensive study of the writings of John (the gospel of John, the epistles of John, and Revelation) with emphasis on their background, composition, date, and theology. The class will discuss preaching and teaching values of the book.

BIB 4223  Paul's Shorter Epistles I
An intensive study of Galatians and the Prison Epistles (Ephesians, Philippians, Colossians, and Philemon) with emphasis on their background, composition, date, and theology. The class will discuss preaching and teaching values of these books.

BIB 4233  Paul's Shorter Epistles II
An intensive study of I and II Thessalonians and the Pastoral Epistles (I & II Timothy and Titus) with emphasis on their background, composition, date, and theology. The class will discuss preaching and teaching values of these books.

BIB 4273  Hebrews-General Epistles
An intensive study of Hebrews and the General Epistles (James, I and II Peter and Jude) with emphasis on their background, composition, date, and message. The class will discuss preaching and teaching values of these books.

BIB 4283  New Testament Theology
A systematic study of the major teachings of the New Testament. Cross Listed THE 4203 (Prerequisite: THE 3103 Christian Doctrine)

BIB 4313  Old Testament Prophets
A survey of the major and minor prophets of the Old Testament. Special emphasis is placed on the historical setting and theological perspective of each prophet.

BIB 4423  General Epistles/Revelation
A study of the general letters of the New Testament and Revelation with an emphasis on the composition, date, background, and message. The class will discuss the preaching and teaching value of the books.
BIBLICAL LANGUAGES
BLA 2313  Elementary Hebrew Grammar I
A study of introductory grammatical forms, translation principles, and vocabulary of the Hebrew Old Testament. (Prerequisite: ENG 1003 Grammar/English or ENG 1103 English Composition)

BLA 2423  Elementary Hebrew Grammar II
A continuation of BLA 2313, Elementary Hebrew Grammar I. (Prerequisite: BLA 2313 Elementary Greek Grammar I)

BLA 3003  Introduction to Biblical Languages
Introduces the student to the basic structure of Biblical Hebrew and Greek. The course will also acquaint the student with the major lexicons, grammars, and theological dictionaries for Biblical studies.

BLA 3013  Greek Grammar I
A study of introductory grammatical forms, translation principles, and vocabulary of the Greek New Testament. (Prerequisite: ENG 1003 Grammar/English or ENG 1103 English Composition I).

BLA 3023  Greek Grammar II
A continuation of BLA 2113 Elementary Greek Grammar I. (Prerequisite: BLA 3013 Greek Grammar I)

BLA 3313  Hebrew Grammar III
An intensive study of Hebrew syntax with translation of selected passages. (Prerequisite: BLA 2423 Elementary Hebrew Grammar II)

BLA 3423  Elementary Hebrew Grammar IV
An intensive study of the Hebrew Old Testament focusing on an extended text of Scripture. This course may be repeated for credit with focus on a different text of Scripture. (Prerequisite: BLA 3313 Hebrew Grammar III)

BLA 4013  Greek Grammar III
An intensive study of Greek syntax with translation of selective passages. (Prerequisite: BLA 3023 Greek Grammar II)

BLA 4023  Greek Grammar IV
Exegesis of the Greek New Testament focusing on an extended text of Scripture. This course may be repeated for credit with focus on a different text of Scripture. (Prerequisite: BLA 4013 Greek Grammar III)

BLA 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

BUSINESS ADMINISTRATION
BUS 1013  Introduction to Business
Business Careers, terminology and the interrelationships and complexities of business are introduced and examined in this survey course.
BUS 2113  Financial Accounting
The meaning and purpose of accounting principles; the accounting cycle including journal entries, posting, trial balances, adjusting and closing procedures, special journals, receivables, payables, inventories; and introduction to partnership accounting.

BUS 2213  Principles of Macroeconomics
Principles of macroeconomic theory and its application to modern economic problems: national product and income accounting, monetary and fiscal policy, inflation, unemployment, and growth.

BUS 2323  Managerial Accounting
Corporation accounting including capital formation, retained earnings, and dividends; long-term liabilities, accounting for income taxes, and elementary cost accounting systems; financial statement analysis.

BUS 2423  Principles of Microeconomics
Principles of microeconomic theory and its applications to modern economic problems: prices, markets, monopoly power, income distribution, and problems of the environment.

BUS 2513  Personnel Supervision
A study of the basic roles and responsibilities of the supervisor, emphasizing human relations skills while recognizing the behavioral factors of individuals and groups in the work environment. The conceptual knowledge base and skills to support the supervisory function are identified and developed.

BUS 2523  Management of Cultural Diversity
Geert Hofstede’s five cultural dimensions—Power Distance, Masculinity/Femininity, Individualism/Collectivism, Uncertainty Avoidance and Short Term/Long Term Orientation and their impact on Diversity Management will be explored.

BUS 3113  Principles of Management
Introduction to fundamentals of business management. Examines the major school of management thought and managerial functions of planning, leading, organizing, and controlling. Short cases are used to help the student learn to apply management theory.

BUS 3213  Principles of Marketing
Introductory course in marketing fundamentals. Examines the role of marketing in our society and within both for profit and nonprofit organizations. Topics include pricing, promotion, distribution, and product strategies.

BUS 3233  Business Statistics
This course introduces students to statistics for business research. Specific statistical applications addressed include descriptive statistics, the normal distribution, elementary sampling theory, tests of hypotheses, confidence intervals, correlation, and analysis of variance and application of the t-test, Chi-square Goodness of Fit and the Test of Independence.

BUS 3313  Principles of Finance
A view of the finance functions in terms of the acquisition and use of funds. Introduces the major tools of financial forecasting and planning and the major investment and financial decisions. Discusses the control function, the management of working capital, and the evaluation of capital projects. (Prerequisite: BUS 2113 Principles of Accounting I)
BUS 3523  Organizational Behavior  
An integrated view from the behavioral sciences into the study of human behavior in business organizations. Topics include group dynamics, motivation, leadership, and the management of conflict and change in the organization. (Prerequisite: BUS 3113 Principles of Management)

BUS 3623  Operations Management  
An examination of quantitative approaches to management problem solving. Topics include decision-making involving process, capacity, inventory, work force, and quality for both manufacturing and service industries. Issues faced by managers in coordinating day-to-day operations are also examined. (Prerequisite: MAT 2303 Introduction to Statistics, BUS 3113 Principles of Management)

BUS 3723  Human Resource Management  
A study of current policy and practices in personnel planning, job analysis and design, recruitment, selection, training, performance appraisal, and compensation. Special attention is given to the legal environment surrounding personnel issues. (Prerequisite: BUS 3113 Principles of Management)

BUS 4113  Organization Theory  
Analyzes contemporary approaches to managing modern organizations, using organizational theory to assess problems of administration in public and private organizations. Emphasizes internal structure, power and authority relationships, leadership, systems theory, and the dynamics of change. Actual use of organizational design is introduced through case studies as well as readings and lecture. (Prerequisites: BUS 3113 Principles of Management, BUS 3523 Organizational Behavior)

BUS 4133  Business Law  

BUS 4213  Business, Government and Society  
Examines the interactions between business and the larger social system in which it operates. Topics include corporate social responsibility, government regulation, and business ethics. (Prerequisites: BUS 3113 Principles of Management, senior status)

BUS 4323  International Business Management  
An overview of the international environment of business, including cultural, economic, political, and financial issues in the functional areas of business management, marketing, finance, and accounting, when operating beyond national boundaries. (Prerequisites: BUS 3113 Principles of Management; BUS 3213 Principles of Marketing; and BUS 3313 Principles of Finance) Cross Listed: MGT 4323 International Business Management.

BUS 4423  Management Policy and Strategy  
An integrative capstone course in the traditional business program that focuses on strategic planning, policy formulation, and corporate decision-making. Comprehensive cases are used to give the student practice in applying business theories to the solution of management problems. (Prerequisites: Senior status; BUS 2223 Principles of Accounting II; BUS 3113 Principles of Management; BUS 3213 Principles of Marketing; BUS 3313 Principles of Finance)

BUS 4503  Small Business Entrepreneurship  
A study of small business feasibility, organization, planning, funding, location, development, franchising and related areas. Merchandising, sales, financial management, personnel, and policy determinations are
discussed. (Prerequisites: BUS 3113 Principles of Management; BUS 3213 Principles of Marketing; BUS 3313 Principles of Finance; BUS 4133 Business Law)

BUS 4603 Management of Nonprofit Organization
A comprehensive introduction to both the theoretical and practical aspects of the management of nonprofit agencies and institutions. An exposure to the economic and behavioral considerations, as well as the functional areas of marketing, finance, operations and strategy concerning nonprofit organizations. Case studies are used to bring out the uniqueness of the nonprofit environment and the issues managers face in this setting. (Prerequisite: BUS 3113 Principles of Management or Permission of Instructor)

BUS 4703 Leadership Seminar
An advanced seminar that examines leadership as it is practiced today. History and philosophy of leadership is studied through case analysis of appropriate classical literature. The leadership issues of motivation, shared values, social cohesion, and institutional renewal are examined; contemporary essays provide new insights for leadership in the organizations of the future. (Prerequisite: BUS 3113 Principles of Management or Permission of Instructor)

BUS 4803 Marketing Management
An advanced course in marketing that focuses on the major decisions facing marketing executives in their attempt to meet consumer demands while achieving corporate objectives. Topics include consumer behavior, market segmentation, and new product development. (Prerequisite: BUS 3213 Principles of Marketing)

BUS 4903 Special Topics in Business
Detailed analysis of a particular topic not covered by regularly scheduled courses.

CHRISTIAN MINISTRIES
CHM 1223 Foundational Issues of Life
An examination of the key issues in all of life from a Scriptural perspective, with practical application to the life of the student and his/her ethical significance.

CHM 2033 Grief: A Ministry Approach
This course assists students and caregivers in exploring the various aspects of grief and helps them effectively relate to others who are experiencing grief as a result of a significant loss in their life.

CHM 3003 Principles of Recreation/Church
A study of the processes, methods and programs of recreation in the church. Special emphasis will be given to designing and leading recreational activities that seek development of the whole person.

CHM 3013 Ministry Based Counseling
A course designed to assist prospective ministers and other counselors in developing a mature understanding of themselves as biblical counselors and also to develop an effective counseling approach in the local church setting.

CHM 3023 In-Service Guidance
This course is required for students entering ministry-related fields. It is associated with the In-Service Guidance Program of the North American Mission Board (Southern Baptist Convention). It includes on-the-job training, the student's own ministry, ministry observation projects, and the development of a personal portfolio.
CHM 3123  Christian Worldview
An examination of the ideas, concerns, and components of the various worldviews prevalent in society, the formation process of any worldview, and the significance and uniqueness of the Christian worldview.

CHM 3213  Contemporary Issues in Christianity
A study of how Biblical Christianity confronts world cultures, including modern America. The student will be challenged to resolve the question, “How do Christians live their lives in our culture in a way that honors God?”

CHM 3323  Educational Principles
An examination of the principles and practices of educational ministry in the local church, its administration, and the significance of various teaching methods.

CHM 3413  Introduction to Christian Ministries
This course provides a theological and practical introduction to the minister's call, character, and competence. Students will be required to identify a minister specific to the students calling as a mentor.

CHM 3423  Educational Ministry of a Church
This course is a basic introduction to the various educational ministries of a church and its administration.

CHM 3523  Principles of Teaching
A survey of teaching methods generally employed in the educational ministry of the church. The class places emphasis on student involvement in the demonstration of selected methods.

CHM 4103  Current Issues in Pastoral Leadership
The student will explore the latest trends affecting the local church. Students will be introduced to such topics as turn-around churches, vision, the pastor's family, and the pastor's health.

CHM 4203  Strategies for a Values-Aligned Climate
This course analyzes the impact of values in our everyday lives. Students will examine their personal values to formulate a philosophy concerning values-driven practices, government accountability, human rights, and a responsible lifestyle in the contemporary world.

CHM 4303  Church Administration
A study of the theoretical and practical aspects of administration in the local church. The class emphasizes leadership skills, staff/volunteer relationships, and program planning, implementation, and evaluation.

CHM 4503  Church Planting & Growth
An introduction to the principles of church growth as they apply in American churches and application of those principles to any real church situation. (Cross Listed: MIS 3103)

CHM 4613  Christian Leadership
The Biblical role of leaders will be explored. The student will be introduced to the nature of change and conflict and its impact upon the church and the pastor.

CHM 4903  Supervised Ministry
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an
independent or directed study to meet personal and/or educational college requirements.  (Prerequisite: CHM 3023)

CHM 6003 Christian Leadership in a World of Business
This graduate level course examines basic leadership practices from a biblical perspective.  Critical thinking about business and organizational behavior as a spiritual, social, moral and ethical activity is investigated.  Methods of communicating and applying this behavior are evaluated.

COMPUTER INFORMATION SYSTEMS
CIS 1233 Internet and World Wide Web Technologies
This course introduces the Internet and the World Wide Web.  It covers the use of various Internet tools including browsers, FTP clients, and information utilities.  A major part of this course involves design techniques for the presentation of Web-based static documents, Web language programming, and multimedia creation.

CIS 3103 Instructional Technology for the Classroom
This course explores instructional technology as hands on aids to teaching and learning.  Included is instruction in the usage of various technologies with linked learning elements such as developmental and cognitive change in the classroom.  Applications of important concepts and considerations in using computers, telecommunications, laser disc technology, the World Wide Web, and other new and traditional audio and visual methods to present information and stimulate learning in the classroom.  Field component in school classrooms required.  A passing grade in CSC 1203 is required prior to registering for this course.

COMMUNICATION ARTS
COM 1003 Intro to Human Communication
A course designed to help students gain insight into and improve their interpersonal skills and relations with others.  Attention is placed on studying and evaluating communication variables in work, school, family and social settings.

COM 103F Speaking for Business
This course is designed to introduce the students to the fundamentals of oral communication and to give attention to interpersonal communication, speech, composition, and delivery.

COM 1103 Principles of Speech
A course designed to introduce the student to the fundamentals of oral communication and to give special attention to interpersonal communication, speech composition, and delivery.

COM 2003 Organizational Communications
Social and psychological basis of communication: voice, diction and phonics, concentrating on the interpersonal communication and group decision-making.  Also, the course will explore the impact of media communication upon contemporary society.  (Prerequisite: COM 1103 Principles of Speech)

COM 2103 Communication Theories
This course will survey the major theories of human communication.  The study will focus on the origins, usefulness, and limitations of each theory for understanding communication events.  This course will help prepare students to analyze and interpret human communication in all its forms (intra-personal communication, interpersonal communication, small group transactions, organization communications, public speaking, drama, and mass communication).
COM 3103 Leadership in the Christian Organization
A study of the forms of address employed by Christian leaders and workers, with emphasis on areas of communication other than the sermon. Group decision-making, committee and business meeting organization and leadership are studied.

COM 3113 Organizational Communication
The student explores the role of effective communication and relationship building in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving nonverbal communication, constructive feedback, dealing with anger and resolving conflict.

COM 3203 Oral Interpretation
The study of literature (primarily the Bible) through oral performance with an emphasis on techniques used with various types of readings. Emphasis is placed on determining the intellectual and emotional meaning of the literature and expressing these meanings to an audience.

COM 3213 Group Processes
The student examines group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. (Cross Listed: PSY 3413 Group Dynamics)

COM 3303 Persuasive Speech
Approaches used in changing the attitudes and actions of others. Persuasive speeches in class are given, as well as public performance(s).

COM 3403 Advanced Speech
A study and application of theories of public speaking and persuasion with an emphasis on theories of change, audience analysis, messages, persuasive effects, and speeches for special occasions. (Prerequisite: COM 1103 Principles of Speech and ENG 1203 Composition II).

COM 4203 Principles of Intercultural Communication
A study of how culture affects communication behavior and intercultural relationships. Provides a broad theoretical base, as well as practical simulation and field experience.

COM 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational college requirements.
**CRIMINAL JUSTICE**

**CRJ 1013  Introduction to Criminal Justice**
The goal of this course is to introduce students to the three major components of the criminal justice system: police, courts, and corrections. This introductory course will focus on 1) Police organization, roles, and functions in society, 2) Court organizations and processes, and 3) Punishment issues including jails, prisons, probation and capital punishment. The course will also cover issues pertaining to classification of crime, criminal justice processes, and influence of media and culture on the nature of crime and the criminal justice system.

**CRJ 1023  Crime, Justice and Social Diversity**
The goal of this course is to introduce students to the history, theory and practice of criminal justice agencies, including arrest, probation, parole and correctional institutions. It will also explore punishment, rehabilitation, community-based corrections and capital punishment as they exist today. Topics include the role of criminal justice agencies and personnel in the prevention and response to crime, as well as inter-agency cooperation and coalition building from a manager’s perspective. It includes policies and procedures in law enforcement.

**COMPUTER SCIENCE**

**CSC 1202  Introduction to Computer Applications (2 hours)**
This course is designed to introduce students to the basic concepts of computer system, linear concepts, Microsoft operating systems, and various Microsoft Office applications. Students will learn microcomputer terminology and develop proficiency in using (Microsoft Word) word-processing, (Microsoft Power Point) power point presentation, and (Microsoft Excel) spreadsheets.

**CSC 1203  Computer Applications for Microsoft Windows I**
This course is designed to introduce students to concepts of computer systems and applications in Microsoft Windows including word processing, presentation, Internet concepts, and special software packages for Microsoft Windows. Students will utilize personal computers in hands-on approach. This course will allow students to explore computer methodology and terminology.

**CSC 1303  Computer Applications for Microsoft Windows II**
This course is designed to introduce students to advanced concepts of computer systems and applications in Microsoft Windows including advanced word processing, databases, spreadsheets, web page design, and Internet concepts. Students will utilize personal computers in hands-on approach. Also, this course will allow students to continue to explore computer methodology and terminology. (Prerequisite: CSC 1203 Computer Applications Microsoft for Windows I)

**CSC 2103  Database Management**
A course to provide a basic to advanced understanding of fundamental database concepts using Microsoft Access.

**CSC 2303  Web Design**
This course introduces the Internet and the World Wide Web. It covers the use of various Internet tools including browsers, FTP clients, and information utilities. A major part of this course involves design techniques for the presentation of Web-based static documents, Web language programming, and multimedia creation.
CSC 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational college requirements. Course level depends upon the need of the student.

ECONOMICS
ECO 3123 Macroeconomics Analysis
Students focus on the principles of macroeconomics, as they need to be understood and used by managers and supervisors in all fields. Students are provided with a sound foundation of macroeconomic concepts that they can use to make managerial decisions relating to resource allocation.

ECO 4903 Special Topics in Economics
Detailed analysis of a particular topic not covered by regularly scheduled courses.

EDUCATION
EDU 0303 Teacher Enrichment
This course is considered a multidisciplinary introductory preparatory course for students in the application process for formal enrollment in Elementary Teacher Education program at Mid-Continent University. Its primary purpose would be to provide remedial training, test analysis, practice problems, and academic fundamentals for students. Specific strategies and training efforts will be directed toward helping achieve success on the A.C.T. and the Praxis I series.

EDU 2503 Families
This course includes family systems theory; dynamics, roles, and relationships within families and communities; diversity in family structures and social/cultural backgrounds; and strategies for: (1) the establishment and maintenance of positive collaborative relationships with families, and (2) the support of families in accessing resources and facilitating the development of children. This course is a prerequisite to acceptance into the Elementary Teacher Education program.

EDU 2603 Child Development
This course includes theories of child development, both typical and atypical; current research with an emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development (assessment and facilitation) an emphasis on cultural/linguistic diversity and the understanding of children in the contexts of family, culture and society. This course is a prerequisite to acceptance into the Elementary Teacher Education program.

ENGLISH
ENG 10GX Grammar/English
A course reviewing basic grammar/reading skills and terminology. This course is recommended for students planning to enroll in Greek, Hebrew, or any foreign language. (Students scoring below 262 on the Vocabulary/Reading Comprehension Entrance Exam are required to take this course.) A grade of "C" or above is required to enroll in ENG 1103, Composition I. (Credit earned in this course does not count toward graduation requirements and cannot be used to fulfill general education requirements.)

ENG 1010 English as a Second Language (0 hours)
A course designed to assist a non-English speaking student to become proficient in speaking, reading, and writing the English language. Conversational methods are utilized along with computer-assisted instruments of the Learning Resource Center.
ENG 10RX  Reading Improvement
This is a basic course designed to assist students in developing reading and study skills to the functional level of achievement necessary for university work. The course provides specific practice required to maintain these skills at a high level. Improvement will be sought in the four areas of reading: vocabulary, comprehension, study skills, and fluency. Students whose grades are lower than C must retake ENG 10RX the next semester.  (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

ENG 10SX  Speaking Improvement
A course for international students lacking the proficiency in English required for placement in ENG 1103. The purpose of the course is to enable the students to develop proficiency through exercises in listening, speaking, reading, and writing. Students whose grades are lower than C must retake ENG 10SX the next semester.  (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

ENG 10WX  Writing Improvement
A course for students whose placement test indicates a lack of readiness for college writing. This class will serve as a lab for ENG 10GX. A grade of "C" or above is required to enroll in ENG 1103, Composition I.  (Students scoring below 262 on the Writing Entrance Exam are required to take this course.) (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

ENG 1013  Applied English
This course develops and applies language and vocabulary skills needed for those intending to pursue business careers. Basic principles of grammar, punctuation, vocabulary, spelling, word and number usage, and proofreading rules are reviewed. Emphasis is on writing applications, business letters, memoranda paragraphs and resumes.

ENG 1103  English Composition I
A course stressing writing skills. Major emphases include knowledge of basic grammar skills, recognizing sentence structures, and developing thematic paragraphs. A grade of "C" or above is required in this course before enrolling in ENG 1203, Composition II.

ENG 1203  English Composition II
A course designed to teach composition skills necessary for expository and technical writing. The class will focus attention to utilizing research and reference skills in composition writing.  (Prerequisite: A grade of "C" or above in ENG 1103, Composition I)

ENG 2103  Introduction to Literature
An examination of methods and techniques for analyzing the significance of a literary work, with practices in applying the techniques to representative poems, short stories, novels, and drama.  (Prerequisite: ENG 1203 English Composition II) (This is a prerequisite course for seeking a major and minor in English.)

ENG 2203  Contemporary Literature and Christianity
This course considers the broad theological and philosophical contexts of modern literature and examines the literary work of modern writers who are serious Christian thinkers. Genres will include the following: autobiography, exposition, novel, poetry, and the short story. Emphasis will be placed on analyzing
themes and literary techniques used by these Christian writers in addressing important contemporary issues.

ENG 3003 Advanced Composition
Forms and conventions of extended expository texts for general and professional audiences. (Prerequisite: ENG 1203 English Composition II)

ENG 3103 World Literature
A course designed to introduce students to the writings of the Ancient East, the Greeks, the Romans, and other selected examples of classical literature.

ENG 3203 English Literature
A course designed to acquaint the student with medieval and modern English literature.

ENG 3303 American Literature
A study of prominent works of United States literature from the colonial period to the present.

ENG 3403 Romantic Literature
The course emphasizes the qualities of romanticism as reflected in the writings of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and others.

ENG 3503 Introduction to Drama
An examination of the historical perspective of drama. Emphasis is on the play as a literary work.

ENG 3603 Children's Literature
This course is designed to introduce the student to a wide range of world and American literature, prose, poetry, and documentary for adult self development and for the facilitation of children's learning literacy and literacy appreciation. This course is blocked with ETE 3303 Pedagogy (Literacy).

ENG 3703 African American Literature
A study of selected fiction and non-fiction written by African Americans with thematic emphasis given to historical, cultural, and contemporary issues.

ENG 4003 Linguistics
A structural approach to the theory and practice of language (phonology, morphology, syntax) and an introduction to formal linguistics (generative and transformational grammars).

ENG 4103 Creative Writing
An analysis of professional writings of fiction, poetry, and drama with emphasis placed on learning to write by writing. (Prerequisite: ENG 2103 Introduction to Literature)

ENG 4203 History of the English Language
This course traces the development of the English language from its roots.

ENG 4213 Chaucer
The course is a critical study of Chaucer's major works and their impact on literature.

ENG 4223 Milton
The course is a critical study of Milton's major works and their impact on literature.
ENG 4233  Shakespeare
The course is an intensive study of selected comedies, tragedies, and romances, with extensive collateral reading.

ENG 4303  Advanced English Grammar
The course focuses on the systematic way the language works so that the subconscious understanding of grammar will be grounded in conscious knowledge.

ENG 4313  Literary Criticism
An overview of critical theories and approaches to reading literature with more emphasis on the approach to reading literature.

ENG 4403  The English Novel
The course is an intensive study of the English novel from the era of Charles Brockden Brown through the 1890s.

ENG 4503  The American Novel
The course focuses on the development of the novel from James Fenimore Cooper to William Faulkner.

ENG 4603  Senior Seminar
A study to help the student integrate and evaluate material and to teach the study of critical approaches and methods of research. The student will write a paper and defend the paper in a public forum open to questions.

ENG 4703  Bibliography and Research
An introduction to principles of bibliography and research as further preparation for graduate study in the area of English.

ENG 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

ELEMENTARY TEACHER EDUCATION
ETE 2401  Orientation to Education (1 hour)
This course is an introduction to the Mid-Continent University Elementary Teacher Education program and the teaching profession; includes exposure to professional standards of leadership, service, departmental conceptual framework and dispositions, scholarship, portfolio development, lesson plan and reflection/analysis papers, and assessment of skills and proficiencies necessary for professional advancement. The course includes the process for admission to teacher education and is considered a prerequisite prior to formal admittance to Milestone Two of the Continuous Assessment process.

ETE 2403  Introduction to Education
This course is an introduction to the elementary teacher education program and the teaching profession; includes exposure to professional standards of leadership, service, and scholarship; and assessment of skills and proficiencies necessary for professional advancement. The course includes the process for admission to teacher education and is considered essential to the Continuous Assessment process.

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ETE 3003 Pedagogy (Health & Physical Fitness)
This course includes the role of Health and Physical Education in the life of the early elementary school age child; methods, assessment, and strategies of teaching health and physical education; and the design and evaluation of programs for children. The field experiences in this course provide opportunities for students to work with professional teachers in school settings.

ETE 3103 Pedagogy (Arts)
This course includes the study of current methods, materials, and strategies of teaching, assessment of development, and the design and evaluation of programs in visual and performing arts appropriate for elementary age children. The course provides opportunities for students to plan, implement, and evaluate methods, materials, and strategies for teaching visual and performing arts appropriate for elementary age children. The field experiences in this course provide opportunities for students to work with professional teachers in school settings. This course is blocked with FAC 3003 Arts Content.

ETE 3203 Evaluation and Measurement
This course is primarily considered an introductory course in educational measurement issues. The focus of the course will be on issues relating to test construction, systematic observation mechanisms, development of educational portfolios and use of assessment results for grading students and systematically studying individual students. This focus will extend to a full range of classroom assessment issues, which would also include multicultural assessment, working with mainstreamed students, evaluating tools used in assessment and accompanying reports. This course is provided to students admitted to the education department.

ETE 3213 Pedagogy (Written and Oral Language)
This course includes the study of current methods, materials, and evaluation of programs related to written language, oral expression, phonemic and structural skill analysis, the writing process and the forms/tools used to develop skills appropriate for elementary age children. The field experiences in this course provide opportunities for students to work with professional teachers in school settings.

ETE 3303 Pedagogy (Literacy)
This course includes the study of current methods, materials, and evaluation of programs in literacy and language arts appropriate for elementary age children. The course provides opportunities for students to plan, implement, and evaluate methods, materials, and strategies for teaching literacy and language arts appropriate for early elementary age children. The field experiences in this course provide opportunities for students to work with professional teachers in school settings. This course is blocked with ENG 3603 Children’s Literature.

ETE 3403 Teaching Strategies for Special Education
This course is designed to provide students with specific strategies to work with children demonstrating characteristics of mild mental retardation, behavior disorders, and learning disabilities in a regular classroom setting. This course includes instructional strategies, behavior management techniques, curriculum modifications, program planning, and classroom management experiences. (Prerequisite: ETE 3603 Introduction to Special Education)

ETE 3503 Pedagogy (Social Studies)
This course includes the study of current methods, materials, and strategies of teaching, assessment of development, and the design and evaluation of programs in social studies appropriate for elementary age children. The course provides opportunities for students to plan, implement, and evaluate methods, materials, and strategies for teaching social studies appropriate for elementary age children. The field
experiences also provide opportunities for students to work with professional teachers in a school setting. This course is blocked with SOC 3003 Social Studies Content.

ETE 3603   Introduction to Special Education
This course attempts to cover the diversity of issues relating to the field of special education as it relates to the early elementary school age child. The introductory portion of this course relates to issues involving an overview of terminology, laws, policies and practices which are consistent with the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), referral, assessment, placement, cultural and linguistic differences in special population and the role of families in the decision making process. The second portion of the course will discuss the educational needs of exceptional students emphasizing a developmental lifespan perspective. Some initial components of early childhood education will be discussed; however, the primary portion of this course will relate to definitions, transition, prevalence, etiology, instructional strategies, and the eight main disability categories.

ETE 3703   Pedagogy (Mathematics)
This course includes the study of current methods, materials, and strategies of teaching, assessment of development, and the design and evaluation of programs in mathematics appropriate for elementary age children. The course provides mathematics appropriate for elementary age children. The course provides opportunities for students to plan, implement, and evaluate methods, materials, and strategies for teaching mathematics appropriate for elementary age children. The field experiences in this course provide opportunities for students to work with professional teachers in a school setting. This course is blocked with MAT 3003, Math Content.

ETE 3903   Pedagogy (Science)
This course includes the study of current methods, materials, and strategies of teaching, assessment of development, and the design and evaluation of programs in the science appropriate for elementary age children. The course provides opportunities for students to plan, implement, and evaluate methods, materials, and strategies for teaching science appropriate for elementary age children. The field experiences in this course provide opportunities for students to work with professional teachers in school settings. This course is blocked with SCI 3003 Science Content.

ETE 4103   Foundations and Professionalism
This course is part of the capstone semester of the elementary teacher education program and includes review of philosophy of education, legal implications, assessment (tests and measurements), family structures and circumstances and their impact on learning, society, and education; and learning styles relevant to varying cultures. This course emphasizes career opportunities, professional standards of leadership, service, and scholarship; and assessment of skills and proficiencies necessary for professional advancement. This course is blocked with ETE 4204 Student Teaching.

ETE 4203   Classroom Management
This course intends to cover a wide variety of topics relating to managing and promoting an emotionally healthy classroom environment with an emphasis on current educational theory plus pedagogy. The goals of these topics will relate to improving behavioral and educational skills of elementary aged students as well as encouraging affective involvement within an educational setting. Last, the course intends to promote skills at a practical level for teachers to implement.

ETE 4204   Student Teaching (12 hours)
The program’s culminating experience is provided during the last semester of the teacher education program. The student will be assigned full-time (the length of a school day) for twelve weeks in a P-5
school setting to observe, participate, and teach professional activities. It is blocked with ETE 4104 Foundations and Professionalism. (Prerequisite: Admission to student teaching)

ETE 4303 Independent Study: Multisensory Structured Language Field Work: Reading
This course trains the participant to understand the unique characteristics of students with reading disabilities and how to implement multisensory teaching strategies, using the Systematic Training Approach to Learning (STAL) to teach reading skills. Students will be required to teach students on a 1-1 or small group basis for a total of 120 hours.

ETE 4403 Independent Study: Multisensory Structured Language Field Work: Math
This course allows for continuing experiences working in the classroom with school-aged students who are experiencing math disabilities. Opportunities to implement multisensory teaching strategies, using the Systematic Training Approach to Learning (STAL) will be provided. Students will be required to teach students on a 1-1 or small group basis for a total of 120 hours.

ETE 4503 Independent Study: Multisensory Structured Language Field Work: Listening Skills
This course allows for continuing experiences working in the classroom with school-aged students who are experiencing auditory/listening skill disabilities. Opportunities to implement multisensory teaching strategies, using the Systematic Training Approach to Learning (STAL), will be provided. Students will be required to teach students on a 1-1 or small group basis for a total of 120 hours.

ETE 4603 Independent Study: Multisensory Structured Language Field Work: Content Subjects
This course allows for continuing experiences working in the classroom with school-aged students who are experiencing problems adapting to content subjects due to reading and learning disabilities. Opportunities to implement multisensory teaching strategies, using the Systematic Training Approach to Learning (STAL), will be provided. Students will be required to teach students on a 1-1 or small group basis for a total of 120 hours.

ETE 4703 Independent Study: Multisensory Structured Language Level I
This course includes theories of research related to reading disabilities, analysis of multisensory structured language education, oral language, phonemic awareness, activities, alphabet knowledge and sequencing, structure of written English, assessment, and planning for a classroom environment.

ETE 4803 Independent Study: Multisensory Structured Language Level II
This course expands the material presented in Multisensory Structured Language Level I. The Multisensory Structured Language Level II provides more concrete information about teaching students needing multisensory instruction, including teaching accurate decoding and fluency, teaching spelling, word learning/vocabulary instruction, improving reading comprehension, teaching handwriting, composition, multisensory mathematics, and teaching learning strategies/study skills. (Students must take ETE 4703 as a prerequisite to ETE 4803 or concurrently with ETE 4803.)

ETE 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.
**EVANGELISM**

**EVG 2203**  Introduction to Evangelism
A course designed to challenge the student to become a more effective Christian witness. Methods of witnessing are presented and analyzed.

**EVG 3103**  Church Evangelism
A study of the various aspects of a perennial program of evangelism in and through the local church. Particular emphasis will be given to types of local church evangelism programs.

**EVG 4003**  Theology of Evangelism
A study of theological foundations of evangelism and their impact on contemporary issues confronting the evangelical community of churches.

**EVG 4103**  Theology of Non-Evangelicals
A study of theological foundations of evangelism and their impact on contemporary issues confronting non-evangelical churches.

**EVG 4203**  The Vocational Evangelist
An intensive study of the work of the vocational evangelist. Particular attention will be given to a historical study of the vocation as well as a study of specific persons currently engaged in this vocation.

**EVG 4303**  Evangelistic Preaching
A study of the organization, content and delivery of evangelistic sermons. Special attention will be given to ethics and methodology related to persuasive preaching.

**EVG 4403**  History of American Evangelism
An historical survey of the major evangelistic movements unique to America. Special attention will be given to individuals, their sermons and the qualities that made certain individuals outstanding.

**EVG 4413**  History of Evangelism
An historical survey of the major evangelistic movements in church history. Special attention will be given to individuals, their sermons and the qualities that made certain individuals outstanding.

**EVG 4503**  Current Issues in Evangelism
An in-depth analysis of contemporary events related to evangelism. Attention will be given to televangelism.

**EVG 4803**  Evangelism Practicum
This course is designed to provide on-the-job experience in evangelism. The student will be expected to develop a comprehensive description of a personal evangelism ministry related to the outreach program of a local church. The practicum will afford the student opportunity for the development of skills in the areas of planning, conducting and evaluating evangelistic ministries within a local church. A minimum of 60 hours of participation in an approved setting is required. (Prerequisites: EVG 1203 Introduction to Evangelism and EVG 2103 Church Evangelism)

**FINANCE**

**FIN 3123**  Business Finance
This course equips managers with the tools for effective decision making concerning the acquisition and use of funds. Introduces techniques for financial forecasting and planning for making major investment
and financial decisions. Discussions include the control function, management of working capital, and evaluation of capital projects.

FIN 4903 Special Topics in Finance
Detailed analysis of a particular topic not covered by regularly scheduled courses.

FINE ARTS CONCEPTS
FAC 3003 Arts Content
The course is designed to introduce the student to a wide range of visual and performing arts as an observer and participant for the purpose of self-development and the facilitation of children’s appreciation and learning. This class is blocked with ETE 3103 Pedagogy (Arts).

GOVERNMENT
GOV 1103 American Government
A survey of the 3 branches of the United States’ government: executive, legislative, and judicial. The constitution and the federal government's relationship to the states will be examined. The constitution in our democratic society will be reviewed. This course may be taken as GOV 3103, American Government with a comparative research project preapproved by the instructor.

GOV 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

HISTORY
HIS 1003 Foundations of Modern History
Through assigned readings, group exercises, Web-site connections, class discussion, and writing assignments, students will be exposed to a comprehensive view of some of the basic building blocks of modern history. They will be given the opportunity to explore the primary divisions of history and significant events while giving attention to significant specific events. This exploration and selected focus will provide the student with an awareness of those significant historical events that have shaped modern society and produced varied expressions of “community.”

HIS 1113 World Civilization
A historical survey of ancient and medieval societies before 1650. Emphasis is placed on cultural, social, religious, economic, and political developments of the major civilizations of the Near East, Greece, Rome, the Middle Ages, the Renaissance, and the Reformation.

HIS 1223 Modern World History
A survey of World History since 1650. Emphasis is placed on commercial and industrial revolutions, colonial expansion, nationalism, international rivalries, major wars, ideological warfare, and other major world events.

HIS 2103 United States History to 1877
This course traces the early history of the North American Continent, including colonization, settlement, revolution, economic, social, religious and political developments, sectional conflicts, the Civil War and reconstruction in the United States.
HIS 2203 United States History from 1877
A continuation of History 2103, United States History to 1877 that begins with the end of Reconstruction and traces the development of the national experience up to the present time. Immigration, westward movement, economic and industrial growth, social problems, world power, the two World Wars, the Cold War, religious life, and other national developments are studied.

HIS 3003 Introduction to Historical Studies
This course is designed to instruct students on the methodology of writing papers based on historical fact and theory and to research an aspect of history.

HIS 3103 History of Christianity
A survey of the development of Christianity from New Testament times to the present is reviewed with emphasis on the general missionary movements. (Prerequisites: HIS 1113 World Civilization and HIS 1223 Modern World History or permission of the instructor)

HIS 3113 Kentucky History
A survey of the history of Kentucky from the 17th century. Particular attention is paid to early exploration and settlement, the Civil War in Kentucky, the growth of industrialism, political traditions, and an examination of the state's 7 principal regions. (Prerequisites: HIS 1113 World Civilization and HIS 1223 Modern World History or permission of the instructor)

HIS 3123 History of the Intertestamental Period
A survey of the period between the Old and New Testaments beginning about 400 B.C. Also examined are the origins of the religious and political systems of the New Testament. (Cross Listed: BIB 3103 and BBG 3103)

HIS 3203 Baptist History
An informative investigation of Baptists from their beginning until the present. The class gives attention to major personalities and their backgrounds, mission movements, and organizational development. (Prerequisites: HIS 1113 World Civilization and HIS 1223 Modern World History or permission of the instructor)

HIS 4123 History of the Middle East
A survey of Middle Eastern history since Muhammad with a special focus in the last three centuries. Particular care will be given to religious and cultural concerns, regional conflict, and recent trends in the area. (Prerequisites: HIS 1113 World Civilization and HIS 1223 Modern World History or permission of the instructor)

HIS 4223 Europe Since 1799
A history of Europe since 1799, this course will emphasize the development of modern nation states, the industrial revolution, the World Wars, regional conflict, and the rise of internationalism, and the “New Europe.”

HIS 4523 The History Seminar
This course is the capstone course for the social studies major and the history minor. Students will engage in writing a major research project of their choosing with oral discussion and oral defense component. (Prerequisites: HIS 1113 World Civilization and HIS 1223 Modern World History or permission of the instructor.)
HIS 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements. Course level depends upon the need of the student.

HOMELAND SECURITY
HLS 1013 Introduction to Homeland Security
This introductory course will review the history of homeland security and its ongoing evolution in today’s ever-changing times. Students will examine the Department of Homeland Security’s policies and how these policies have been changed by legislation, government structure, and its reorganization. Students will analyze how technology is being used by federal, state, local, tribal, and private sectors to combat not only domestic and international threats, but also natural disasters. The course will also take a look at how citizens can participate in keeping America safe.

HOMILETICS
HOM 3103 History of Preaching
A selective survey of great sermons and those who delivered them. The class focuses attention on the value of various preaching styles and their significance for present-day preaching.

HOM 3203 Preaching Ministry
A beginner's homiletics course composed of reading, lectures, and personal experiences designed to develop the preacher in the preparation and delivery of sermons. The aim is to instruct, motivate, and challenge the student to discover preaching as both academic and spiritual discipline.

HOM 4203 Creative Biblical Preaching
A course based on the philosophy that the preaching which best reflects biblical authority and content is expository preaching. It seeks to expose the advanced student to the principles by which the biblical text governs and provides the content of the sermons. Major emphasis is placed on the practical laboratory experiences of the classroom.

HOM 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

HUMAN RESOURCE MANAGEMENT
HRM 2113 Employee High Performance
An examination of the principles and practices for business leadership development focusing on best practices for supervisors, team leaders, and new administrators. Students will review and apply practices and commitments of leadership researched and developed by Kouzes and Posner. Course assignments will include textbook review, case studies, applied leadership exercises, and a leadership interview project.

HRM 3113 Employee and Labor Relations
This course will use an applied and practical focus in order for the learners to gain an understanding of how employee and labor relations influences and guides their current work environment, while also providing insight for understanding the environments in other organizations.
HRM 3213 Introduction to Compensation and Benefits
This course examines the concepts and practices involved in the design and development of total compensation systems in organizations. Students will gain understanding of elements and tools such as the legal framework, job analysis, evaluation, market pricing, equity issues, external competitiveness, employee motivation, and benefits administration.

HRM 4903 Special Topics in Human Resource Management
Detailed analysis of a particular topic not covered by regularly scheduled courses.

HRM 6003 Human Resource Management
This graduate level course examines means for utilizing human resources for competitive and strategic advantage in an increasingly diverse and changing global environment. Business practices vital to profit and sustained value to customers and employees will be examined along with human resource issues involved in the development of employees and leaders within an organization. Case applications, class discussions, group assignments and text reviews allow the learner to conceptually apply these concepts to modern practices in human resource management.

HRM 6013 Compensation and Benefits
This course examines the concepts and practices involved in the design and development of total compensation systems in organizations. Students will gain understanding of elements and tools such as the legal framework, job analysis, evaluation, market pricing, equity issues, external competitiveness, employee motivation, and benefits administration. Application exercises such as case studies and skill builders will allow students simulated experiences with the concepts and tools.

HRM 6023 Employee and Labor Relations
Employee and labor relations play a key role in the operation of an organization. This course consists of 2 major phases. In phase one, we will discuss the background of laws and regulations that frame employee relations activities. In phase 2 we will learn about the labor movement in terms of history, legislation, and overall impact on human resource practices. Students will gain insight into terminology and processes particular to unionized organizations. After completing the course, the student will have a better understanding of how human resource management, employee relations and labor relations programs are designed, implemented, and practiced in accordance with federal, state, and local regulations. The course will use an applied and practical focus in order for the student to gain an understanding of how employee and labor relations influences and guides their current work environment, while also providing insight for understanding the environments in other organizations.

HRM 6033 Human Resource Development
Students will focus on theory, methods and applications in the specialized study of human resource development. This will include a broad survey of training, employee motivations, career counseling, supervisory and management development, organizational assessment and the relationship of these activities to human resource management. The course will utilize textbook readings, cases, practices and problem applications and cumulate with a group project and class presentation. The class will provide instruction, discussion and review of key academic elements in the field of HRD and develop student competencies with practices and applications related to unique human resource development issues.

HRM 6043 International Human Resource Management
The course will explore the field of International Human Resource Management and its impact on Human Resource Management in the global arena. The course will focus on employment planning, forecasting, staffing, compensation and benefits, training and management development, labor and employee relations, and health and safety in global corporations. Special attention will be paid to the impact of
national culture on employment laws and regulations, benefits, taxation, repatriation, discrimination, overseas compensation and labor relations. The alignment of International Human Resource Management activities with corporate strategy will also be addressed.

HRM 6053 Capstone Research Seminar
Students in the Masters level Human Resource Management program will participate in a research seminar spaced in 8 class segments throughout the curriculum. The seminar will focus on methods for academic research applied to Human Resource Management and cumulate with a completed Capstone research paper and presentation. Seminars will provide instruction, discussion, and review of key academic research elements and competencies along with practices and applications related to unique human resource issues.

INTERDISCIPLINARY
IDC 2033 On-Line Learning Strategies
This course is designed to equip the student with basic skills needed to do acceptable work throughout his/her on-line academic career. The student will be introduced to and given assignments for using a computer in an on-line setting. The student will also be introduced to on-line research vehicles and will be expected to use them in this course. Also, the student will be given a writing assignment. A portion of the student’s grade will be determined by style, format, and specific content in this assigned paper.

IDC 3113 Adult Development and Life Assessment
This course introduces students to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory are examined. These provide the paradigm for self-analysis and life assessment that are the basis for understanding individuals within organizations. Special emphasis is placed on upgrading writing skills needed throughout the curriculum.

MANAGEMENT
MGT 3012 Research Seminar A (2 hours)
An examination of the principles and processes of business research beginning with the use of secondary data and continuing through the design of survey research, observational studies, and experiments, with exposure to issues of data preparation, report preparation and ethical issues associated with business research.

MGT 3022 Research Seminar B (2 hours)
An examination of the principles and processes of business research beginning with the use of secondary data and continuing through the design of survey research, observational studies, and experiments, with exposure to issues of data preparation, report preparation and ethical issues associated with business research.

MGT 3113 Systems Approach to Organizational Change
This course is an overview of formal and informal functions of organizations and introduces the student to systems theory. Techniques for analyzing and solving organizational problems are introduced. Students will apply these methods in carrying out their capstone Action Research Projects.

MGT 3223 Management Issues
The student examines management theory with emphasis on motivational techniques that apply to individual and group functioning at work and home situations. Leadership styles related to particular circumstances are analyzed. Various roles of the manager are discussed, along with their relationship to
the classic managerial functions. Contemporary concepts are covered through readings, experiential exercises and seminar discussion.

MGT 4323   International Business Management
An overview of the international environment of business, including cultural, economic, political, and financial issues in the functional areas of business management, marketing, finance, and accounting, when operating beyond national boundaries. (Prerequisites: BUS 3113 Principles of Management; BUS 3213 Principles of Marketing; and BUS 3313 Principles of Finance) Cross Listed: BUS 4323 International Business Management.

MGT 4334   Research Methods (4 hours)
An examination of the principles and processes of business research beginning with the use of secondary data and continuing through the design of survey research, observational studies, and experiments, with exposure to issues of data preparation, report preparation and ethical issues associated with business research.

MGT 4443   Human Resource Management
Current policy and practices for recruitment, selection, training and development, performance appraisal, and compensation are reviewed and the impact this has on the social and economic life of selected groups.

MGT 4543   Policy and Strategy
The student focuses on strategic planning, policy formulation, and corporate decision-making using several techniques. Comprehensive cases are used to give students practice in applying various strategic concepts within a number of contexts as they attempt to integrate the knowledge gained from previous courses.

MGT 4903   Special Topics in Management
Detailed analysis of a particular topic not covered by regularly scheduled courses.

MGT 6003   Leadership and Motivation
The learner focuses on the concepts of leadership and motivation. Traditional theories of leadership and motivation are discussed along with ethical issues involved in the development of leaders within an organization. Case applications and critical thinking allow the learner to conceptually apply these concepts to work situations.

MGT 6013   International Business
The course will explore the international business imperative, the global environment including culture, trade and investment policies, politics and the law, the theory of trade and investment, balance of payments, financial markets, emerging markets, entry and expansion, strategic planning, logistics and supply chain management, human resource management, and the future of international business management. We live in a world of international trade and multinational corporations.

MGT 6023   Strategic Management
Students will understand the leading state-of-the-art business theories and apply them to real-world situations. They will be exposed to the 20th century management thinkers’ ideas, analyze and challenge them, and practice developing their own applied models.

MGT 6033   Organizational Behavior
Organizational behavior is a study of how managers impact their organization working with individuals. The organization is impacted by the individual, group processes and the system as a whole. The focus of
this course is to discuss and analyze how each of these function within an organization and what managers can do to successfully achieve organizational and individual goals and objectives.

MGT 6043  Research Methods
The course will explore the role of business research, the research process, ethical issues in business research, problem definition and the research proposal, exploratory research and qualitative analysis, overview of the survey research, basic methods of communication with respondents, measurements and scaling concepts, attitude measurements, questionnaire design, review of statistical theory, data analysis and presentation, editing and coding of raw data, transforming data into information, basic data analysis including descriptive statistics, tests of differences, communicating research results including report presentation and follow-up. Video cases and critical thinking cases will be utilized to enhance the student learning process.

MARKETING
MKT 3143  Marketing Concepts
Principles of marketing are reviewed to understand the role of marketing in our society and its relationship to organizations. Fundamental concepts for business and non-profit entities are addressed, along with the implications they present to organizational leaders.

MKT 4903  Special Topics in Marketing
Detailed analysis of a particular topic not covered by regularly scheduled courses.

MATHEMATICS
MAT 10GX  General Mathematics
A study of the basic concepts of mathematics and their application to the various technologies. The class will focus on fundamental properties of real numbers, fractions, linear equations in one and two variables, ratios, proportion and percentage exponents, and introductory elements of trigonometry. (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

MAT 11AX  Introductory Algebra
Fundamental algebra operations, solutions of linear equations, and an introduction to quadratic equations. (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

MAT 11LX  Math Improvement
This course covers the most basic arithmetic skills necessary for success in beginning college mathematics courses. The course is designed for students who score below 18 on the ACT or below 70 percent on Mid-Continent University’s math test. (Credit earned in this course cannot be counted toward graduation requirements and cannot be used to fulfill general education requirements.)

MAT 1013  Business Mathematics
A course consisting of mathematics as applied to business. Topics will include algebra review, linear equations, functions and graphs, exponential and logarithmic functions and mathematics of finance.

MAT 1203  College Algebra
Review of algebraic operations and continues to more advanced studies of algebra. (Prerequisite: MAT 11AX Introductory Algebra, ACT 20 or above, or approval by the Chair)
MAT 1303  Trigonometry
Plane college geometry as applied to the analysis of triangles. (Prerequisite: MAT 11AX Introductory Algebra, ACT 20 or above, or approval by the Chair)

MAT 1403  College Mathematics
Modern topics in mathematical problem solving: topics of choice include numeration systems; logic and sets with their application to critical thinking; voting and various methods of counting votes; probability and statistics with uses in making decisions under conditions of uncertainty; financial mathematics (including simple and compound interest, present and future value annuities, and amortization); applications of algebraic equations and functions; basic geometry; right triangle trigonometry; and graph theory. The major goal of this course is to promote understanding of real life applications in mathematics.

MAT 2213  Applied Math
A study of mathematics involved in basic business applications.

MAT 2303  Introduction to Statistics
Basic concepts of statistics are stressed. Specific topics include techniques dealing with single distributions, some correlation methods, probability, and an introduction to inferential statistics. (Cross Listed: PSY 2703)

MAT 2403  Calculus and Analytical Geometry I
Analytic geometry, functions, limits, continuity, derivatives, and integrals. Applications in science and business. (Prerequisites: MAT 1203 College Algebra and MAT 1303 Trigonometry or their equivalent or a Math ACT of 23)

MAT 2503  Calculus and Analytical Geometry II
Differentiation and integration of transcendental functions, definite integrals, and their application in science and business. (Prerequisite: MAT 2403 Calculus and Analytical Geometry I)

MAT 3003  Math Content
This course is designed to provide students with skills and literacy related to mathematics commonly encountered in our society. This course includes development of the real number system with arithmetic and basic ideas of algebra, geometry, measurements, probability and statistics. This course is blocked with ETE 3703 Pedagogy (Mathematics).

MAT 3103  Calculus & Analytical Geometry III
Intermediate forms, improper integrals, Taylor series, polar and cylindrical coordinates, conic sections, infinite series, special techniques, and their applications in science and business. (Prerequisite: MAT 2503 Calculus and Analytical Geometry II)

MAT 3203  Differential Equations
Equations of first and second order, series solutions with applications. (Prerequisite: MAT 3103 Calculus and Analytical Geometry III)

MAT 3303  Linear Algebra
An introduction to matrices, vectors, determinates, and linear spaces and linear transformations. Applications in science and business will be studied. (Prerequisites: MAT 1203 College Algebra or Math ACT of 20 and MAT 3103 Calculus & Analytical Geometry III)
MAT 3403  Discrete Mathematics
Counting techniques, pigeonhole principle, permutations and combinations, set theory, functions and relations, mathematical induction, prepositional logic, recurrence relations and generating functions, elementary graph theory, trees. (Prerequisite: MAT 3103 Calculus & Analytical Geometry III)

MAT 3603  Multivariable Calculus
Topics in real-valued functions of several variables. Directional derivatives, implicit functions, maxima, and minima. Differential calculus of vector-valued functions. Multiple integrals, line integrals, surface integrals, Stokes” and Green’s Theorems. (Prerequisite: MAT 3103 Calculus & Analytical Geometry III)

MAT 4003  Introduction to Abstract Algebra
Introduction to groups, rings, integral domains, and fields. (Prerequisite: MAT 3103 Calculus & Analytical Geometry III)

MAT 4103  Advanced Differential Equations
Topics in mathematics for engineering and physical sciences. An introduction to vector calculus and boundary value problems with applications. (Prerequisites: MAT 3203 Differential Equations)

MAT 4203  Complex Variables
Complex number plane, analytic functions of a complex variable, differentiation, integration, power series, calculus of residues.

MAT 4303  Probability and Statistics
Axioms and laws of probability, discrete and continuous probability distributions, random variables, expectation, Central Limit Theorem, sampling distributions, statistical inference, point and interval estimation, hypothesis testing, regression and correlation, analysis of variance.

MAT 4503  Introduction to Real Analysis
Limits, continuity, sequences and series, differentiation, and integration.

MAT 4803  Senior Seminar
Students will perform independent studies of mathematical concepts from the history of mathematics and current mathematical advancements. Focus will be on written and oral presentations.

MAT 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

MISSIONS
MIS 2103  Philosophy and History of Missions
A survey of the history of missions with emphasis on the philosophical basis of missions. Particular attention will be given to Southern Baptist mission work and organization.

MIS 2123  Christianity in a Pluralistic World
A general survey of the major non-Christian religions of the world. Although this course provides an introduction to the basic characteristics of preliterary religions (e.g., Animism), its primary emphasis is upon the living religions of today: Judaism, Islam, Hinduism, Buddhism, Shintoism, and Confucianism. The course gives particular attention to the history of the religion and to the comparative concepts of holiness, sin, salvation, eternal life, and the corporate worship expressions of these religions. (Cross Listed: THE 2123)
MIS 2203  SBC Missions Today
A study of contemporary issues related to missions. Particular attention will be given to effective cross-cultural strategies, short-term missions, threats to missions and leadership training for missions.

MIS 2213  Introduction to Missions
A survey of the biblical basis for missions with emphasis on Southern Baptist mission work and organizations.

MIS 3103  Church Planting and Growth
This course is a study of the factors that inhibit and enhance successful church planting. Particular attention will be given to methods of gathering and evaluating statistical data to identify positive factors of church planting. (Cross Listed: CHM 4503)

MIS 3203  Global Missions through Local Church
A study of the mission of the local Church from the perspective of Acts 1:8. Particular attention will be given to mission ministries in the local community, the local Baptist association, state missions, North American missions and international missions.

MIS 3303  Biblical Basis of Missions
An in-depth study of God's redemptive plan of the Ages.

MIS 4203  Theology and Missions
A study of the theological ramifications of the biblical basis for and structure of missions in light of crucial issues faced by modern missionaries.

MIS 4303  Missions Confronts Cultures
A study of missions' impact on culture and cultural impact on missions. Special attention will be given to missionary anthropology.

MIS 4403  Current Issues in Missions
A study of contemporary issues related to missions. Particular attention will be given to effective cross-cultural strategies, short-term missions, threats to missions and leadership training for missions.

MIS 4503  Encounter Missions
A practical application of Christian ministry in diverse areas such as street witnessing, prison ministry, and institutional visitation. Students will participate in a variety of ministry activities during this course.

MIS 4803  Missions Practicum
This course is designed to offer the student an extensive supervised mission experience. The student will be expected to participate in an approved Global Mission Project that involves one of the following mission organizations: The International Mission Board, The North American Mission Board, the Woman's Missionary Union, a State Convention or one of its agencies, an Association or a local church.

MUSIC
MUS 1101  Piano (1 hour)
Keyboard instruction offered through individual one-half hour lessons each week.
MUS 1121  Band (1 hour)
A course designed to provide students with an opportunity to play, perform, and compose music in
churches, at university events, and for fun. This course is open to any student.

MUS 1201  Piano (1 hour)
Keyboard instruction offered through individual one-half hour lessons each week.

MUS 1301  Piano (1 hour)
Keyboard instruction offered through individual one-half hour lessons each week.

MUS 1401  Piano (1 hour)
Keyboard instruction offered through individual one-half hour lessons each week.

MUS 1501  Piano I (1 hour)
Keyboard instruction offered through individual one-half hour lessons each week. The course is designed
for beginning students and will be accelerated according to individual work and ability.

MUS 1611  Aural Skills I (1 hour)
A course designed to develop sight, singing, and listening skills by utilizing principles of music theory.
Students must take MUS 1611 Aural Skills I in conjunction or following MUS 1613 Music Theory I.

MUS 1613  Music Theory I (1 hour)
A study of the fundamental principles of music theory. Pitch names, meter and key signatures, intervallic
relationships, chord progressions, and some musical analysis.

MUS 1621  Aural Skills II (1 hour)
A continuation of MUS 1611, Aural Skills I designed to improve sight singing and listening skills.
Students should take this course after or with MUS 1623 Music Theory II. (Prerequisite: MUS 1611
Aural Skills I)

MUS 1623  Music Theory II (1 hour)
A continuation of MUS 1613, Music Theory I, in the study of harmonic and melodic structures of music.
(Prerequisite: MUS 1613 Music Theory I)

MUS 2001  Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. The ability to read music is
helpful but not a prerequisite.

MUS 2101  Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. This course is designed for
beginning students and will be accelerated according to individual work and ability. The ability to read
music is helpful but not a prerequisite.

MUS 2103  Music Appreciation
A general overview of musical styles, composers, and compositions from the Renaissance period through
the twentieth century.

MUS 2201  Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. The ability to read music is
helpful but not a prerequisite.
MUS 2301 Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. The ability to read music is helpful but not a prerequisite.

MUS 2501 Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. The ability to read music is helpful but not a prerequisite.

MUS 3103 Methods of Church Music
A practical course in leading musical groups in a church such as youth and children's choirs. (Prerequisite: MUS 1613 Music Theory I)

MUS 3111 Chorus
A course designed to provide students an opportunity to sing in worship contexts. The course is open to any student.

MUS 3303 Principles of Conducting
Students will learn the principles and techniques of conducting. (Prerequisite: MUS 1613 Music Theory I)

MUS 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

ORIENTATION
ORT 1101 Orientation (1 hour)
This course is designed to assist students in their transition to university life. The semester will be divided into 3 sections foundational to the growth of the whole person. The first area of emphasis will be identity development. The second segment will discuss the student as a member of the university community. Lastly, the student will explore responsibilities of citizenship in the global community. Class times and activities will integrate the impact of one’s faith upon learning and every day choices within the areas of study. Only new students and transfer students with less than 12 semester hours must take this course.

PHYSICAL FITNESS AND HEALTH
PHE 2003 Health and Physical Fitness
This course is designed to educate students about wellness and wholeness through the acquisition of knowledge, attitudes and behaviors. The major health-related problems in society are addressed, as well as an understanding of individual developmental patterns and health needs. Personal fitness is assessed and activities that promote lifelong fitness are practiced. Topics include, but are not limited to nutrition, health risk factors, mental and emotional health, and exercise.

PHE 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.
PHILOSOPHY
PHI 2103 Basic Philosophy
A survey of philosophical history with emphasis on epistemology and the relationship of revelation to reason.

PHI 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

POLITICAL SCIENCE
POL 2113 Introduction to American Government and Politics
An examination of the ideas and values that underlie the American political system and of their contemporary manifestations in institutions, processes, and policies.

POL 2223 Comparative Politics
An analysis of the major dimensions of domestic and transnational politics in western democracies, communist countries, and the third and fourth worlds.

POL 4903 Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

PSYCHOLOGY
PSY 1013 General Psychology
A study of the principles that introduces students to the subject and the science of human behavior from the biblical perspective designed to enable them to understand, predict and interpret human behavior.

PSY 1901 Independent/Directed Study (1 hour)
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

PSY 2103 Introduction to Counseling
A survey of counseling psychology, philosophy, procedures, and practices from a biblical perspective. This course considers the role of the practitioner in counseling services for church, community and educational settings. (Prerequisite: PSY 1013 General Psychology)

PSY 2113 Philosophy of Psychology
A critical study of fundamental concepts and theories used in the development of Psychology. A biblical examination used in the development of Psychology. A biblical examination of ancient philosophical influence on modern psychology.

PSY 2403 Psychology of Learning
This course is designed to cover the concepts and theories of learning from a biblical perspective to help the student to develop a personal theory of learning. This course can be helpful to the student wishing to teach on any level. (Prerequisite: PSY 1013 General Psychology)
PSY 2503  Historical Psychology
A historical study of scientific concepts that form the basis of contemporary psychology; focus is on the historical development of psychology through history including biblical foundations present in pre-modern psychology. (Prerequisite: PSY 1013 General Psychology)

PSY 2603  Career Development
The relationship of interests, aptitudes and careers; includes exploration of work settings and activities to support individual career planning. Students expected to investigate work settings, and relate this investigation to academic programs, and utilize this information in individual career development while promoting a synthesis of academic knowledge and Christian values.

PSY 2703  Statistics for Behavioral Studies
This course covers Elementary probability, descriptive statistics, probability distributions, random sampling, hypothesis testing, and analysis of variance. (Prerequisite: MAT 2203 College Mathematics or MAT 1203 College Algebra) (Cross Listed: MAT 2303) This course cannot be substituted or repeated.

PSY 2901  Independent/Directed Study (1 hour)
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

PSY 3003  Marriage and Family
A course designed to study the meaning of pre-marriage, marriage, and marital conflict from a biblical perspective. Focus is on communication, sexual relations in marriage, child rearing, money management, family relationships and spiritual growth. (Prerequisite: PSY 1013 General Psychology)

PSY 3013  Human Sexuality
This course explores the complexity of human sexual behavior from biological, psychological, sociological, cultural, historical, and religious aspects. Students will learn about the myths and misconceptions of human sexual experiences. The purpose of the course is to broaden the perspective and understanding of students about sexual behavior. (Prerequisite: PSY 1013 General Psychology)

PSY 3113  Abnormal Psychology
This course is designed to study the abnormal behavior and psychological disorders of individuals with consideration given to the causal factors, symptomology and treatment options from a biblical perspective. (Prerequisite: PSY 1013 General Psychology)

PSY 3203  Psychology of Religion
A course designed to study the psychological aspects of individual and corporate worship. Focus is placed on theories of worship leaders and their effects on individuals and congregations. (Prerequisite: PSY 1013 General Psychology)

PSY 3213  Developmental Psychology
This course is an overview of the physical, social, cognitive, personality, and moral development of the individual. The students will study the life span of the individual with a biblical perspective. (Prerequisite: PSY 1013 General Psychology)
PSY 3223  Child Psychology
A study from the biblical perspective of the physiological, psychological and spiritual growth of the child from conception to the pre-adolescent level. Focus is placed on current developmental research. (Prerequisite: PSY 1013 General Psychology)

PSY 3233  Adolescent Psychology
A study from a biblical perspective of the physiological, psychological, social and spiritual growth of the pre-adolescent to young adult. Focus is placed on the interaction of cultural variables including social and familial environments. (Prerequisite PSY 1013 General Psychology)

PSY 3243  Adult Psychology
A study from the biblical perspective of the physiological, psychological, social and spiritual development and experience during the adult years. Focus is placed on current research. (Prerequisite: PSY 1013 General Psychology)

PSY 3253  Gerontological Psychology
A study from the biblical perspective of the physiological, psychological, social and spiritual development and experience during the senior years. Focus will be placed on research concerning illnesses related to the aged, death and dying issues, surviving and learned helplessness. (Prerequisite: PSY 1013 General Psychology)

PSY 3303  Theories of Personality
A course designed to study the factors and conditions relating to personality structures and dynamics including defense mechanisms. This includes a critical examination of the major theories of personality with a comparison to biblical concepts and principles. (Prerequisite: PSY 1013 General Psychology)

PSY 3313  Social Psychology
The study from a biblical perspective of the behaviors of individuals influenced by cultural and social group interactions both past and present. Focus is placed upon the impact of spiritual and other groups on individual problems. (Prerequisite: PSY 1013 General Psychology) (Cross Listed: SOC 3313)

PSY 3403  Crisis Counseling
A course designed to examine crisis intervention from a biblical perspective within the context of counseling ministries of the church. Focus is on situational crisis events (e.g. rape, death, divorce, suicide) and maturational events (e.g. adolescence, mid-life, retirement). (Prerequisites: PSY 1013 General Psychology and PSY 2103 Introduction to Counseling)

PSY 3413  Group Dynamics
The student examines group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. (Cross Listed: COM 3213 Group Processes)

PSY 3513  Tests and Measurements
This course is designed to analyze the theoretical principles and assumptions basic to the measurement of human behavior and personality characteristics. Focus is on the survey of psychometric tools that can be used in psychological study and a church setting. There is a lab fee for this course. (Prerequisite: PSY 1013 General Psychology)
PSY 3703  Sport Psychology
This course is designed to study the psychological, spiritual, and mental factors that influence and are influenced by participation and performance in sports, exercise, and physical activity from a biblical perspective. The student will develop understanding of how participation in sports, exercise, and physical activity enhance personal development and well being throughout the life span.  (Prerequisite: PSY 1013 General Psychology)

PSY 3803  Organizational Psychology
In this course, students will explore how the field of Industrial/Organizational Psychology (I/O Psychology) directly influences their behavior and emotional well-being, both on and off the job. After completing the course, students will have a better understanding of how the field of I/O Psychology plays a part in each stage of their work life starting from seeking and applying for jobs, advancing in their careers, to planning for their retirement. They will also learn how even outside the work life, I/O Psychology affects each one of them as regular consumers. The course will use an applied and practical focus in order for students to gain an understanding of the aims and goals of I/O Psychology and how it applies to them individually while becoming aware of the limitations of the field due to organizational demands and dynamics.

PSY 3903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

PSY 4003  Psychology of Addiction
This course concentrates on the study of the addictive personality as it relates to substance abuse and alcoholism. Focus is on techniques for counseling and treatment procedures based on a biblical perspective.  (Prerequisite: PSY 1013, General Psychology, PSY 2103, Introduction to Counseling, PSY 3303 Theories of Personality)

PSY 4103  Physiological Psychology
This course explores the physiological, biological, and anatomical mechanisms responsible for human behavior and psychological disorders.  (Prerequisite: PSY 1013 General Psychology)

PSY 4203  Quantitative Methods of Research
This course is designed to develop, from a biblical perspective, an understanding of elementary methods used in psychological research emphasizing experimental methodology and research design. Focus is on problems of measurement, central tendency and dispersion, linear correlation, prediction, simple tests of significance, and hypothesis formulation and testing.  (Prerequisites: PSY 1013 General Psychology and PSY 2703 Statistics for Behavioral Studies or MAT 2303 Introduction to Statistics)

PSY 4303  Psychology of Motivation
This course is designed to study and enlighten students on the various aspects of motivational theory that are used in everyday experiences. This course is intended for the motivational theories that are used in everyday experiences. This course is intended or the student who wants to learn how to motivate people to experience their full potential in life. It is taught from the biblical perspective of motivation to help leaders to understand their ethical limitations and responsibilities.  (Prerequisite: PSY 1013 General Psychology)
PSY 4803  Counseling Practicum
This course is designed to provide from a biblical perspective a clinical exposure to the task of counseling. The course assists the student with the acquisition and development of skills needed in a helping framework. The student will develop skills needed to aid clients in accomplishing goals allowing them to manage problem situations of their lives more effectively. This course affords the student an opportunity to analyze case studies through participation. (Prerequisites: PSY 1013, General Psychology, PSY 2103, Introduction to Counseling, PSY 3113 Abnormal Psychology, PSY 3303 Theories of Personality Development)

PSY 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

RECREATION, WELLNESS & LEISURE SERVICES
REC 1013  Introduction to Wellness, Recreation and Leisure
This course provides an overview of the history, philosophy, goals, and objectives of the wellness, recreation and leisure profession. It looks at the different forms of recreation and leisure and how they affect our everyday life.

REC 1203  Teaching Team Sports
This will provide future recreation and leisure professionals with information and skill related to at least four team sports: football; softball; basketball; and volleyball.

REC 2103  Recreation Program Planning
This course provides techniques in organizing, planning, and evaluating different types of recreation programs with a strong emphasis on guidance and leadership, along with problem solving.

REC 2203  Trends and Issues in Recreation and Leisure Services
This course provides an in-depth study on the current trends and issues being reviewed and researched in the fields of health, physical education, and recreation.

REC 3103  Leisure and Aging
This course provides an introduction into the physiological and recreational aspects of aging in American society; exploration within the role of aging; emphasis on planning leisure programs with the elderly. It also examines the activities, concerns, and physical abilities of the elderly.

REC 3203  Leisure and Society
This course provides an overview of leisure throughout the world, and what actions, social climates, and natural settings dictate the leisure activities throughout the globe as it affects various cultures and the Christian worldview as it intersects cultures.

REC 3303  Independent Study in Recreation and Leisure Services
This course is only offered through permission of department chair as needed in completion of the minor in final stages of degree plan.
RESEARCH
RES 4111  Research Capstone Project A (1 hour)
The Capstone Leadership Project is a major research effort designed to apply the Capstone Leadership model to students’ work locations. This course serves as the capstone to the Organizational Leadership Program by providing a platform for application of knowledge and skills acquired within an organization’s changing environment. This course enhances knowledge in an area related to one's work or community, improves writing and presentation skills, and develops research skills to assist in decision-making.

RES 4121  Research Capstone Project B (1 hour)
The Capstone Leadership Project is a major research effort designed to apply the Capstone Leadership model to students’ work locations. This course serves as the capstone to the Organizational Leadership Program by providing a platform for application of knowledge and skills acquired within an organization’s changing environment. This course enhances knowledge in an area related to one's work or community, improves writing and presentation skills, and develops research skills to assist in decision-making.

RES 4131  Research Capstone Project C (1 hour)
The Capstone Leadership Project is a major research effort designed to apply the Capstone Leadership model to students’ work locations. This course serves as the capstone to the Organizational Leadership Program by providing a platform for application of knowledge and skills acquired within an organization’s changing environment. This course enhances knowledge in an area related to one's work or community, improves writing and presentation skills, and develops research skills to assist in decision-making.

RES 4141  Research Capstone Project D (1 hour)
The Capstone Leadership Project is a major research effort designed to apply the Capstone Leadership model to students’ work locations. This course serves as the capstone to the Organizational Leadership Program by providing a platform for application of knowledge and skills acquired within an organization’s changing environment. This course enhances knowledge in an area related to one's work or community, improves writing and presentation skills, and develops research skills to assist in decision-making.

SCIENCE
SCI 1003  Environmental Science
This course exposes the student to various issues concerning our environment including health issues; food production; water, air, and soil quality; nuclear power; and regulatory and crisis management of resources with a view toward sustainability and stewardship.

SCI 1101  General Biology Lab (1 hour)
A supplement to SCI 1103, General Biology. One hundred minute laboratory per week.

SCI 1103  General Biology
An introduction to the fundamental features of living organisms and life processes.

SCI 1201  Survey of Physical Science Lab (1 hour)
A supplement to SCI 1203, Survey of Physical Science. One hundred minute laboratory per week.
SCI 1203  Survey of Physical Science
A study of topics concerning the principles of astronomy, physics, chemistry, and geology. Emphasis placed on correcting misconceptions in these fields. (Prerequisite: MAT 1003 General Mathematics or equivalent)

SCI 2101  Human Anatomy and Physiology Lab (1 hour)
A supplemental to SCI 2103, Human Anatomy and Physiology. One hundred minute laboratory per week.

SCI 2103  Human Anatomy and Physiology
A general study of the anatomy and physiology of the cells, tissues, skeletal system, cardiovascular system, muscles, nervous, digestive, respiratory, endocrine, and urogenital systems of the human body.

SCI 3003  Science Content
This course is designed to provide students with skills and literacy related to science commonly encountered in our society. This course includes basic concepts of life, science, physical science, and earth/space science. This course is blocked with ETE 3903 Pedagogy (Science).

SCI 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

SOCIOLGY/SOCIAL SCIENCE
SOC 1103  Introduction to Sociology
A course designed to introduce the student to sociological concepts, theories, and principles and their relationship to the individual's social world.

SOC 2523  Management of Cultural Diversity
Geert Hofstede’s five cultural dimensions—Power Distance, Masculinity/Femininity, Individualism/Collectivism, Uncertainty Avoidance and Short Term/Long Term Orientation and their impact on Diversity Management will be explored. (Cross Listed: BUS 2523 Management of Cultural Diversity)

SOC 3003  Social Studies Content
This course is designed to provide students with skills and literacy related to social science. The course includes basic concepts in sociology, economics, political science, history and geography. This course is blocked with ETE 3503 Pedagogy (Social Studies).

SOC 3313  Social Psychology
The study from a biblical perspective of the behaviors of individuals influenced by cultural and social group interactions both past and present. Focus is placed upon the impact of spiritual and other groups on individual problems. (Prerequisite: PSY 1013 General Psychology) (Cross Listed: PSY 3313 Social Psychology)

SOC 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.


**SPANISH**

SPA 1013   Spanish Culture and Language
A conversational approach to the study of Spanish culture and civilization. Everyday topics, cultural differences and phrases useful when traveling in a Spanish speaking country will be studied. Conducted in English. NOTE: This course will not count toward the foreign language requirement for the BA.

SPA 2103   Beginning Spanish I
An introduction to Spanish designed to ground the student in the vocabulary and grammatical principles of the language.

SPA 2203   Beginning Spanish II
A continuation of SPA 2103, Beginning Spanish I, designed to enable the student to master the grammatical principles and the vocabulary of the language. (Prerequisite: SPA 2103, Beginning Spanish I or equivalent.

SPA 3103   Intermediate Spanish I
A continuation of the study of the Spanish language by means of further grammar study; readings and discussions in Spanish of various cultural presentations; and conversational practice in class and in the laboratory. (Prerequisite: SPA 2203 Beginning Spanish II or equivalent)

SPA 3203   Intermediate Spanish II
A continuation of SPA 3103, Intermediate Spanish I or equivalent.

SPA 3303   Spanish Composition and Conversation
This course is designed to develop ability to speak and write Spanish. (Prerequisite: SPA 3203 Intermediate Spanish II or equivalent)

SPA 4903   Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

**SPECIAL TOPICS**

SPT 1000   Special Topics
These courses are practical special topics that may be offered by the university to enrich, supplement or diversify the learning, research, and/or development of students. (May be repeated for additional credit.)

SPT 2000   Special Topics
These courses are practical special topics that may be offered by the university to enrich, supplement or diversify the learning, research and/or development of students. (May be repeated for additional credit.)

SPT 3000   Special Topics
These courses are practical special topics that may be offered by the university to enrich, supplement or diversify the learning, research and/or development of students. (May be repeated for additional credit.)

SPT 4000   Special Topics
These courses are practical special topics that may be offered by the university to enrich, supplement or diversify the learning, research and/or development of students. (May be repeated for additional credit.)
THEOLOGY

THE 2123  Christianity in a Pluralistic World
A general survey of the major non-Christian religions of the world. Although this course provides an introduction to the basic characteristics of preliterary religions (e.g., Animism), its primary emphasis is upon the living religions of today: Judaism, Islam, Hinduism, Buddhism, Shintoism, and Confucianism. The course gives particular attention to the history of the religion and to the comparative concepts of holiness, sin, salvation, eternal life, and the corporate worship expressions of these religions. (Cross Listed: MIS 2123)

THE 2203  Theology and Apologetics
This course is a rational defense for the truth claims of the Christian faith. The course details questions which both skeptics and sincere inquirers pose to Christian adherents, and consideration of the main responses from within the Christian tradition.

THE 3103  Christian Doctrine
A study of the topical areas of systematic theology from an Evangelical and Baptist perspective. Special emphasis will be placed upon the role of doctrine for everyday life and the formulation of a Christian worldview.

THE 3113  Philosophy of Religion
A study of the philosophical attempt to understand the nature of God and the significance of religion in man's life.

THE 3203  Development of Southern Baptist Theological Thought
A survey of the development of Southern Baptist Theological thought from its inception in 1845 to the present. This class examines theological trends of the late eighteenth and early nineteenth centuries to grasp the climate out of which Southern Baptists emerged. The course analyzes the topics of Scripture, the person of Christ, salvation (in its relationship to the doctrine of grace), and the church (with special reference to its nature, its mission, its laity, ordination of its officers, and the individual priesthood of its members). (Prerequisite: THE 3103 Christian Doctrine)

THE 3303  Current Issues in Biblical Studies and Theology
A survey of theological development in the twentieth century. This course introduces students to radical theologies that have restated theological discussion in contemporary religious thought. (Prerequisite: 3103 Christian Doctrine)

THE 3403  Biblical Interpretation
A study of basic principles of biblical interpretation, application through exegetical studies of selected biblical passages, and examination of various methods of Bible study.

THE 3503  Modern Cults and Religious Sects
An examination of the major modern cults and religious sects with particular emphasis on their emergence, appeal to constituents, growth, teachings, and the most effective ways of presenting the gospel to them. (Prerequisite: THE 3103 Christian Doctrine)
THE 3603  Doctrine of Salvation
A biblical, historical, and systematic study of the doctrine of salvation, emphasizing the balance between the sovereignty of God and responsibility of man. Special attention is given to the atonement and its results.

THE 4103  Old Testament Theology/BIB4143
A systematic study of the major teachings of the Old Testament. The relationship between the Old and New Testaments will also be discussed.

THE 4203  New Testament Theology/BIB-4283
A systematic study of the major teachings of the New Testament.

THE 4213  Ethics
A survey of the major ethical theories of Western philosophy and their relevance to contemporary ethical problems with emphasis given to the Judeo-Christian Ethic.

THE 4303  Revelation and Inspiration
A study of the nature of Biblical revelation and inspiration that gives the various views of inspiration, the nature of Christian epistemology, and the relationship between revelation and the Bible. (Prerequisite: THE 3103 Christian Doctrine)

THE 4403  The Person and Work of Christ
A Biblical and systematic study of the doctrine of Christ, encompassing both the Old and New Testaments, that gives special attention to the nature of the person of Christ (his deity and humanity) and the nature of the atonement of Christ (its extent, mode, and effect). (Prerequisite: THE 3103 Christian Doctrine)

THE 4903  Independent/Directed Study
Courses designed as independent or directed study in the discipline for gifted, mature and motivated students, graduating seniors or students who have changed majors, or otherwise are dependent upon an independent or directed study to meet personal and/or educational university requirements.

TRAVEL STUDY
TRS 1014  Travel Study (4 hours)
This course is designed to enable students to experience the social and cultural differences of the world. By traveling in the United States and/or abroad, each student is provided with an opportunity for experiential learning. Trip costs are included in the 4-hour tuition.

TRS 2014  Travel Study (4 hours)
This course is designed to enable students to experience the social and cultural differences of the world. By traveling in the United States and/or abroad, each student is provided with an opportunity for experiential learning. Trip costs are included in the 4-hour tuition.

TRS 3014  Travel Study (4 hours)
This course is designed to enable students to experience the social and cultural differences of the world. By traveling in the United States and/or abroad, each student is provided with an opportunity for experiential learning. Trip costs are included in the 4-hour tuition.
TRS 4014  Travel Study (4 hours)
This course is designed to enable students to experience the social and cultural differences of the world. By traveling in the United States and/or abroad, each student is provided with an opportunity for experiential learning. Trip costs are included in the 4-hour tuition.

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT
CHM 6003  Christian Leadership in a World of Business
This graduate level course examines basic leadership practices from a biblical perspective. Critical thinking about business and organizational behavior as a spiritual, social, moral and ethical activity is investigated. Methods of communicating and applying this behavior are evaluated.

HRM 6003  Human Resource Management
This graduate level course examines means for utilizing human resources for competitive and strategic advantage in an increasingly diverse and changing global environment. Business practices vital to profit and sustained value to customers and employees will be examined along with human resource issues involved in the development of employees and leaders within an organization. Case applications, class discussions, group assignments and text reviews allow the learner to conceptually apply these concepts to modern practices in Human Resource Management.

HRM 6013  Compensation and Benefits
This Masters level course examines the concepts and practices involved in the design and development of total compensation systems in organizations. Students will gain understanding of elements and tools such as the legal framework, job analysis, evaluation, market pricing, equity issues, external competitiveness, employee motivation, and benefits administration. Application exercises such as case studies and skill builders will allow students simulated experiences with the concepts and tools.

HRM 6023  Employee and Labor Relations
Employee and Labor Relations play a key role in the operation of an organization. This course consists of two major phases. In phase one, we will discuss the background of laws and regulations that frame Employee Relations activities. In phase two we will learn about the labor movement in terms of history, legislation, and overall impact on human resource practices. Students will gain insight into terminology and processes particular to unionized organizations. After completing the course, the student will have a better understanding of how Human Resource Management, Employee Relations and Labor Relations programs are designed, implemented, and practiced in accordance with federal, state, and local regulations. The course will use an applied and practical focus in order for the student to gain an understanding of how Employee and Labor Relations influences and guides their current work environment, while also providing insight for understanding the environments in other organizations.

HRM 6033  Human Resource Development
Students in this Masters level course will focus on theory, methods and applications in the specialized study of human resource development. This will include a broad survey of training, employee motivations, career counseling, supervisory and management development, organizational assessment and the relationship of these activities to Human Resource Management. The course will utilize textbook readings, cases, practices and problem applications and cumulate with a group project and class presentation. The class will provide instruction, discussion and review of key academic elements in the field of HRD and develop student competencies with practices and applications related to unique human resource development issues.
HRM 6043 International Human Resource Management
The course will explore the field of International Human Resource Management and its impact on Human Resource Management in the global arena. The course will focus on employment planning, forecasting, staffing, compensation and benefits, training and management development, labor and employee relations, and health and safety in global corporations. Special attention will be paid to the impact of national culture on employment laws and regulations, benefits, taxation, repatriation, discrimination, overseas compensation and labor relations. The alignment of International Human Resource Management activities with corporate strategy will also be addressed.

HRM 6053 Capstone Research Seminar
Students in the Masters level Human Resource Management program will participate in a research seminar spaced in eight class segments throughout the curriculum. The seminar will focus on methods for academic research applied to Human Resource Management and cumulate with a completed Capstone research paper and presentation. Seminars will provide instruction, discussion, and review of key academic research elements and competencies along with practices and applications related to unique human resource issues.

MGT 6003 Leadership and Motivation
The learner focuses on the concepts of leadership and motivation. Traditional theories of leadership and motivation are discussed along with ethical issues involved in the development of leaders within an organization. Case applications and critical thinking allow the learner to conceptually apply these concepts to work situations.

MGT 6013 International Business
The Course will explore the International Business Imperative, the global environment including culture, trade and investment policies, politics and the law, the theory of trade and investment, balance of payments, financial markets, emerging markets, entry and expansion, strategic planning, logistics and supply chain management, human resource management, and the future of International Business Management. We live in a world of international trade and Multinational Corporations.

MGT 6023 Strategic Management
Students will understand the leading state-of-the-art business theories and apply them to real-world situations. They will be exposed to the 20th century management thinkers’ ideas, analyze and challenge them, and practice developing their own applied models.

MGT 6033 Organizational Behavior
Organizational behavior (OB) is a study of how managers impact their organization working with individuals. The organization is impacted by the individual, group processes and the system as a whole. The focus of this course is to discuss and analyze how each of these function within an organization and what managers can do to successfully achieve organizational and individual goals and objectives.

MGT 6043 Research Methods
The course will explore the role of business research, the research process, ethical issues in business research, problem definition and the research proposal, exploratory research and qualitative analysis, overview of the survey research, basic methods of communication with respondents, measurements and scaling concepts, attitude measurements, questionnaire design, review of statistical theory, data analysis and presentation, editing and coding of raw data, transforming data into information, basic data analysis including descriptive statistics, tests of differences, communicating research results including report presentation and follow-up. Video cases and critical thinking cases will be utilized to enhance the student learning process.
MGT 6053    Organizational Development and Change
Unlike any other time in history today’s workplace challenges teams and organizations with rapid change. The impact of globalization on markets and organizations presents numerous opportunities if the organization is capable of seizing those opportunities. Graduate students should be prepared to assist their organization to manage change, meet the expectations of stakeholders, and guide the organization through the often rocky legal environment of business. Students will investigate the theories and practices for effective organizational development and change through case studies and other applications.
NOTE: Dates in parentheses indicate year of appointment at Mid-Continent University.


**Brinkley, Tassi** (2005) Instructor, Teacher Education; B.S. Murray State University, 1993; M.A.E., Murray State University, 2001.


**Cecil, James** (1993) Honorary Dean Emeritus, the James W. Cecil Baptist College of the Bible; Chair, Department of Missions and Evangelism; Professor; Director, Global Mission Center; B.S., Northern Arizona University, 1958; B.D., M.R.E., G.S.R.E., Southern Baptist Theological Seminary, 1960, 1965, 1967; Ed.D., Southwestern Baptist Theological Seminary, 1981.

**Chenhall, Everon** (2011) Assistant Professor, Human Resources; B.B.A., University of Georgia, 2004; M.Ed., University of Georgia, 2007; Ph.D., 2010, Colorado State University2010.

**Dachs, Katie** (2009) Instructor, Economics and Finance; B.S., Mid-Continent University, 2007; M.S., Murray State University, 2009.


Hockin, Ronald (2008) Assistant Professor, Business Management; A.A., McLennan Community College, 1986; B.S., Texas A&M University, 1988; M.S., University of Texas, 1993; M.S.A., Central Michigan University, 2003; Ph.D., Capella University, 2007.

Hogg, Edward (2009) Assistant Professor, Human Resources; B.S., University of Nebraska Medical Center, 1977; M.S., University of Northern California, 1979; Ed.D., University of Southern California, 1984; M.S., Chapman College, 1986; Ph.D., Fielding Graduate University, 1994.

Hudson, Debra (2010), Assistant Professor, Education; B.S., Colorado Christian University, 1994; M.A., Colorado Christian University, 1996; Ph.D., Colorado State University, 2004.

Jackson, Cynthia (2011), Instructor, Psychology; B.S., Psychology, University of Kentucky, 1992; M.S., Clinical Psychology, Eastern Kentucky University, 1994; M.S., Eastern Illinois University, 2010.


McCuiston, Debra (2000) Instructor, Director of Instructional Support, B.S., Murray State University, 1975; Teaching Certificate, Murray State University, 1996; M.S., Murray State University, 2004.

McKnight, Jodi (2008) Instructor, Psychology; B.A., Lindenwood University, 1995; M.E., University of Missouri, 1999; Ph.D., Capella University, 2010.


Muniz, Jerry (1994) Assistant Professor, Communications; B.S., Murray State University, 1970; M.S., Murray State University, 1971.

Nichols, Charles(2011) Professor, Business Management; B.S., Kentucky State University, 1980; M.P.A., Kentucky State University, 1984; Ph.D., Union Institute, 1995.


Roach, Keith (1998) Chair, Behavioral Studies; Associate Professor, Psychology and Counseling; B.S., Cumberland College, 1980; M.A. Southwestern Baptist Theological Seminary, 1983; Ph.D., Southwestern Baptist Theological Seminary, 1991.


Summerville, Jamie (2001) Dean, Baptist College of Arts and Sciences; Chair, Mathematics; Associate Professor, B.S., Applied Math and Computer Science, Murray State University, 1988; M.S., Mathematics, Murray State University, 1990; Ph.D., Mathematics, University of Mississippi, 1997.


Thompson, Paul (2001) Chair, Teacher Education, Associate Professor, B.A., University of Louisville, 1978; M.A., Western Kentucky University, 1980; Ed.D., University of South Dakota, 1986.


Wilson, Stephen D. (1999) Vice-President for Academic Affairs; Chair, Social Studies; Professor, History; B.A., M.A., and Ph.D., University of Kentucky, 1974, 1978, and 1983.

Yang, Philip (2010) Associate Professor, Science, Management, Christian Ministry; B.S., Feng Chia University, 1976; M.S., Cleveland State University, 1978; M.B.A., Cleveland State University, 1992; M.A., Seminary of the East, 2006; Ph.D., University of Illinois, 1982.
MCU ADJUNCT FACULTY

**Ackerman, George** (2010) Instructor, Criminal Justice; B.A., Florida Atlantic University, 1999; M.B.A., Nova Southeastern University, 2003; J.D., Nova Southeastern University, 2003; M.S., Nova Southeastern University, 2006.


**Abrell, Cristina** (2010) Instructor, Computer Science; A.A., Lindsey Wilson College, 1997; B.S., Campbellsville University, 1999; M.S., Western Kentucky University, 2001.


**Baird, Joan** (2003) Instructor, English; B.S., Oakland City College, 1964; M.S., Indiana State University, 1968.


**Broker, Todd** (2009) Instructor, Economics; B.S., Murray State University, 2007; M.S., Murray State University, 2008.


**Brown, Melissa** (2011) Instructor, Psychology; B.S., Ball State University, 1989, M.A., Ball State University, 1991.
**Buchanan, Ed** (2010) Instructor, Psychology; B.S., University of Tennessee at Chattanooga, 1987; M.S., University of Tennessee at Chattanooga, 1989.


**Bucy, Marilyn** (2011) Instructor, Communication; B.S., Mid-Continent University, 2004; M.S., Murray State University, 2010.


**Calkins, Phil** (2009) Instructor, Finance; B.S., Mid-Continent University, 2001; M.S., College for Financial Planning, 2004.


**Carr, Meegan** (2005) Instructor, History; B.A., Murray State University; M.A., Murray State University, 2001.

**Casper, Ron** (2006) Instructor, Management; B.S., Mid-Continent University, 2003; M.B.A., Liberty University, 2005.


**Cooper, Chris** (2009) Instructor, Christian Studies; B.S., Mid-Continent University; 2005; M.Div., Southern Baptist Seminary, 2009.

**Corbett, Jane** (2009) Instructor, Business; B.S., Spalding University, 1999; M.B.A.; Webster University, 2002; Ph.D., Capella University, (expected 2012).


**Cosby-Simmons, Dana** (2002) Instructor, Business Management; B.S., Western Kentucky University, 1992; M.A., Western Kentucky University, 1994.


Cull, Rebecca (2011) Instructor, Human Resources; B.S., Spalding University, 1999; M.A., Webster University, 2003.


Darnell, Ashley (2010) Instructor, Music; B.M.E., Murray State University, 2006; M.M.E., Murray State University, 2009.


Donnell, Lyndsey (2011) Instructor, Psychology; B.S., Middle Tennessee State University, 2001; M.E., Middle Tennessee State University, 2005.

Doster, Fred (2009) Instructor, Accounting; B.S., Utica College of Syracuse University; M.S., University of Miami, 1976.


Duggin, Gail (2011) Instructor, Accounting; B.S., University of Tennessee at Martin, 1993; M.B.A., Liberty University, 2008; M.S., Liberty University, 2010.

Egbert, Frank (2009) Instructor, History; B.S., Austin Peay University, 1972; M.A., Austin Peay University, 1977.


Ferrera, Robert (2008) Instructor, Business Management; B.S., Mid-Continent University, 2006; M.S., Oakland City University, 2007.

Floyd, Patsy (2004) Instructor, Management; B.S. Oakland City University, 1999; M.S., Oakland City University, 2001.


Hall, Shannon (2011) Instructor, Psychology; B.A., Western Kentucky University, 2001; M.A., Western Kentucky University, 2003.


Harrison, Stephanie (2011) Instructor, Psychology; B.A., Western Kentucky University, 1991; M.S. University of Phoenix, 2010.

Hatton, George (2010) Instructor, Management/CIS; B.S., Mid-Continent University, 2003; M.S.M., Colorado Tech University, 2005.


Henson, Brad (2009) Assistant Professor, Christian Studies; B.A., Union University, 1996; M.A., Southern Baptist Theological Seminary, 1999; D.Min., George Fox University, 2007.


Hughes, Quinton (2011) Instructor, Homeland Security; B.S., Eastern Kentucky University, 1990; M.S., Eastern Kentucky University, 2009.


Jones, Milfred (2009) Instructor, Psychology; B.S., Mid-Continent College, 2001; M.S., Capella University, 2005.

Jones, Pamela (2005) Instructor, Communication; B.A. Western Kentucky University, 1989; M.A., Western Kentucky University, 1993.


Koob, Pam (2008) Assistant Professor, Psychology; B.S., Austin Peay University, 1975; B.S.N., Murray State University, 1979; M.A., Austin Peay University, 1977; M.S., Austin Peay University, 1985; Ph.D., Georgia State University, 1996.


Lacewell, Stephen (2010) Instructor, Finance; B.S., University of Tennessee at Martin, 1990; M.B.A., Murray State University, 1991; M.S., Mississippi State University, 2000; Ph.D., Mississippi State University, 2001.

Lambert, Joshua (2011) Instructor, Mathematics; B.S., Murray State University, 2009; M.S., Murray State University, 2010.


Lawhorn, Andrea (2011) Instructor, Finance; B.S., Western Kentucky University, 2007; M.S., Auburn University, 2008.


Loney, Joseph (2007) Instructor, Law; B.A., Western Kentucky University, 2002; J.D., University of Louisville, Brandeis School of Law, 2005.


Main, Jeff (2007) Instructor, Business Management; B.S., Oakland City University, 1999; M.S., Oakland City University, 2000.


Mason, Justin (2010) Instructor, Management; B.S., Mid-Continent University, 2006; M.B.A., Murray State University, 2009.


McLean, Brian (2010) Instructor, Psychology; B.S., Union University, 2000; M.S., Murray State University, 2003.


Milner, Michael (2009) Instructor, Accounting; B.S., University of Tennessee at Martin, 1975; M.A., University of Tennessee at Martin, 1981.


Morgan, Margaret (2010) Instructor, Biology/Science; B.S., Murray State University, 2005; M.S., Murray State University, 2007.

Morse, Robert (2011) Instructor, English; B.A., Murray State University, 1999; M.A., Murray State University, 2006.


Nesmith, Sharon (2009) Instructor, Business; A.S., Brescia University, 1994; B.B.A., McKendree University, 1995; M.S., Brescia University, 1999.


Noles, Diane (2010) Instructor, Mathematics; B.S., Southeast Missouri State University, 1972; M.S., University of Tennessee at Martin, 1985.


Owens, Scott (2011) Instructor, Communication; B.S., Murray State University, 2003; M.S., Murray State University, 2007.


Patterson, Becky (2009) Instructor, Mathematics; B.A., Spalding University, 1995; M.S., University of Louisville, 2008.

Patterson, Shelle (2009) Instructor, Mathematics; B.S., Truman State University, 1981; M.S., Baylor University, 1989

Penrod, Tina (2010) Instructor, Communication; B.S., Mid-Continent, 2007; M.S., Murray State University, 2010.


Prebble, William (2011) Assistant Professor, Economics; B.S., University of Kentucky, 1963; M.A., University of Kentucky, 1966; Ph.D., University of Kentucky, 1969.

Prigge, Thomas (2009) Instructor, English; B.S., Murray State University, 1999; M.A., Murray State University, 2006.


Queen, Sherry (1998) Instructor, English; B.S., Murray State University, 1974; M.A., Murray State University, 1976.

Richey, Martin (2011) Instructor, Computer Information; B.S., Ambassador University, 1983; M.S., Southwest Missouri State University, 2004.


Sarr, Doris (2011) Assistant Professor, Communications; B.S., Murray State University, 1987; M.P.A., Murray State University, 1994; M.S., Murray State University, 1998; Ph.D., Jackson State University, 2007.

Schaumburg, Paul (2000) Instructor, Business Management; B.A., Western Kentucky University, 1982; M.S., Murray State University, 1996.


Seay, Mary (2001) Instructor, Science; B.S., Murray State University, 1977; M.A., Murray State University, 1980; Specialist, Murray State University, 1982.


Shelton, Sarah (2009) Assistant Professor, Psychology; B.A., Murray State University, 1999; M.S., Murray State University, 2001; M.P.H., University of Georgia, 2009; Ph.D., Spalding University, 2005.


Stringer, Gail (2011) Instructor, Mathematics; B.S., Lee University, 1977; M.S., Eastern Kentucky University, 1989


Taylor, Gary (2002) Assistant Professor, Business Management; B.S., Western Kentucky University, 1972; M.P.H., University of Tennessee at Knoxville, 1973; M.A.Ed., East Carolina University, 1983; Ph.D., University of Tennessee at Knoxville, 1996.

Taylor, Steven (2011) Instructor, Mathematics; B.S., University of Kentucky, 2008; M.A., University of Kentucky, 2011.


Thomas, Stacy (2006) Instructor, Communications; B.S., Murray State University, 2002; M.S., Murray State University, 2004.


Tucker, Roger (2009) Instructor, Science; B.S., Western Kentucky University, 1989; M.S., University of Louisville, 2005.

Turner, Maurice (2009) Instructor, History; B.A., Morehead State University, 1969; M.A., Morehead State University, 1983.
Villinova, Kim (2010) Instructor, Communications; B.S., Murray State University, 1999; M.S., Murray State University, 2000.


Wiggins, Richard (2009) Instructor, Management; B.S., Mid-Continent University, 2006; M.S., Oakland City University, 2008.


Woodcock, Timothy (2008) Instructor, Business Management; B.S., Mid-Continent University, 2006; M.S., Brescia University, 2007.


**MCU EMERITI FACULTY AND STAFF**

Cecil, James W. (1993) Honorary Dean Emeritus, the James W. Cecil Baptist College of the Bible; Interim Chair, Department of Christian Ministry; Professor; Director, Global Mission Center; B.S., Northern Arizona University, 1958; B.D., M.R.E., G.S.R.E., Southern Baptist Theological Seminary, 1960, 1965, 1967; Ed.D., Southwestern Baptist Theological Seminary, 1981.


Adams, Toni
Ambler, Adele

Cashier/Payroll Clerk
Corporate Development Representative

180
Austin, Christopher  Director of Admissions - *ADVANTAGE*
Austin, Cynthia  Accounts Payable Representative
Babcock, Donna  Director of Alumni Affairs
Bailey, David  Admissions Representative *ADVANTAGE*
Bailey, Heather  Admissions Representative - Traditional
Bakemeier, Christa  Women's Softball Head Coach
Barnett, John  Financial Aid Counselor - Alternate Funds Manager-
Bartleman, Bill  Director of Community Relations
Belt, Kathy  Assistant to Registrar
Benjamin, Jamie  Bookstore Manager
Bennett, Winston  Men's Basketball Head Coach
Blalock, Melanie  Business Operations Assistant
Blalock, Tim  Director of Facilities
Borders, Stephani  Admissions Representative - *ADVANTAGE*
Botts, Marvin  Online Systems Administrator
Brinkley, Tassi  Teaching Assistant
Burnett, Carrie  Registration Officer - *ADVANTAGE*
Burton, Beverly  Director Academic Support
Burton, Homer  Director of Human Resources
Butler, Laura  Director Marketing & Brand Management
Canter, Anita  Financial Aid Counselor - *ADVANTAGE*
Canter, Lora  Director of Academic Services - *ADVANTAGE*
Carrico, Justin  Assist to Dean for Spiritual Life/Calling & Career
Cooley, Amy  *ADVANTAGE* Assistant
Culver, Tina  Admissions Representative - *ADVANTAGE*
DeJournett, Nancy  Administrative Assist - Teacher Education
Demarest, Lisa  Advisor - *ADVANTAGE*
Dillard, Howard  JV Basketball Coach
Dillard-Carter, Wynita  Financial Aid Counselor
Doran, Vandrea  Assistant to Registrar
Duke, Brandi  Assistant to Registrar
Duke, Monty  Advisor - *ADVANTAGE*
Farmer, Carlene  Director of Library
Faulkner, Trudy  Administrative Assistant - Athletics
Fenton, Aaron  Coach - Assistant Soccer
Ford, Keenan  Director Academic Records Management
Glisson, Kathy  IT Project Manager
Gross, Lindsey  Advisor - *ADVANTAGE*
Hallam, Yvonne  Corporate Development Representative - *ADVANTAGE*
Hamilton, Patricia (Jill)  Academic Services Coordinator - *ADVANTAGE*
Harmon, Matthew  Data Specialist & Call Center Supervisor - *ADVANTAGE*
Harmon, Rebecca  Advisor - *ADVANTAGE*
Hatton, Karl  Associate Dean for Student Life/Admissions/Orientation
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Heath, Vicky</td>
<td>Accounting Manager</td>
</tr>
<tr>
<td>Hopwood, Dawn</td>
<td>Advising Officer - ADVANTAGE</td>
</tr>
<tr>
<td>Hughes, Jamie</td>
<td>Online Admissions Representative - ADVANTAGE</td>
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<td>Hughes, John</td>
<td>Financial Aid Counselor - ADVANTAGE</td>
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<tr>
<td>Jackson, Tony</td>
<td>Facilities Assistant</td>
</tr>
<tr>
<td>Jackson, Tye</td>
<td>Director of Campus Safety</td>
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<td>Jackson-Proctor, Teresa</td>
<td>Registration Officer - ADVANTAGE</td>
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<td>Jetton, Elaine</td>
<td>Admissions Representative - ADVANTAGE</td>
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<td>Johnson, Tiffany</td>
<td>Admissions Representative - ADVANTAGE</td>
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<td>Jones, Paula</td>
<td>Corporate Development Representative - ADVANTAGE</td>
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<td>Jones, Terry</td>
<td>Advisor - ADVANTAGE</td>
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<td>Jordan, Beth</td>
<td>Director of Residence Life</td>
</tr>
<tr>
<td>Jordan, Melinda</td>
<td>Advisor - ADVANTAGE</td>
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<tr>
<td>Lampkins, Larry</td>
<td>Director Athletics</td>
</tr>
<tr>
<td>Lee, Sarah</td>
<td>Registration Officer - ADVANTAGE</td>
</tr>
<tr>
<td>Link, Selena</td>
<td>Admissions Representative - Traditional</td>
</tr>
<tr>
<td>Lockard, Angela</td>
<td>Benefits Administrator</td>
</tr>
<tr>
<td>Long, Rhonda</td>
<td>Administrative Assistant - Financial Aid - ADVANTAGE</td>
</tr>
<tr>
<td>Mallory, Rita</td>
<td>Corporate Development Representative - ADVANTAGE</td>
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<td>Mangrum, Michelle</td>
<td>Total Quality Manager - ADVANTAGE</td>
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<td>Mason, Martha</td>
<td>Administrative Assistant - Registrar</td>
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<td>May, Tammy</td>
<td>Facilities Assistant</td>
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<tr>
<td>McElmurry, Tammy</td>
<td>Student Accounts Receivable Representative</td>
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<td>McKenzie, David</td>
<td>Financial Aid Counselor - ADVANTAGE</td>
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<td>McLaughlin, Danika</td>
<td>Media Coordinator - ADVANTAGE</td>
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<td>McWherter, Tammy</td>
<td>Faculty Support Services</td>
</tr>
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<td>Mercer, John</td>
<td>Corporate Development Representative - ADVANTAGE</td>
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<td>Mercer, Michelle</td>
<td>Admissions Representative - ADVANTAGE</td>
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<td>Moore, Anita</td>
<td>Administrative Services Coordinator - ADVANTAGE</td>
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<td>Morgan, Mary Ann</td>
<td>Financial Aid Counselor - ADVANTAGE</td>
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<td>Morgan, Penny</td>
<td>Corporate Development Representative - ADVANTAGE</td>
</tr>
<tr>
<td>Morris, Patty (Suzie)</td>
<td>Receptionist/Purchasing/Inventory Clerk</td>
</tr>
<tr>
<td>Nall, Debbie</td>
<td>Director Business Operations</td>
</tr>
<tr>
<td>Nicley, Brittany</td>
<td>Assistant Athletic Director for Women</td>
</tr>
<tr>
<td>Oesch, David</td>
<td>Men's Head Soccer Coach</td>
</tr>
<tr>
<td>Oesch, Erica</td>
<td>Director Academic Support - College of the Bible</td>
</tr>
<tr>
<td>Owen, Amanda</td>
<td>Admissions Representative - ADVANTAGE</td>
</tr>
<tr>
<td>Owen, Tyler</td>
<td>Assistant Baseball Coach</td>
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<tr>
<td>Penrod, Tina</td>
<td>Corporate Development Representative - ADVANTAGE</td>
</tr>
<tr>
<td>Perkins, Michael</td>
<td>Bookstore Assistant - ADVANTAGE</td>
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<tr>
<td>Pittman, Tyler</td>
<td>Assistant Baseball Coach</td>
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<td>Pitts, William</td>
<td>Corporate Development Representative - ADVANTAGE</td>
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<tr>
<td>Poff, Jennifer</td>
<td>Academic Affairs Coordinator - ADVANTAGE</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Yarbrough, Shawn</td>
<td>Head Baseball Coach</td>
</tr>
<tr>
<td>Yates, Roxanne</td>
<td>Administrative Assistant - Student Life</td>
</tr>
<tr>
<td>Yates, Yvonne</td>
<td>Registrar</td>
</tr>
<tr>
<td>Yeagar, Jacob</td>
<td>Information Technology Technical Assistant</td>
</tr>
<tr>
<td>Youngblood, Kent</td>
<td>Director Financial Aid - ADVANTAGE</td>
</tr>
</tbody>
</table>

**MCUOFFICERS**

**Ford, Charles W.** (1998) Executive Vice President to the President; Instructor, Education; B.S., Murray State University, 1969; M.S., Murray State University, 1971.

**Hudson, Debra** (2010), Assistant Professor, Education; B.S., Colorado Christian University, 1994; M.A., Colorado Christian University, 1996; Ph.D., Colorado State University, 2004.


**Smith, David** (2009) Acting Director for External Relations.

**Stratton, Andrew** (2000) Vice President for Finance and Administration; Adjunct Instructor, Business Management; B.S., US Military Academy, West Point, 1968; J.D., University of Louisville, 1982.

**Wilson, Stephen D.** (1999) Vice President for Academic Affairs; Chair, Department of Social Studies; Professor, History; B.A., M.A., and Ph.D., University of Kentucky, 1974, 1978, and 1983.
MCU BOARD OF TRUSTEES

The administration fulfills its duties with powers to carry out the stated purpose by authority vested in a Board of Trustees. The Board of Trustees is responsible for achievement of the distinctive purposes of Mid-Continent University, to determine basic institutional policies, to elect the President, and to secure financial resources to support adequately the university. Trustees are the legal custodians of the property and exercise control over major physical changes and developments. “The Board shall be composed of 2 members from each supporting association, from the laity, though one may be a professional minister, plus up to 18 at-large members. Regular candidates are nominated by their respective supporting associations and elected by the Board. At-large members will consist of at least 2 members selected from the Graves County Baptist Association area” (Section 2, MCU Board of Trustees Bylaws).

<table>
<thead>
<tr>
<th>Dr. Tom Butler, Chairman</th>
<th>Mr. Gale Hawkins</th>
<th>Bro. Rick Reeder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Mike Rose, Vice Chairman</td>
<td>Mr. Gary James</td>
<td>Bro. Dale Rhodes</td>
</tr>
<tr>
<td>Mr. Dan Casteel, Secretary</td>
<td>Mr. Brad Hill</td>
<td>Dr. Mike Rust</td>
</tr>
<tr>
<td>Mr. Tom Anderson</td>
<td>Mrs. Emma Hicks</td>
<td>Bro. Steve Rutherford</td>
</tr>
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<td>Bro. Bill Bursztynski</td>
<td>Mr. Paul Kunath</td>
<td>Bro. Bobby Sellers</td>
</tr>
<tr>
<td>Mr. Gary Carver</td>
<td>Mrs. Leigh Ann Jarvis</td>
<td>Mr. Jerry P. Simmons</td>
</tr>
<tr>
<td>Mr. Ben Crawford</td>
<td>Mr. Carrah Maney</td>
<td>Mr. Garry Smith</td>
</tr>
<tr>
<td>Bro. Larry Fitzhugh</td>
<td>Bro. Thomas Mathis</td>
<td>Dr. Tom Walden</td>
</tr>
<tr>
<td>Mr. Charles Foster</td>
<td>Bro. Kevin Newell</td>
<td>Mr. David Wigginton</td>
</tr>
<tr>
<td>Bro. Matt Frizzell</td>
<td>Mr. James Presson</td>
<td>Dr. Jon Wynstra</td>
</tr>
<tr>
<td>Mr. Howard Hawes</td>
<td></td>
<td>Dr. Rob Ziobro</td>
</tr>
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</table>
## MCU SUPPORTING ASSOCIATIONS AND DIRECTORS OF MISSIONS

<table>
<thead>
<tr>
<th>Association</th>
<th>Director of Missions</th>
<th>Address</th>
</tr>
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<tbody>
<tr>
<td>ANTIOCH</td>
<td>NONE</td>
<td>c/o Bro. Toby Williams RR 1, Box 235</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simpson, IL 62985</td>
</tr>
<tr>
<td>BEULAH</td>
<td>Rev. Jack Long</td>
<td>Box 366</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Union City, TN 38261-0366</td>
</tr>
<tr>
<td>BIG SALINE</td>
<td>NONE</td>
<td>2 N. Land Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Harrisburg, IL 62946</td>
</tr>
<tr>
<td>BLOOD RIVER</td>
<td>Rev. Tim Cole</td>
<td>PO Box 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardin, KY 42048</td>
</tr>
<tr>
<td>CALDWELL/LYON</td>
<td>Rev. Rick Reeder</td>
<td>45 Old Connector Road</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Princeton KY 42445</td>
</tr>
<tr>
<td>FRANKLIN</td>
<td>John Creemens</td>
<td>105 S. McLeansboro Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benton, IL 62812</td>
</tr>
<tr>
<td>GRAVES COUNTY</td>
<td>Rev. Glynn Copeland</td>
<td>1400 State Route 303</td>
</tr>
<tr>
<td></td>
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<td>Mayfield, KY 42066</td>
</tr>
<tr>
<td>LITTLE BETHEL</td>
<td>Dr. Robert Morrison</td>
<td>445 Thompson Ave</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Madisonville, KY 42431</td>
</tr>
<tr>
<td>LITTLE RIVER</td>
<td>Dr. Michael Rust</td>
<td>149 Old Dover Road</td>
</tr>
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<td>Cadiz, KY 42211</td>
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<tr>
<td>MUHLENBERG</td>
<td>Rev. Jerry F. Eades</td>
<td>1929 West Everly Brothers Boulevard</td>
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<td>Central City, KY 42330</td>
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<tr>
<td>OHIO RIVER</td>
<td>Rev. Rodney Cude</td>
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<td>Salem, KY 42078</td>
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<tr>
<td>STEWART COUNTY</td>
<td>Rev. William Gray</td>
<td>PO Box 115</td>
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<td>Dover, TN 37058</td>
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<tr>
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<td>Rev. Terry Mathis</td>
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<tr>
<td>WEAKLEY COUNTY</td>
<td>Rev. Wayne Perkins</td>
<td>195 Hunt Street</td>
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<tr>
<td>WEST KENTUCKY</td>
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<td>Clinton, KY 42031</td>
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<tr>
<td>WEST UNION</td>
<td>Rev. Howard Atkinson</td>
<td>2541 Olivet Church Road</td>
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<td>Paducah, KY 42001-9704</td>
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