This catalog is effective at the beginning of the fall semester 2013 and expires August 2020
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The catalog provides students with the best information available concerning the University and its programs at the time of publication. While every effort is made to provide accurate and up to date information, the University reserves the right to change without notice statements in the catalog regarding policies, academic offerings, standards of conduct, and charges for tuition, fees, and room and board. Since the University continually modifies and improves the curriculum to meet the needs of students, the catalog serves not only as a guide, but as an agreement between the student and Mid-Continent University. Students who are admitted to Mid-Continent University agree to abide by the University policies and codes of conduct.

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 seven years old. A student who enrolls after an absence of two 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 seven years old. Any student who has not graduated within seven 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. Mid-Continent University always welcomes suggestions for improving this publication.

Mid-Continent University is an equal opportunity educational institution. The University does not discriminate on the basis of race, color, national origin, gender, age, individual handicap, or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations.
The University is comprised of two 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 four rivers area and the Land-Between-the-Lakes region. We are ideally located to service the five 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 Traditional 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, softball and spirit squad. 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:

- Enable students to carry out the Great Commission of Our Lord. (Matthew 28:18-20).
- Imbue students with a knowledge and understanding of diverse cultures.
- 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 lifelong learning for people of diverse ages and educational levels in our communities.
- Cultivate student leadership and service.
- 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.
ABOUT MID-CONTINENT

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 Kentucky 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 teacher preparation program is approved by the Education Professional Standards Board (EPSB) for teacher education and certification.

Degrees Conferred: Master of Science, Bachelor of Arts, Bachelor of Science, Associate of Arts and Associate of Science

Mid-Continent University
General Catalog Edition

Published by Mid-Continent University, 99 Powell Road East, Mayfield, Kentucky 42066-9007.

The contents of this publication are subject to change. Anyone desiring current information and data should contact the appropriate representative of Mid-Continent for accurate and up-to-date information.

Mid-Continent University reserves the right to modify or change any rule, regulation, fee, or policy stated herein. This reservation includes, but is not limited to, the right to modify or change any academic program, subject to any limitations imposed by state law.

NOTE: For additional policies, procedures, and information, faculty, staff, and students are advised to consult all official college publications, such as the Employee Handbook, Student Handbook, and the Advantage Handbook. It is the responsibility of each faculty member, each staff member, and each student to be aware of and comply with these policies and procedures.
GENERAL EDUCATION COMPETENCIES
To achieve its mission, Mid-Continent University has established the following General Education Competencies. Graduates of Mid-Continent University will be able to:

- Use critical thinking skills as a guide for belief and action in their lives.
- Articulate a Christian worldview as it relates to their faith, learning and living.
- Demonstrate competency in information literacy.
- Demonstrate competency in written communication.

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 (MCU). Credit accepted in transfer from another accredited college or university, Advanced Placement (AP), American Council on Education (ACE), non-credit to credit articulations, military and CLEP/DSST credits earned do not apply toward MCU’s residency requirements. To receive a Mid-Continent University degree, the following must be earned through coursework completed at MCU:

- **Associate of Arts/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 (3000-4000 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 six (6) transfer credits allowed).

*In compliance with the Servicemembers Opportunity Colleges (SOC), active duty military personnel are required to take no more than 25% (32 credit hours) of the undergraduate degree requirements from MCU.

COMPUTER ACCESSIBILITY
Mid-Continent believes that every student who graduates should be computer literate. Since the campus provides access to the Internet, students are encouraged to purchase computers prior to starting their first class at Mid-Continent. On-campus students are given access to computers in the Classroom Building 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-Continent 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.

NOTE: The University discloses student data information, as mandated by law, to outside federal and state agencies for required reports and/or audit information.

CHANGE IN STUDENT INFORMATION
A student who has a name, social security number and/or address change is expected to notify the Registrar’s Office and provide requested documentation. The student will be held responsible for any communication from Mid-Continent 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. The Name Address Change Form is located on the Mid-Continent website.

TRANSCRIPTS
A graduate of Mid-Continent University may receive two 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 each official copy of a transcript is $5.00. The cost for each transcript faxed to another institution or an on-demand official transcript 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-Continent University, 99 Powell Road East, Mayfield, KY 42066. The Transcript Request Form is located on the Mid-Continent website and on the JICS student portal.

Mid-Continent 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 released.

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-Continent for the transfer of credit; and “non-degree,” for students who are not seeking a degree. All students must comply with Mid-Continent’s policies, regardless of classification.

NONTRADITIONAL TRANSFER CREDIT

Advanced Placement Examinations (AP)
A high school graduate who has taken Advanced Placement Examinations conducted by the College Entrance Examination Board and passed with a score of 3, 4, or 5 may receive University credit. Student must submit an official AP exam score. Credit awarded will be treated as transfer credit and will count toward graduation if it is applicable to a degree program.

American Council on Education Credit (ACE)
The American Council on Education (ACE)’s College Credit Recommendation Service (CREDIT) connects workplace and non-traditional learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside traditional degree programs. Examples include: corporations, labor unions, professional and volunteer associations, schools, training suppliers, and government agencies. Students who wish to apply ACE credit to their degree program must submit an official ACE transcript for evaluation. ACE credit will be treated as transfer credit and may count toward graduation if it is applicable to a degree program.

College-Level Examinations Program (CLEP) and Subject Standardized Tests (DSST) Testing Policy
Mid-Continent University will accept applicable credits for students who score at or above MCU established levels on specified CLEP and DSST tests. Scores for granting credit are determined by the MCU Faculty, with consideration given to the recommended scores by the American Council on Education (ACE). Credit received will be treated as transfer credit and will count toward graduation as applicable. Information about specific CLEP and DSST equivalents and scores as well as testing policies and procedures may be obtained from the Registrar’s office, or Advantage student advisor.

The following conditions apply for CLEP/DSST tests:
1. A student may not receive credit by examination for a course in which he or she has been registered at MCU and received a D, F, IU, W, or Incomplete.
2. Exam credits will not apply to the residency requirements for graduation.
3. A student may not receive credit by examination for a subject in which the student is currently attending or has already successfully completed a higher-level course or test. For example, a student may not receive credit for Beginning Spanish Level II, and then receive credit for a subsequently taken test in Beginning Spanish Level I. In other words, there must be an upward educational progression in courses that are considered sequential in nature.
4. A student may not receive credit for an examination after already receiving credit for completion of an equivalent course or test. For example, a student may not receive credit for a standard, classroom-type English Composition course and then receive credit for a CLEP test for English Composition. This policy is intended to prevent duplicate credit for specific courses, not general areas of study.
5. A student must pay any special exam fees prior to taking the exam.

Credit for Military Service
Active duty personnel and veterans may receive undergraduate credit for basic training and other formal educational experience gained while serving in the U.S. Armed Forces. Credit awarded will be treated as
transfer credit and will count toward graduation if it is applicable to a degree program. Veterans must submit a certified original AARTS/ACE/CCAF transcript, or other documentation of their experience, to receive credit. To evaluate credit, the University utilizes the Guide to the Evaluation of Educational Experiences in the Armed Services.

Noncredit to Credit
MCU recognizes that skills gained professionally, on the job and through other non-credit professional or academic training, may be equivalent to academic credit. Where appropriate, MCU will evaluate the training of an organization, corporation or unaccredited academic institution for the purpose of awarding academic credit.

MCU faculty qualified in the noncredit discipline evaluate the noncredit curriculum, training materials, and learning to determine academic credit award, if appropriate. Only the college level content of noncredit learning is articulated for credit. Non-academic content is defined as that which lacks college level theory and/or principles. Students who wish to receive credit for noncredit learning will be expected to provide official documentation of completion of the noncredit learning or training, and to complete a Learning Outcomes Form articulating the learning gained.

MCU evaluates noncredit learning in compliance with the Southern Association of Colleges and Schools (SACS) accreditation standards and the Council on Adult Experiential Learning (CAEL). The University awards credit for noncredit learning based on the learning, not the experience.

MCU awards credit for noncredit training that closely matches the learning outcomes of MCU courses, is evaluated by qualified faculty and recorded in an Articulation Agreement. A student who has completed noncredit training from the organization, corporation or institution may petition for academic credit using the articulation agreement between MCU and the organization. The evaluation of noncredit learning is available to enrolled, degree seeking students only and credit is applicable only if it applies directly to student’s degree.

Articulated noncredit learning may be accepted by MCU toward elective credit requirements only. Only the credit hours awarded will be recorded on the student’s transcript.

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 University or develop a departmental proficiency examination that may be oral, written, or both. Students can check with each department chair or the dean of the college. Students desiring to receive credit by departmental challenge must initiate the procedure through the Registrar’s Office. Prior to the testing date the student 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
Undergraduate courses are numbered 1000-4000. Those 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. Graduate courses are numbered 5000-6000. Graduate courses are open to those who have completed a bachelor’s degree. Courses are added, revised, or withdrawn from time to time to
GENERAL STUDENT INFORMATION

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:

First Digit – This number indicates the level of the course. [1-Freshman level, etc.]
Last Digit– This number typically indicates the number of credit hours yielded by the course.

Course Section Numbers
The following section numbers are used by the college to depict the nature of the courses:

1-6 Regular Courses (Traditional only)
10 High School Dual Credit
7-49 Regular Courses (Advantage and Traditional)
50-69 Advantage Web Courses
70-79 Traditional Web Courses
80-89 Open
90-94 Miscellaneous
95-96 Blended Classes
97-99 Independent Study Courses

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 information:

- Health Risks – The use of certain products is 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. Penalties can include loss of financial aid eligibility.

- Available Resources – Any student or employee who believes they have a substance abuse or alcohol abuse problem may seek counseling and assistance by contacting the Dean of Students or
other University official. They also may contact local assistance agencies that are available in telephone directories and through the local county health department.

ANTHI-HARASSMENT POLICY AND COMPLAINT PROCEDURE

Statement of Intent
Mid-Continent University is committed to providing a working and learning environment that is free from sexual misconduct, which includes sexual harassment, sexual assault and non-consensual sexual contact, and according to recent additions this also includes domestic violence, dating violence, and stalking. Sexual assault is a criminal offense. Mid-Continent University realizes colleges cannot and should not hold themselves as an alternative to the criminal justice system. Mid-Continent University is committed to the highest standards of Biblical conduct, intentional covenant and Christian Community.

With that commitment in mind, it is the policy of the University that sexual misconduct in any form will not be tolerated. Mid-Continent University prohibits harassment and intimidation on the basis of one’s gender, race, color, religion, or national origin. Any employee or student of Mid-Continent University found in violation of this policy will be subject to disciplinary action by the university. This policy applies to all college-related activities both on and off campus.

The purpose of this policy is to reaffirm the University’s commitment to respect the individual and to enhance the University community’s level of consciousness regarding what constitutes harassment, sexual or otherwise. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or the University’s educational mission. In particular, the policy does not limit classroom teaching concerning sexual topics legitimately related to the content or purposes of a course, even though such topics may elicit discomfort in a class member. Nor is this policy intended to limit scholarly research, publication, or public speaking on gender-related topics. Furthermore, it is the intent of this policy to affirmatively raise the subject of sexual and other harassment, to prohibit 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.

This policy applies to visitors, management and non-management employees, vendors, and others with whom the university has a relationship.

In compliance to the procedural requirements pertaining to Sexual Harassment and Sexual Violence as required by the Office of Civil Rights, there must be 1) a dissemination of a notice of nondiscrimination, 2) a designated employee as Coordinator of Title IX, and 3) adoption of a grievance procedure providing for prompt and equitable resolution of student and employee sex discrimination complaints. In accordance, this information will be available to students through the Student Handbook, The Advantage Student Handbook, and the Employee Handbook in both hard copy and digital form. Any inquiries about the application of Title IX should be directed to the Title IX Coordinator, Dr. D. Keith Roach whose campus extension is 222 and email address is kroach@midcontinent.edu. The grievance procedures for sexual harassment, discrimination and violence are described in the following pages. This policy meets and exceeds the requirements as designated by the Office of Civil Rights.

General Information
Mid-Continental University employees, at all levels, are responsible for taking reasonable and necessary action to prevent, address and report sexual misconduct as permissible by their professional guidelines (which are based on the capacity in which they were hired by the University). For example, counselors in the Mid-Continental Counseling Center are exempt from reporting, but an employee who has a degree in
counseling, and is hired by the University in a different capacity, is still required to report. Incidences of sexual harassment and sexual assault involving students must be reported to the Title IX Coordinator.

All members of the University community are required to comply with the policy and procedures outlined to address complaints. In addition to the procedures outlined herein, discrimination and harassment complaints may be filed with the U.S. Equal Employment Opportunity Commission or U.S. Department of Education, Office for Civil Rights. Any complaint of sexual harassment filed under the University’s policy shall be processed even if the complainant also files a complaint or suit with an outside agency, U.S. Equal Employment Opportunity Commission or U.S. Department of Education, Office for Civil Rights. Retaliation against anyone who makes a complaint or participates in the complaint process will not be tolerated.

The University will:
1. respond to every complaint of harassment reported within a timely manner,
2. take immediate action to provide remedies when harassment is discovered,
3. impose appropriate sanctions on offenders in a case-by-case manner, and
4. protect the privacy of all those involved in harassment complaints to the extent it is possible.

The above actions will apply to the extent permitted by law or where personal safety is not an issue.

**Definition of Terms and Examples**

**Sexual Misconduct**
Sexual misconduct includes any non-consensual behavior of a sexual nature. Such behaviors could be committed by force, intimidation or use of victim’s incapacity (physical, mental or through use of drugs or alcohol). Sexual misconduct includes behaviors such as:
1. Sexual Harassment
2. Sexual Assault
   a. Non-Consensual Sexual Activity or Contact
   b. Forced Sexual Activity or Contact
3. Sexual Exploitation

**Sexual Harassment**
Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Types of sexual harassment include:
1. Quid Pro Quo: Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational experience.
2. Retaliatory: Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual. This can also include retaliating against the victim by the accused or by the accused friends or others who are sympathetic to the accused. In addition, retaliation directed toward a 3rd party due to their participation in a grievance process or for supporting a grievant may be retaliatory harassment.
3. Hostile Environment: Such conduct is sufficiently severe, pervasive and persistent so as to alter the conditions of, or have the effect of substantially interfering with, an individual’s educational opportunity by creating an intimidating, hostile, or offensive environment.

**Sexual Assault**
Sexual assault is defined as sexual intercourse or sexual contact with another person by forcible compulsion (such as coercion) and/or without consent. Absence of protest is not consent. Acts of sexual assault include rape, oral or anal intercourse, and other sexual acts not involving intercourse to which participants are not both consenting.
Domestic Violence
Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Dating Violence
Violence committed by a person:
1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
   a. the length of the relationship.
   b. the type of the relationship.
   c. the frequency of interaction between the persons involved in the relationship.

Stalking
Engaging in a course of conduct directed at a specific person that would cause a reasonable person to
1. Fear for his or her safety or the safety of others; or
2. Suffer substantial emotional distress.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.

Coercion is unreasonable pressure for sexual activity.

Sexual Exploitation
Sexual exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses.
Examples of sexual exploitation include:
1. Invasion of sexual privacy.
2. Non-consensual video or audio-taping of sexual activity.
3. Going beyond the boundaries of consent (such as letting friends view you having consensual sex without the other party knowing).
4. Sexually-based stalking and/or bullying.
5. Engaging in voyeurism.
6. Knowingly transmitting an STI or HIV to another student.

Consent
Consent is an active giving of permission to engage in activity. Consent is clear, knowing and voluntary. Consent may be given through words or actions. Silence should not be interpreted as consent. Absence of protest is not consent. Previous history does not imply consent for future activity. Likewise, consent to one activity does not imply consent to another. Consent cannot be given under pressure, force, threats, intimidation, coercion or while incapacitated due to influence of alcohol and/or drugs. In order to give consent one must be of legal age and not incapacitated mentally or physically.

Lack of consent occurs when:
1. A person is forced to submit.
2. The person does not expressly or implicitly agree with the accused person’s conduct under circumstances other than forcible compulsion or incapacity to consent.

3. A person is deemed to be incapable of consenting if he/she is less than 16 years old, is mentally challenged, suffers from mental illness, or is physically helpless or is totally incapacitated.

4. A person is rendered temporarily incapable of appraising or controlling his/her conduct as a result of a controlled or intoxicating substance administered to him/her with or without consent.

5. A person is unable to consent when he/she is unconscious, or for any other reason is physically unable to communicate unwillingness to act.

Incapacitation
Incapacitation is a state where an individual cannot make a rational or reasonable decision because he/she lacks the ability or information to understand the sexual interaction to the fullest extent. Incapacitation can result from mental or physical disabilities, drug or alcohol use, physical restraints, “date-rape” drugs, or anything that affects the individual’s ability to make a clear and informed decision. Incapacitation occurs anytime sexual activity takes place where the alleged victim does not understand the “who, what, when, where, why and how.”

Examples of Sexual Misconduct
Examples of conduct prohibited by this policy include, but are not limited to:

1. direct or implied threats that submission to sexual advances or rejection of sexual advances will be a condition of employment, work status or assignments, promotion, grades, letters of recommendation, salary, academic standing, or receipt of financial aid;

2. persistent unwelcome flirtation, advances and/or propositions of a sexual nature, intimidating conduct which exerts pressure for sexual favors, including inappropriate behavior or offensive advances (e.g., sexual propositions when the other person has made it clear that they are not interested) without threat of punishment for noncompliance and without promise of reward for compliance;

3. repeated insults, humor, jokes, and/or stories that belittle or demean an individual’s or group’s gender, race, color, religion, or national origin, and physical conduct or verbal innuendo which, because of one’s gender, race, color, religion, or national origin creates an intimidating, hostile, or offensive environment;

4. repeated unwelcome comments of a sexual nature about an individual’s body or clothing;

5. a pattern of conduct in class, in the work-place, or in the general campus environment that a reasonable person would identify as creating a sexist atmosphere; that is, an atmosphere that demeans or oppresses people simply by virtue of their gender. Examples of such patterns of conduct might include persistent denigration of women or men through sexist humor or remarks, assignment according to gender of tasks that are not gender-specific, or other activities that, by alienating or discouraging members of one sex, tend to impair their academic or professional performance or their ability to function within the community (e.g., hanging of signs which depict women/men in a derogatory manner, yelling sexist remarks from windows as women/men walk by);

6. behavior that would cause discomfort or humiliate a reasonable person through one or more of the following:
   a. inappropriate touching, patting, pinching, unwanted hugging, or brushing against a person’s body,
   b. remarks of a sexual nature about a person’s clothing or body,
   c. remarks about sexual activity or speculation about previous sexual experience or sexual orientation, or other sexually suggestive remarks or insults.

Confidentiality and Reporting
If you are the victim of sexual misconduct or aware of such an instance, we highly encourage you to report that instance so that we may help and offer resources. There are several policies surrounding confidentiality of which you should be aware when choosing a reporting avenue.

Certain staff members are not required to share your personally identifiable details with anyone unless there is a concern for your safety or the safety of others. Other staff members may be required to share your information with a limited group of campus officials. In these cases your information will be shared with as few people as possible and every effort will be made to maintain your privacy. If you are unsure of a staff or faculty member’s reporting requirement, please ask.

Confidential Reporting
If you would like the details of the report to be kept confidential, you may report the incident to any counselors or health care providers at the Mid-Continent University Counseling Center. These staff members will not and cannot report any information about the assault without your consent unless the information relates to clear and imminent danger to an individual. They can be reached at 270-247-8521 ext. 622. To reach them after-hours please contact Campus Safety at 270-705-4578.

You may also contact the Rape Crisis Center 270-247-2023.

Private Reporting
Other resources are available to offer support for sexual misconduct issues as well. Faculty and staff can help direct you to these resources and offer helpful information. If you report to a faculty member, staff member, Campus Safety Officer, student staff member (RA or RD), they are required to share that information with those individuals who are trained in sexual misconduct issues. Your information will be shared with as few people as possible and every effort will be made to keep the details private to the fullest extent possible.

Local Law Enforcement
You may also report to the Kentucky State Police Department. They can be reached via 911 or by calling 270-856-3721. They can assist in filing civil charges. Sexual assault is a criminal offense. Mid-Continent University realizes colleges cannot and should not hold themselves as an alternative to the criminal justice system.

Federal Statistical Reporting Obligations
Campus officials have a duty to report sexual misconduct for federal statistical reporting purposes. All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location for publication in the annual Campus Security Report.

Federal Timely Warning Reporting Obligations
Victims of sexual misconduct should also be aware that college administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. The University will make every effort to ensure that a victim’s name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. The reporters for timely warning purposes are exactly the same as detailed at the end of the above paragraph.

Parental Notification
Mid-Continent University reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, change in student status or conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under
age 21 of alcohol and/or drug policy violations. Where a student is not-dependent, the University will contact parents/guardians to inform them of situations in which there is a health and/or safety risk. The University also reserves the right to designate which college officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act.

**The Investigation and Resolution Process**
Mid-Continent University has adopted procedures to promptly and fairly address concerns and complaints about sexual harassment. Mid-Continent University encourages the reporting of sexual assaults as it may be necessary to give the University opportunity to take action. Complaints may be submitted informally or formally. If a complaint implicates or involves both this policy and any other University complaint or grievance policy or procedure, the University may, in its discretion, suspend the procedures to other complaints or grievance policies pending completion of the sexual harassment complaint process. The complaint process is not to exceed 60 days from the time of the complaint.

The standard of proof as recommended by the Office of Civil Rights used in sexual misconduct hearings will be Preponderance of Evidence or “more likely than not” that the violation did/did not occur.

Mid-Continent University encourages the reporting of sexual assaults to the appropriate University officials, as reporting is the only way the University can take action against the accused assailant.

**Investigation of Complaints**
Responsibility for the investigation and adjudication of alleged student harassment by another student may be handled using an Investigator Model. In this model an investigator(s) serves as a neutral fact-finder who will interview the complainant, the accused, and witnesses, and gather any other evidence as necessary. The interviews will then be compiled into a report which will be passed on to the Dean of Students who will make a determination of charges and schedule a hearing. The Dean will then pass the report on to the Disciplinary Committee (designated by the President of the University) who will decide responsibility. The investigator, complainant and accused will be present at the hearing to present evidence and give testimony.

**Sanctions**
Any student found responsible for violating any element of the Sexual Misconduct Policy will likely receive a sanction ranging from warning to expulsion. Sanctions will be determined based on the severity of the incident and taking into account any previous campus conduct code violations.

**Appeals Process**
1. All decisions of an accountability hearing, except administrative settlements, may be appealed.
2. Requests for appeal must be initiated in writing within 48 hours of the decision and must state the reason for the appeal. The student may or may not be granted a hearing during the appeal process.
3. All appeals will be heard by the Dean of Students or his/her designee.

**Student Rights**
**Complainant and Accused Rights:**
- The right to investigation and appropriate resolution of all credible complaints of sexual misconduct made in good faith to college administrators;
- The right to have complaints of sexual misconduct responded to quickly and with sensitivity;
- The right to be treated with respect by college officials;
- The right to preservation of confidentiality, to the extent possible and allowed by law;
- The right to a hearing closed to the public;
- The right to petition that any member of the Disciplinary Committee be removed on the basis of demonstrated bias;
• The right to an accountability board comprised of representatives of both genders;
• The right to have complaints heard by accountability officers who have received annual sexual misconduct adjudication training;
• The right to be fully informed of Student Code of Conduct and Disciplinary Committee policies and procedures as well as the nature and extent of all alleged violations contained within the complaint;
• The right to bring an advocate or advisor to all phases of the investigation and campus accountability proceeding. The advisor may not take part directly in the hearing itself, though they may communicate with the student as necessary;
• The right to present relevant witnesses to the campus Disciplinary Committee;
• The right to have the college compel the presence of student, faculty and staff witnesses, and the right to ask questions, directly or indirectly, of witnesses (including the accused), and the right to challenge documentary evidence;
• The right to be informed of the names of all witnesses who will be called to give testimony, within 48 hours of the hearing, except in cases where a witness’ identity will not be revealed to the accused student for compelling safety reasons;
• The right to review all documentary evidence available regarding the complaint, subject to the confidentiality limitations imposed by state and federal law, at least 48 hours prior to the hearing;
• The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing;
• The right to make an impact statement at the Disciplinary Committee proceeding and to have that statement considered by the board in determining its sanction;
• The right to a campus accountability outcome based solely on evidence presented during the conduct process. Such evidence shall be credible, relevant, based in fact, and without prejudice;
• The right to appeal the finding and sanction of the Disciplinary Committee, in accordance with the standards for appeal;
• The right to a fundamentally fair hearing, as defined in these procedures;
• The right to have college policies and procedures followed without material deviation.

Complainant Rights
• The right not to be discouraged by college officials from reporting an assault to both on-campus and off-campus authorities;
• The right to be informed by college officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses. This also includes the right not to report, if this is the victim’s desire;
• The right to be notified of available counseling, mental health or student services for victims of sexual assault, both on campus and in the community;
• The right to notification of and options for, and available assistance in, changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available (no formal complaint, or investigation, campus or criminal, need occur before this option is available). Accommodations may include:
  o Change of an on-campus student’s housing to a different on-campus location;
  o Assistance from college support staff in completing the relocation;
  o Arranging to dissolve a housing contract and pro-rating a refund;
  o Exam (paper, assignment) rescheduling;
  o Taking an incomplete in a class;
  o Transferring class sections;
  o Temporary withdrawal;
  o Alternative course completion options;
The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing.
- The right not to have any complaint of sexual assault mediated (as opposed to adjudicated);
- The right to a campus restraining order against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others;
- The right to give testimony in a campus hearing by means other than being in the same room with the accused student (closed circuit live audio/video);
- The right to be present for all testimony given and evidence presented before the Disciplinary Committee;
- The right to be informed of the outcome and sanction (if the accused is found responsible).

**Accused Rights**
- The right to be informed of and have access to campus resources for medical, counseling, and advisory services;
- The right to be fully informed of the nature, rules and procedures of the campus conduct process and to timely written notice of all alleged violations within the complaint, including the nature of the violation and possible sanctions;
- The right to an accountability hearing on the complaint, including timely notice of the hearing date, and adequate time for preparation;
- The right to written notice of the outcome and sanction of the hearing.

**Jurisdiction**
These policies apply to any student, staff and employee of Mid-Continent University and are not affected by the location in which the sexual misconduct incident occurs.

**Statute of Limitations**
There is no statute of limitations on reporting sexual misconduct. However, please be aware that services may be the most effective when incidents are reported immediately.

**Criteria for Policy Assessment**

**Amendments to Policy and/or Procedures**
The University reserves the right to modify and/or amend any or all of this policy outlined herein at any time, in its sole discretion. In the event the University determines that circumstances warrant modification/amendment of any part of this policy, timely notice of same shall be delivered, in writing, to all relevant and affected parties.

**Dissemination of Policy**
This policy will be available to all employees and students.

Copies of the complete Harassment/Sexual Harassment Policies are available at the following locations:
- The Student Handbook
- The Employee Handbook
- The Advantage Student Handbook

**What to do if you are Victim of Sexual Misconduct**
If you or someone you know sexual assault, the following procedures are encouraged:
1. Go to a safe place.
2. Call someone whom you trust.
3. Please consider seeing a medical professional. There are many benefits from doing so. Seek medical care at an emergency room or hospital of your choice. It is important to have a medical exam to check for physical injuries and disease, to dispense pregnancy information and prophylaxis if necessary, and to collect evidence should you decide to prosecute. If you are planning on filing a criminal complaint, the medical exam must be done within 72 hours of the assault. You may have the exam and then decide not to prosecute. Jackson Purchase Medical Center is an area hospital that you may contact.

4. If you want to prosecute there are steps you can take to help preserve evidence. You should avoid changing clothes, bathing, douching, urinating or defecating before arriving at the ER. Urine samples will be necessary to test for any date rape drugs. Do bring extra clothes with you, as clothing may be held as evidence. Get in contact with:
   a. a good friend or family member;
   b. Student Life Staff (Resident Assistant, Resident Director). The Resident Director on call phone # is 270-331-1219;
   c. Campus Safety: 270-705-4578;
   d. The Student Wellness Center Counseling Services 270-247-8521 x622;
   e. Rape Crisis Center 270-247-2023.

It may be helpful to ask for someone you trust or a staff member from Mid-Continent University to go with you. We encourage you to report assault to campus authorities so we may provide you with support, assistance and resources.

What to Expect
1. If you contact a member of residence life (your RA or RD):
   a. The RD or RA will notify the Director of Residence Life and/or the Title IX Coordinator of the incident.
   b. You may be contacted by the Director of Residence Life and/or the Title IX Coordinator regarding the incident.
   c. An investigation conducted by the Title IX Coordinator may begin if the individual so chooses or if the incident suggests there is an ongoing threat to the campus community.
   d. An investigation does not mean that your personal identity will be revealed to the campus community nor does it mean that you would ever have to come face to face with the accused.
   e. If the accused is a member of the campus community, the Dean of Students can order the accused to cease and desist from any intentional contact, direct or indirect, with you.
   f. You will also be given the opportunity to contact the Mid-Continent University Counseling Center or another agency in the community such as the Mayfield Rape Crisis Center.

2. If you contact campus safety:
   a. If you are on campus and feel unsafe, the officer can escort you to a secure, on-campus location.
   b. The officer will notify the Title IX Coordinator, Dean of Students and/or Director of Residence Life that the incident has occurred.
   c. You may be contacted by the Title IX Coordinator, Director of Residence Life and/or the Dean of Students regarding the incident.
   d. An investigation conducted by the Title IX Coordinator may begin if the survivor so chooses or if the incident suggests there is an ongoing threat to the campus community. An investigation does not mean that your personal identity will be revealed to the campus community nor does it mean that you would ever have to come face-to-face with the accused.
You will also be given the opportunity to contact the Mid-Continent University Counseling Center or another agency in the community such as the Mayfield Rape Crisis Center.

3. If you contact the Mid-Continent University Counseling Center:
   a. A counselor will meet with you on-campus and provide mental and emotional support.
   b. The counselor will not share any information of the incident with law enforcement or a member of the Mid-Continent University community without the consent of the individual unless there is a clear threat to other members of the Mid-Continent University community or the individual makes statements of a suicidal/homicidal nature.
   c. The counselor will explain reporting options and support you in whatever decision you make regarding reporting or not reporting.
   d. If you choose to file a report with the Title IX Coordinator, Dean of Students or law enforcement, the counselor may accompany you and support you through the process if you so desire.

4. If you contact a member of the Mid-Continent University faculty:
   a. The faculty member will contact the Title IX Coordinator and Dean of Students.
   b. You may be contacted by the Title IX Coordinator, the Director of Residence Life and/or the Dean of Students regarding the incident.
   c. An investigation conducted by the Title IX Coordinator may begin if the individual so chooses or if the incident suggests there is an ongoing threat to the campus community. An investigation does not mean that your personal identity will be revealed to the campus community nor does it mean that you would ever have to come face to face with the accused.
   d. If the accused is a member of the campus community, the Dean of Students can order the accused to cease and desist from any intentional contact, direct or indirect, with you.
   e. You will also be given the opportunity to contact the Mid-Continent University Counseling Center or another agency in the community such as the Mayfield Rape Crisis Center.

5. If you contact Kentucky State Police:
   a. An officer from KSP will meet you on campus to discuss the incident and create a report.
   b. The police will contact the Dean of Students to let him/her know that they are on campus.
   c. You may be contacted by the Title IX Coordinator, Director of Residence Life and/or the Dean of Students regarding the incident.
   d. An investigation conducted by the Title IX Coordinator or Dean of Students may begin if the individual so chooses or if the incident suggests there is an ongoing threat to the campus community. An investigation does not mean that your personal identity will be revealed to the campus community nor does it mean that you would ever have to come face to face with the accused.
   e. You will also be given the opportunity to contact the Mid-Continent University Counseling Center or another agency in the community such as the Mayfield Rape Crisis Center.

6. If you go to the hospital for an exam:
   a. You may make a request for a sexual assault exam to be completed.
   b. A police officer may be contacted and you may be asked to make a report. The officer is there to collect any evidence obtained during the exam.
   c. If you consent to make a police report, the Commonwealth of Kentucky will pay for the exam and the exam will not be billed to your insurance.
   d. If you are 18, your parents will not be notified without your consent.
   e. Making a report and completing an exam preserves the option to prosecute, but does NOT commit an individual to pressing charges.
f. You may request for a member of Mid-Continent University Residence Life, the Counseling Center, or an advocate from the Mayfield Rape Crisis Center to accompany you to the exam.

**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 Director of Campus Safety and Security. 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.

Office of Campus Safety and Security
270.247.8521 extension 626

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, the MCU Annual Safety Report is available for review on the University’s website (www.midcontinent.edu).

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.

**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.

**OFFICE OF STUDENT DISABILITIES**

It is the policy of MCU to comply with the Americans with Disabilities Act as Amended (2008) 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 Coordinator of Student Disabilities 270-247-8521 ext. 228 after enrollment and prior to beginning classes at MCU. The Office of Student Disabilities is located in the Registrar’s Office in the Administration Building. It is the responsibility of the student to make his or her needs known in a timely manner and to provide the Coordinator of Student Disabilities with required documentation.

Office of Student Disabilities  
Administration Building/Registrar’s Office #126  
270-247-8521 ext 228

**THE ANNE P. MARKHAM LIBRARY**

The Anne P. Markham Library supports the academic study and scholarship of the University’s students, faculty, and staff through its collection and services. The library houses the print collection of reference, nonfiction, fiction and biographical materials, along with current subscriptions to various periodicals and scholarly journals. The library also has copies of eBooks that are available for use. The library’s collection is listed in the Follett Destiny online public access catalog (OPAC). This system provides faculty, staff, students, and the general public access to information regarding library holdings and resources. Interlibrary loan service is available to faculty and students for the borrowing of research materials from other libraries.

The Anne P. Markham Library also maintains a large electronic resources collection for academic research and scholarship. The library subscribes to the Kentucky Virtual Library (KYVL), which offers numerous electronic databases that contain full text articles from scholarly journals, newspapers, and magazines. The library also subscribes to the ProQuest aggregate, which provides further access to full-text articles through its databases including ABI/INFORM Global, Alt-PressWatch, and ProQuest Religion.

To help students during research, the library staff provides information literacy instruction for classes along with individual reference services and consultations. These can be provided in-person, over the telephone, and via email.

The library offers a variety of spaces designed to promote individual study as well as collaborative work through individual carrels and larger, open tables. The library also offers 14 computer workstations where
students can access the web, use various Microsoft Office modules, and print materials to the networked printer.

**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 2013 – SUMMER 2014

August 15  Residence Halls Open for New Traditional Undergraduate Students
Aug 15    Traditional Undergraduate New Student Placement Testing
Aug 15-18 Traditional Undergraduate New Student Orientation Weekend
Aug 15-23 Traditional Bookstore Open
Aug 16    Traditional Undergraduate New Student Registration
Aug 18    Resident Halls Open for Returning Traditional Undergraduate Students
Aug 19    Fall Semester Begins for Traditional Undergraduate Students
Aug 23    Last Day to Register for Traditional Undergraduate Fall Semester courses
Aug 28    Convocation Chapel
Aug 30    Last Day to Drop/Add classes for Traditional Undergraduate Students

September 2*  Labor Day - No classes; Offices Closed
Sep 17    Constitution Day
Sep 27    Last Day to Withdraw Without a Grade Penalty for Traditional Undergraduate Students
October 4  Traditional Undergraduate Students Degree Application Deadline for December 2013 Graduates
Oct 21-31 Advising & Financial Aid Appointments for Traditional Undergraduate Students
November 1 Pre-Registration for Traditional Undergraduate
Nov 4-15  Late Pre-Registration for Returning Traditional Undergraduate Students
Nov 27-29 Thanksgiving Break - No Classes; Offices Closed 28-29

December 2-5 Final Exams for Traditional Undergraduate Students
Dec 7     Traditional Undergraduate Semester Ends
Dec 7     Sigma Beta Delta Induction Ceremony (9:00 A.M. Advantage Classroom)
Dec 7     Advantage Commencement Brunch (10:30 A.M. Cougar Center)
Dec 7     Commencement (3:00 P.M. Mayfield High School)
Dec 24-Jan 1 Christmas-New Year Break - Offices Closed
January 2 Offices Reopen from Holiday break
Jan 10    New Student Registrations and Placement Testing for Traditional Undergraduate Students
Jan 12    New Student Orientation for Traditional Undergraduate Students
Jan 12    Resident Halls Open for All Non J-Term Traditional Undergraduate Students
Jan 13    Spring Semester Begins - First Day of Classes for Traditional Undergraduate Students
Jan 17    Last Day to Register for Spring Semester for Traditional Undergraduate Students
Jan 20    Martin Luther King Day - Offices Closed; No Traditional classes
Jan 24    Last Day to Drop/Add Classes for Spring Semester
February 24 Last Day to Withdraw Without a Grade Penalty for Traditional Undergraduate Students
Feb 28    Traditional Undergraduate Students Degree Application Deadline for May 2014 Graduates
March 10-14 Spring Break for Traditional Undergraduate Students - No Classes
Mar 31- Apr 10 Advising & Financial Aid for Traditional Appointments Undergraduate Students
April 4    Baptist College of the Bible Alumni Banquet
Apr 11    Pre-Registration for Traditional Undergraduate Students
Apr 14-25 Late Pre-Registration for Returning Traditional Undergraduate Students
Apr 18    Good Friday - No Classes; Offices Closed
Apr 30    Honors Day Chapel for Traditional Undergraduate Students
May 5-8    Final Exams for Traditional Undergraduate Students
May 9     Traditional Undergraduate Graduate Senior Dinner
May 10    Traditional Undergraduate Semester Ends
May 10    Sigma Beta Delta Induction Ceremony (9:00 A.M. Advantage Classroom)
May 10    Advantage Commencement Brunch (10:30 A.M. Cougar Center)
May 10    Commencement (3:00 PM Graves County High School)
May 19    Summer Semester & Independent Directed Studies Begin for Traditional Undergraduate Students
May 26    Memorial Day - Offices Closed
June 6     Summer Semester Ends for Traditional Undergraduate Students
June 27    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**

_Advantage_ operates on a semester hour basis. The _Advantage_ degree programs consist of cohort groups of students enrolling when a given cohort typically has a minimum number of applicants to begin. Each group is given a schedule with the dates the group will meet to complete the program curriculum. Undergraduate and graduate degrees are offered in an accelerated completion format for working adults in an online or evening face-to-face format.

**ADVANTAGE ADMISSIONS**

Mid-Continent University _Advantage_ is designed for adults. Classes are conveniently offered in local communities or online with small student-teacher ratios. Each cohort group is required to have a minimum number of applicants to begin. Students follow a given schedule with dates and courses leading to completion of the degree. Students may choose between online or evening face-to-face formats. Each group is given a schedule with the dates the group will meet to complete the program curriculum.

**ADMISSIONS REQUIREMENTS**

**Associate Admissions Requirements**

1. Graduation from an accredited high school or GED is required for admission. Students graduating from a non-accredited high school (i.e. online or home school) may be required to provide either an official transcript of ACT, SAT, or GED. Confirmation by the applicant of High School Diploma or GED on the FAFSA or on the application in the case of students not utilizing federal financial aid is adequate for admission. Please note: The FAFSA is a legal document and any information conveyed on the FAFSA must be accurate.

2. Age 20 or older (there is no age restriction for online students).

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, completion of an admissions application, and payment of a non-refundable application fee.

5. A transcript request form for official high school or GED transcript must be completed prior to enrollment. Students can also elect to have some or all of their previous transcripts evaluated for transferability to MCU. The applicant should complete a transcript request form for any school previously attended where he/she would like to have official transcripts sent to MCU. Deadline for receipt of transcripts for consideration for graduation is by the end of the first term of attendance.

6. Submit a Free Application for Financial Aid (FAFSA) on the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Master Promissory Note and Entrance Counseling must be completed prior to or during Orientation at [www.studentloans.gov](http://www.studentloans.gov). If a student is in default on a student loan, he/she may not be eligible for financial aid and may be personally responsible for any charges. The default status must be resolved prior to enrollment. If a student does not receive financial aid, the student must make arrangements to pay at Orientation with a credit card or cash. (See section on Payment Plans). Financial Aid loan eligibility by class level (freshman, sophomore, junior, senior) will be based on the transfer credits received at the time of enrollment. A student with sophomore status or greater can elect to have transfer credits assessed at week 10 instead of enrollment delaying initial disbursement if he/she prefers (complete preference on Delay of Transcript Assessment form).
Bachelor Admissions Requirements

1. The bachelor program is designed primarily for students who have already attended some college. Your admissions representative and/or advisor can assist you in assessing the program that is best for you.
2. Age 22 or older (there is no age restriction for online students).
3. Full-time work experience (this is not required for online students).
4. Appointment with an admissions representative for counseling on the requirements for completion of a bachelor degree, completion of an admissions application, and payment of the non-refundable application fee.
5. A transcript request form for official high school or GED transcript must be completed prior to enrollment. Completion of a transcript request form(s) for transcript(s) from institution(s) where classes were taken to complete an associate degree is acceptable as well. An applicant can elect to complete a transcript request form for any transcripts he/she wishes to have considered for credit at Mid-Continent University. Deadline for receipt of transcripts for graduation is by the end of the first term of attendance.
6. Submit a Free Application for Financial Aid (FAFSA) on the internet at www.fafsa.ed.gov. The Master Promissory Note and Entrance Counseling must be completed prior to or during Orientation at www.studentloans.gov. If a student is in default on a student loan, he/she may not be eligible for financial aid and may be personally responsible for any charges. The default status must be resolved prior to enrollment. If a student does not receive financial aid, the student must make arrangements to pay at Orientation with a credit card or cash. (See section on Payment Plans). Financial Aid loan eligibility by class level (freshman, sophomore, junior, senior) will be based on the transfer credits received at the time of enrollment. A student with sophomore status or greater can elect to have transfer credits assessed at week 10 instead of enrollment delaying initial disbursement if he/she prefers (complete preference on Delay of Transcript Assessment form).

Graduate Admissions Requirements

1. Completion of a bachelor’s degree from a regionally accredited college/university.
2. Cumulative grade point average (CGPA) of 2.75 (on a 4.0 scale) on previous academic degree(s). Students not meeting the admission criteria may request consideration for acceptance via the appeal process, which consists of an interview with the Dean of Graduate Studies or a designated graduate faculty representative. If the student is denied admission via the appeal process, he/she may opt to take the GMAT. For those who take the GMAT, a minimum score of 320 is required for admission.
3. Either two years documented human resource or management experience or a prerequisite course in human resources and a 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 and pay a non-refundable application fee. Link to: Graduate Admissions Application
6. Official transcripts from the university(s) that awarded the undergraduate degree(s) must 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. Link to: Financial Aid Application.
Upon meeting the above criteria, the Vice President for Adult Programs will accept the admissions application.

**Admissions Appeal Process**

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 the Vice President of Adult Programs, or the Vice President of Academic Affairs.

**Felony Applicants**

Applicants with a felony conviction will be required to petition the University to be considered for admission. Factors considered for acceptance include the number of felonies, violent or sexual nature of felonies, the time frame since the felonies occurred, and the student’s articulation of a desire to make a change. For more specific information related to the above criteria for admission consideration, please contact the Vice President of Adult Programs. A petition for admission will be reviewed by the Director for Student Services or the Vice President of Adult Programs.

**ADDITIONAL ADVANTAGE ADMISSION INFORMATION**

**Orientation & Re-Registration**

Orientation is normally held one to two weeks 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.

**Transcript & Credit Transfer Policies**

High school transcripts from an accredited school, GED, or college transcripts with Associate Degree are required prior to the disbursing of financial aid for students selected for verification. The University reserves the right to expect payment from any student who does not provide the necessary high school transcript required for verification by the end of the third module.

Students who enroll without college transcripts will be processed at a freshmen level (29 credits and under) for financial aid classification purposes. Receipt of official transcripts must be received prior to financial aid processing to qualify the student at a higher grade level, resulting in the possibility of increased loan eligibility. Students are eligible for additional loan funds once their status can be substantiated via official transcripts; students with 30-59 credits qualify at a sophomore level, and students with 60 credits and above qualify at the junior/senior level. Transcript credits for grade level classification for new students will be reviewed either at the time of initial packaging or at week 10. The student is required to choose his/her preference on time of processing financial aid for his/her first term at the time of application.

For consideration of the application of transfer credit to the student’s degree plan for academic purposes, an official college transcript must be received prior to the end of the first term of attendance. Official transcripts must be received directly from each university to be considered for credit. Receipt of official transcripts from one university that indicates credits were received at another university does not result in credits being accepted by Mid-Continent. The original transcripts from each university attended must be received to be considered for credit.

Students may transfer up to 36 semester hours toward an associate degree; 92 semester hours toward a bachelor degree; and six 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. A student should choose a program at the time of admission, including any emphasis he/she would like to include in a degree plan.

**Readmission to the University**

Students who wish to return to Mid-Continent University 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 the balance.
- If the applicant has taken any courses after leaving Mid-Continent, he/she is responsible for requesting official transcripts from those universities to be sent to MCU.
- Current year FAFSA is on file along with the Master Promissory Note and Entrance Counseling.

Once all of the above criteria have been met, an application for readmission and fee must be submitted.

**Requests to Change Degree Program**

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. Link to: [Change of Major or Degree Form](#)
Face-to-Face Financial Information

Undergraduate Tuition and Fee Schedule
Non-Refundable Application Fee ........................................................................ $50
Course Fee (Per Class) ....................................................................................... $35
Books and Materials Fee .................................................................................. Varies per Payment Period
Graduation Fee ................................................................................................... $80
Bachelor/Associate Program Tuition ................................................................. $315 per Credit Hour
  First Payment Period ...................................................................................... $3780
  Second Payment Period .................................................................................. $3780
  Third Payment Period ..................................................................................... $3780
  Fourth Payment Period ................................................................................... $3780

Graduate Tuition and Fee Schedule
Non-Refundable Application Fee ........................................................................ $50
Books, Materials and Course Fee ...................................................................... Varies per Payment Period
Graduation Fee ................................................................................................... $100
Master Program Tuition ..................................................................................... $440 per Credit Hour
  First Payment Period ...................................................................................... $3960
  Second Payment Period .................................................................................. $3960
  Third Payment Period ..................................................................................... $3960
  Fourth Payment Period ................................................................................... $3960

Online Learning Financial Information

Undergraduate Tuition and Fee Schedule
Non-Refundable Application ............................................................................. $50
Books and Materials Fee .................................................................................. Varies Per Payment Period
Technical Fee (Per Class) ................................................................................ $40
Course Fee (Per Class) ...................................................................................... $35
Graduation Fee ................................................................................................... $80
Bachelor/Associate Program Tuition ................................................................. $325 per Credit Hour
  First Payment Period ...................................................................................... $3900
  Second Payment Period .................................................................................. $3900
  Third Payment Period ..................................................................................... $3900
  Fourth Payment Period ................................................................................... $3900

1 All tuition rates are subject to change.
Fifth Payment Period (Associate Only) ................................................................. $3900

Graduate Tuition and Fee Schedule
Non-Refundable Application Fee .............................................................................. $50
Books and Materials Fee ...................................................................................... Varies Per Payment Period
Technical Fee (Per Class) ...................................................................................... $40
Course Fee (Per Class) .......................................................................................... $40
Graduation Fee .................................................................................................... $100
Master Program Tuition ....................................................................................... $440 per Credit Hour
  First Payment Period ......................................................................................... $3960
  Second Payment Period ..................................................................................... $3960
  Third Payment Period ....................................................................................... $3960
  Fourth Payment Period ..................................................................................... $3960

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 payment period.

Employer Payment Plan
Some employers will cover the costs of tuition and fees at the beginning of the payment period (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 Workforce Investment Act (WIA). If funding for the payment period 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, Cash, or Personal Checks

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 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.

Non-Term Financial Aid Policy
The Mid-Continent University Advantage program is a non-term program. All federal regulations for a non-term program must be followed. All students are classified as full time. An undergraduate student must successfully\(^2\) complete the academic year, defined as 24 credits in 40 weeks of instruction, in order to gain eligibility for the next year’s financial aid. Financial aid will be divided into two payment periods. One half of the funds will be paid during the first payment period. The second half will be paid during the second payment period, after the student has completed 12 credits in 20 weeks.

It is federal policy that Mid-Continent return Title IV funds when a student withdraws, or is administratively withdrawn, from the program. A return is also required for students not completing their scheduled payment period. A student will be charged on an earned and unearned percentage of financial aid, based on attendance. If a student completes less than 12 credits in any given payment period, the school must determine if funds must be returned to the U.S. Department of Education. State Grants will also be affected if a student does not successfully complete a payment period. 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 to the United States Department of Veterans Affairs through the following website:  http://www.gibill.va.gov/benefits/other_programs/veap.html. (Form 22-1990 Application for Education Benefits or Form 22-5490 Dependents’ Application for VA Educational Benefits.) 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.

State Grant
State grant money is available on a first-come, first-served 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.

\(^2\)Successful completion means that a student has earned a passing grade or has otherwise received credit for the hours they have attempted in the payment period.
College Access Program (CAP)
CAP is available to Kentucky residents only, according to KHEAA regulations. Students who complete 12 credits in a payment period are eligible for the full amount of funds they are eligible to receive. This state 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.

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 payment period). If a student does not complete 12 credit hours per payment period as required by the Kentucky Tuition Grant (KTG), he/she will not be eligible for funding under this grant.

KEES
KEES is a grant in the state of Kentucky that is based on high school performance. A student must progress successfully to continue to receive this grant.

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 is are usually one or two courses. The award covers tuition and a book allowance of $50 per credit hour.

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 payment period and any remaining balance not covered by WIA is written off by the University. Should a student receive other grants, the student should only receive any residual money after the grants have applied to their balance at MCU.

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 payment period are eligible for their full scheduled award for the payment period.

In December 2011, President Obama signed into law the Consolidated Appropriations Act, 2012 (Public Law 112-74). This law has significantly impacted the Pell Grant Program. Beginning in Fall 2012, students are limited to 12 payment periods (or 600%) of Pell Grant eligibility during their lifetime. This change affects all students regardless of when or where they received their first Pell Grant. Students that are currently receiving the Pell Grant in the 2011-2012 academic year and have already used 600% of their Pell Grant eligibility will no longer be eligible to receive a Pell Grant starting Fall 2012.

Federal Student Loan Program
Federal Direct Loans (subsidized and unsubsidized) are available to eligible undergraduate students. After determination of eligibility, the Office of Student Financial Aid will advise the student on how to borrow under this program. An undergraduate student may borrow regardless of income, but income will affect the amount a student may borrow in subsidized loans. The interest on subsidized loans is paid by the U.S. Department of Education while the student is enrolled in school at least part time. Unsubsidized loans begin accruing interest immediately. The subsidized and unsubsidized limits are determined by a student’s grade level and dependency status as of the beginning of each Borrower Based Academic Year. The limits are as follows:
### ADVANTAGE FINANCIAL PLANNING

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Undergraduate Student (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Undergraduate Student (and dependent students whose parents are unable to obtain PLUS Loans)</th>
<th>Graduate and Professional Degree Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$20,500—No more than $8,500 of this amount may be in subsidized loans. (As of July 1, 2012, subsidized loans are no longer available to graduate and professional degree students)</td>
</tr>
<tr>
<td>Second Year</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td></td>
</tr>
<tr>
<td>Third and Beyond (each year)</td>
<td>$7,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td>$12,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td></td>
</tr>
<tr>
<td>Maximum Total Debt from Loans When You Graduate (aggregate loan limits)</td>
<td>$31,000—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$138,500—No more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes Stafford Loans received for undergraduate study.</td>
</tr>
</tbody>
</table>

**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 receive an award letter listing the type(s) of aid awarded. Grants are applied to the student’s account for the current award year. The Office of Student Financial Aid will process loans to cover the student’s remaining balance unless otherwise instructed by the student. A student may also request additional student loans provided the loans will be used for authorized educational expenses and do not exceed the student’s eligibility. The student must also sign a form stating that he/she has read the Satisfactory Academic Progress Policy.

### SATISFACTORY ACADEMIC PROGRESS POLICY

Federal student financial assistance regulations, at 34 CFR 668.34(a), require institutions to establish “reasonable” satisfactory academic progress (SAP) policies for determining whether otherwise eligible students are making SAP in their educational programs, and may therefore receive assistance under Title IV of the Higher Education Act (HEA), as amended. Mid-Continent University’s SAP policy must also be as strict as the one the institution applies to a student who is not receiving assistance under the Title IV, HEA programs, and it must be applied consistently to all categories of students and educational programs established by the institution. 34 CFR 668.34(a)(1) & (2).

SAP, as assessed by the Mid-Continent University financial aid office, is separate and distinct from a student’s academic standing as determined by his/her academic unit at Mid-Continent University. SAP is a method of measuring a Title IV recipient’s progress toward program completion and it is measured through the use of qualitative and pace/quantitative standards. 34 CFR 668.34(4)(i) and 668.34(5)(i).
Examples of Title IV funds include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Federal Direct Loans (subsidized and/or unsubsidized), Federal Direct Graduate PLUS Loan, Federal Direct Parent PLUS Loan, and the Iraq and Afghanistan Service Grant.

State regulations also 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. Satisfactory academic progress is achieved when a student maintains both the required grade point average and the required completion rate. Mid-Continent University’s academic progress policy for financial aid students governs the receipt of funds under all federal and state financial aid programs.

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. Academic progress will be evaluated once per payment period, regardless of the number of payment periods the student has been enrolled. The calculated status will determine the receipt of financial aid for the subsequent payment periods. Students who do not achieve minimum SAP status may enroll and pay out of pocket during their periods of ineligibility; however doing so does not guarantee that they will regain eligibility. Suspension of aid is not the same as academic suspension that is handled by the Registrar’s Office. If, however, the Registrar academically dismisses a student, the student will automatically lose eligibility for financial assistance.

**Qualitative** standards reference a student’s grades (e.g. cumulative GPA) and **pace/quantitative** standards reference a student’s progress through their program, ensuring they will graduate within the maximum time frame.

Students who do not meet the qualitative or quantitative/pace standards at the time SAP is evaluated (at the end of each payment period) are placed on SAP **warning** for the payment period following the payment period in which the student did not make SAP. If after the **warning** period, the student is still not making SAP, the student is no longer eligible to receive Title IV funds and is placed on **suspension**, unless the student successfully appeals and is placed on **probation**. If a student is placed on **probation**, he or she will be eligible for Title IV funds for the subsequent payment period, unless the student is making SAP or the student meets the requirements of their academic plan (see below).

In addition, students who are ineligible for Title IV funds due to not meeting SAP requirements may also become ineligible for non-Title IV forms of student financial assistance. Examples of such non-Title IV forms of assistance include: Mid-Continent University’s Spouse/Dependent Grant, Kentucky State grant programs, etc.

Mid-Continent University’s financial aid office is responsible for measuring SAP for the purposes of monitoring Title IV student aid eligibility. However, the financial aid office staff may require the assistance of several office staff members and university offices outside of the financial aid office at various stages of the SAP monitoring process.

Because Mid-Continent University offers several programs that utilize different academic calendars (traditional, Advantage, and graduate), the university will evaluate SAP for each program independently, based on their academic calendar. In addition, the Advantage Program offers associate, bachelor, and master degree programs. As a result, students in these degree programs will be assessed separately, based on their degree requirements.

**Frequency of Evaluation**

*Advantage* Degree Programs
Mid Continent University has elected to measure SAP at the conclusion of each completed payment period. Advantage degree programs measure progress in credit hours, do not have terms, and are greater than one academic year in length. Per 34 CFR 668.4 (c) (2), for the first academic year and any subsequent full academic year, the first payment period is defined as the period of time that it takes a student to successfully complete one half of the credit hours in the academic year and one half of the weeks of instructional time in the academic year. The academic year for Advantage is defined as 24 credit hours and 40 weeks of instruction; therefore, the evaluation will take place at the time the student has successfully completed 12 credits and 20 weeks (end of the first payment period), and again when the student has successfully completed 24 credits and 40 weeks of instruction (at the end of the second payment period/academic year). This frequency applies to all students, including those who are on probation and are subject to an academic plan (discussed below).

The financial aid staff will evaluate students enrolled in the Advantage degree programs during the first week of each month for all students who successfully completed a payment period within the last 30 days, and subsequent to the prior month’s evaluation. Mid-Continent will not disburse any funds for the subsequent payment period or academic year for any students currently on warning or probation status, until the student’s SAP status has been evaluated and the student is determined to be meeting SAP standards (eligible) or meeting the conditions of the appeal approval and academic plan. If the student is determined to be meeting SAP standards or has met the terms of their appeal approval and academic plan, the financial aid staff will disburse the aid for which the student is eligible. However, if for the period the student is being evaluated, the student was on a warning or probation status and is not meeting the SAP standards and/or has not met the requirements of their academic plan (see Appeals below), Mid-Continent will remove all awards and notify the student (notification is discussed below) of their ineligibility and the appeal process, if applicable.

Standards
Quantitative/Pace Standard
Mid-Continent University’s financial aid office measures the quantitative/pace standard for all students at the intervals noted above. In order to ensure a student is meeting the quantitative standards required under the federal requirements, Mid-Continent University measures the following:

**Maximum time frame** (cumulative credit hours) for:

- **Advantage Program**
  - Associate
  - Bachelor
  - Graduate

The **pace** at which a student must progress to complete the program within the maximum time frame for:

- **Advantage Program**
  - Associate
  - Bachelor
  - Graduate

**Maximum Time Frame**
The maximum time frame assessment is applicable to all undergraduate and graduate students enrolled at Mid-Continent University, in both the traditional and Advantage programs.

**Undergraduate Programs of Study**
For students pursuing an undergraduate degree (associate and bachelor) the maximum time frame during which a student must complete their program cannot exceed 150 percent of the published length of the educational program.

At Mid-Continent University, undergraduate students pursuing a bachelor’s degree are required to complete 128 credit hours to earn their degree. Students enrolled in the bachelor’s program (both traditional and Advantage) will fail the maximum time frame assessment when the student has attempted more than 192 credit hours (150 percent of 128 credit hours) without having completed his/her program of study. Once a student reaches 192 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.

Similarly, for a student enrolled in an associate degree program which requires the student to complete 60 credit hours, the student will fail the maximum time frame assessment when the student has attempted more than 90 credit hours. Once a student reaches 90 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.

Graduate Programs of Study
For students pursuing a graduate degree, the maximum attempted units may not exceed 150 percent of the published length of the educational program.

Mid-Continent University currently offers one master’s level program, which culminates in a Master of Science in Human Resource Management degree. To receive the degree, a student must successfully complete 36 credit hours, of which no more than six can be transferred from another institution. Students enrolled in this master’s level program will fail the maximum timeframe assessment when the student has surpassed 54 attempted units without having completed his/her program of study. Once a student reaches 54 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.
Pace: Cumulative Percent of Credit Hours Completed

The **quantitative - pace measurement** is utilized as the quantitative standard of SAP for Mid-Continent University’s undergraduate and graduate student populations. As the name implies, this standard specifies the pace at which a student must progress through his or her educational program to ensure the student will complete the program within the maximum time frame (discussed above).

Attempted hours include:

- All courses completed with a passing grade A, B, C, D or P as well as transfer credits accepted towards the student’s program,
- Courses with non-passing grades of I (Incomplete), W (Withdrawal), F (Failure), WF and WP,
- Credit hours attributable to repeated coursework (for all attempts, regardless of the grade), and
- Credit hours for remedial coursework.

Since Mid-Continent does not offer English as a second language (ESL) courses, these are not addressed in this policy.

Completed hours include only those courses (including remedial and transfer coursework) completed with a passing grade of A, B, C, D, or P. If a student has repeated a course, and received a passing grade in more than one of the attempts, only the credit hours earned for one of the attempts will be included in the completed hours. Courses with non-passing grades of I, W, F, WF, and WP do not count towards completed hours. Non-passing grades will negatively impact the calculation. In order to meet SAP, students must complete 67 percent of their attempted credit hours at the time SAP is evaluated. At the end of the payment period/semester, Mid-Continent will measure a student’s pace toward degree completion by dividing the student’s cumulative attempted credit hours into the student’s cumulative completed credit hours (pace = # completed/# attempted). If a student fails to complete a minimum of 67 percent of their attempted coursework, the student will be placed on **warning** for one payment period/semester. If the student continues to not meet the 67 percent requirement after the one **warning** period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below). This applies to both graduate and undergraduate students.

As noted above, for students in the traditional program, the student’s pace will be assessed at the end of the fall semester and again at the end of spring. For students in **Advantage** (both graduate and undergraduate), the student’s pace will be assessed at the end of each completed payment period.

Where a student has successfully transferred course credits from other post-secondary institutions to Mid-Continent University and those credits are applicable to the student’s program/major, those credits are included in the maximum attempted units standard noted above. More specifically, each credit successfully transferred to Mid-Continent University is considered to represent one attempted unit which was successfully completed.

**Qualitative Standard**

**Undergraduate Programs of Study**

Mid-Continent University utilizes a student’s cumulative GPA as a measurement of the SAP qualitative standard. All undergraduate students must have a minimum cumulative GPA of 1.8 for a Freshman, 1.9 for a Sophomore and 2.0 for a Junior or Senior (on a 4.0 scale) in order to be meeting
Mid-Continent SAP standards. Mid-Continent will include in the GPA calculation grades assessed for remedial coursework. If a student repeats a course, only the highest grade assigned for each of the attempts will be used in the GPA calculation. As discussed above, SAP will be evaluated at the end of every payment period (Advantage) or semester (traditional). An undergraduate student must have a minimum cumulative GPA of 1.8 for a Freshman, 1.9 for a Sophomore and 2.0 for a Junior or Senior (on a 4.0 scale) for each evaluation period. If a student fails to meet this minimum GPA, the student will be placed on warning for one payment period/semester. If the student continues to fail to meet the minimum cumulative GPA after one warning period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below).

Graduate Programs of Study
Mid-Continent University utilizes a student’s cumulative GPA as a measurement of the SAP qualitative standard. All graduate students must have a minimum cumulative GPA of 3.0 (on a 4.0 scale) in order to be meeting Mid-Continent SAP standards. As discussed above, SAP will be evaluated at the end of every payment period. A graduate student must have a minimum cumulative GPA of 3.0 for each evaluation period. If a student fails to meet this minimum GPA, the student will be placed on warning for one payment period/semester. If the student continues have a cumulative GPA below 3.0 after the one warning period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below).

SAP Statuses and Implications
As a student’s SAP is evaluated at the regularly scheduled increments, Mid-Continent University will typically confer one of five SAP statuses upon a student. They are:

**Eligible** – This status indicates that a student has successfully met all of the quantitative and qualitative standards discussed above, as applicable to their program. Students with a status of “eligible” are eligible to receive all forms of Title IV assistance for which they are eligible.

**Warning** – Since Mid-Continent University evaluates student SAP at the conclusion of each payment period and semester (depending on program), a student will be placed on SAP warning if the student does not meet the qualitative and/or quantitative (pace) standards. A student on warning status is not required to successfully appeal his/her SAP status to receive federal, Title IV, student financial assistance and is eligible for Title IV funds for one payment period.

**Suspension** – This status indicates the student is no longer eligible to receive federal, Title IV, student financial aid because they have failed to meet the SAP standards (qualitative and/or quantitative).

At Mid-Continent University, the status of suspension will be conferred on a student where he/she has been placed on warning and has subsequently failed to meet the SAP standards after completing one payment period/semester where the student was in warning status.

Additionally, a student will be placed on suspension from a previous status of eligible if the student fails the maximum time frame standard or if the student was on probation during a prior payment period/semester. To illustrate:

- For undergraduate students a status of suspension may be conferred from a previous status of eligible if the maximum attempted units assessment indicates the student has reached the 150% mark for attempted units.
- For graduate students status of suspension may be conferred from a previous status of eligible if the maximum attempted units assessment indicates the student has reached the 150% mark for attempted units.
A student may also be placed on suspension from a previous SAP status of probation – single payment period or probation – academic plan (see below) where the student failed to meet make satisfactory academic progress (meeting both qualitative and quantitative standards) or if the student failed to meet the requirements specified by Mid-Continent University in the student’s academic plan.

**Probation – Single Payment Period** – This status allows a student to receive federal, Title IV financial assistance for a single payment period following the successful appeal by the student and where the student’s eligibility for aid was reinstated.

This status is conferred when the institution determines that the student should be able to meet the institution’s SAP standards by the end of the subsequent payment period or semester. If applicable, Mid-Continent University may establish academic objectives for the payment period or semester as a condition of the status of probation – single payment period.

**Probation – Academic Plan** - This status allows a student to receive federal, Title IV financial assistance following the successful appeal by the student of his/her SAP suspension status based on an academic plan the institution develops with the student that, if followed, will ensure that the student is able to meet the institution’s SAP standards by a specific point in time. The school may approve the student to receive funds for more than one payment period/semester providing the student meets the school’s SAP standards or meets the requirements set out in the academic plan. If the student fails to do either, the student may not receive Title IV funds for the subsequent payment period.

This status requires that the institution create an academic plan for the student outlining academic objectives over one or more payment periods/semesters. A student with a status of probation – academic plan is evaluated at the conclusion of each payment period in an effort to determine if the student has successfully met the objectives for that particular payment period. Provided the student meets the objectives for a given payment period or semester, he/she will remain on the probation – academic plan status and will not be required to file an additional SAP appeal. Conversely, if a student with a SAP status of probation – academic plan fails to meet the objectives for a given semester, the student’s SAP status will be suspension with the resulting loss of federal, Title IV, student eligibility at the time of evaluation. Students who lose eligibility for failure to meet their academic plans may file a subsequent appeal which documents new or changed circumstances (see appeals below).

**Appeals**
Students who have been placed on suspension status may file a written appeal that the student submits to the financial aid office as instructed in the suspension notification. The appeal must include:

- Current contact information for the student,
- A statement from the student detailing the cause(s) for his/her failure to meet the SAP standards as well as his/her plans for future academic improvement, and
- A statement from the student’s academic advisor and/or representative from his/her academic department/college corroborating the student’s academic improvement plan.
- If required (see below), an academic plan which details the necessary requirements (courses and grades) the student will need to complete in order to meet Mid-Continent University’s SAP standards. The plan must also include the time frame in which the student will need to meet SAP.
In order to file an appeal, the student must submit the SAP appeal form which is available on the Mid-Continent Financial Aid Office webpage (SAP appeal form). This form must be submitted by the student and can be submitted in person or as an attachment to an email to the student’s financial aid counselor.

Upon receipt of the completed appeal, a designated committee within Mid-Continent University will review the appeal form, academic plan (if provided), as well as the student’s academic history, to determine if the student has encountered mitigating circumstances justifying the continuation of federal, Title IV, student eligibility even though the student is not currently meeting the established SAP standards.

Examples of mitigating circumstances might include – injury or illness, the death of a relative, or other special circumstances. The appeal must explain why the student failed to make satisfactory progress and what has changed in his or her situation that will allow him or her to make satisfactory progress at the next evaluation.

If the student will not be able to meet the school’s SAP standards by the end of the subsequent payment period/semester, Mid-Continent University will develop an academic plan for the student that, if followed, will ensure that the student is able to meet the school’s SAP standards within a specific period of time.

If the student needs to appeal for a subsequent payment period/semester either because he or she no longer meets SAP standards or did not meet a condition of his or her academic plan, if applicable, the student will need to provide a new appeal form which includes information related to his or her mitigating circumstances that caused the student to not meet SAP for the most recent payment period/semester.

Once Mid-Continent has reviewed and made an appeal determination, that decision is final and may not be appealed.

If the student chooses not to appeal, or if his or her appeal is denied and he or she continues his or her coursework at Mid-Continent by paying for his or her courses on their own, the student will be re-evaluated at each regular interval (see above). If the student is determined to meet SAP for a subsequent payment period/semester, the student’s SAP status will be returned to eligible and the student will be eligible to receive Title IV funds for that payment period and subsequent ones provided the student retains an eligible SAP status.

**Probationary Periods**
A student is assigned a status of **probation** if he or she has failed to meet the SAP standards, the student has appealed, and based on that appeal, Mid-Continent has reinstated the student’s eligibility for Title IV funds. During the probationary period, the student will be eligible to receive Title IV funds for one payment period/semester. At the end of the probationary period, Mid-Continent will evaluate the student to determine if he or she is meeting SAP standards following the probationary period.

If the student’s status was **probation – single payment period**, and the student is meeting SAP standards after the probationary period, the student will return to **eligible** status. If the student is not meeting SAP after the probationary period, the student will return to **suspension** status. If the student had additional special circumstances (different from their first appeal), the student may submit a subsequent appeal. (The student may not appeal based on the same circumstances cited in his or her original appeal.)

If the student’s status was **probation – academic plan** and the student is meeting SAP standards after the probationary period, the student will return to **eligible** status. If the student is not meeting SAP, but has met the conditions of the academic plan, the student will retain the status **probation – academic plan** and
will remain eligible for Title IV funds. Mid-Continent will continue reviewing the student after each successive payment period/semester to determine the student’s Title IV eligibility. If the student does not meet the conditions of the academic plan, he or she will be returned to \textit{suspension} status. If the student has new circumstances which prevented them from making SAP or meeting the conditions of the plan, he or she may submit a subsequent appeal (see appeals section above).

\textbf{Communication of SAP Statuses}

If a student maintains an SAP status of \textit{eligible}, Mid-Continent University will not provide the student with any notification of this status. If a student is not meeting SAP (SAP status of \textit{warning} or \textit{suspension}), Mid-Continent University will send a paper communication via the U.S. Mail and also via email to the student’s official email address (on file with the financial aid office). The communication will provide the student with the results of the evaluation, the effect on his or her financial aid, as well as the process to submit an appeal.

If a student submits an appeal after being notified of his or her \textit{suspension} status, he or she will be advised of the results of that appeal via U.S. Mail and email. If the appeal is approved, the communication will advise the student of the requirements he or she must meet during the next one or more payment periods to ensure he or she remains eligible for Title IV funds.

If the student’s appeal is denied, Mid-Continet will send a communication to the student advising him or her of the decision and the student’s requirements to regain eligibility, should the student wish to continue his or her education at Mid-Continet University.

\textbf{Academic Forgiveness GPA}

Although Mid-Continet University offers an academic amnesty/renewal procedure known as “Academic Forgiveness,” federal student aid regulations make no provisions for such institution-based academic renewal programs. Therefore, Mid-Continet University must determine a student’s SAP status utilizing all historical credit hours attempted, credit hours completed, and grades earned that are applicable to a student’s program of study irrespective of the student’s admission into Mid-Continet University academic amnesty/renewal program.
FACE-TO-FACE ATTENDANCE POLICY
Students may withdraw from a face-to-face class during week one and week two. Attendance on the third week (or 60% point) commits the student to the course and he/she will be awarded whatever grade he/she earned for the work completed.

Class attendance is required to complete the course. Due to the brevity of the course, only one absence (20% of the course) is permitted. Absence due to illness or other emergency situations must be made up through the assignment or activities required by the instructor of that course. It is the responsibility of the student to request the make-up assignment. The instructor will assign make-up work addressing the material covered during the student’s absence. In the event a student misses an Advantage class session or a substantial portion of a class period, a student may offset an absence by completing:

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

This type of make-up assignment is done in addition to the assignments for the class missed. The instructor shall grade the assigned make-up work and it will be added into the student’s course grade. An instructor 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 instructor no later than the date the course is completed, unless the student requests an extension.

Please note: Arriving late or leaving early may result in a partial absence. In addition, texting, making/accepting cell phone calls (unless an emergency), and inappropriate use 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 not pass the course. To request an exception to this policy, the student must submit to the instructor, in writing, the unusual and extenuating circumstances* of both the absences. If there is no prior history of repetitive absences, the instructor 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, regardless of the circumstances. A student (who attends after the second night of the course) with three absences will not receive a passing grade 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 government regulations for various federally funded programs. 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 (Monday - Sunday) and complete at least one academic activity assigned for that week to avoid an absence for that week. Examples of participation 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 an online 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 require a student to participate in 80% of the course. Make-up assignments must be completed to cover any week(s) of absence. If a student fails to participate (see definition of participation above) in 80% (i.e. eight weeks of a ten week course) of weekly sessions (need not be consecutive), the student must submit to the instructor, in writing, the unusual and extenuating circumstances* (see definition below) for the additional absences. If there is no prior history of repetitive absences, the instructor has the option of assigning make up work to cover up to 20% of additional weekly sessions (two additional absences for a 10 week course). If a student fails to participate in 80% of the weekly sessions, the student will automatically receive a letter grade reduction in the course, regardless of the circumstances.

It is the responsibility of the student to request make-up assignments. The instructor will assign make-up work addressing the material covered during the week of absence consisting of:

- A one and a half or two and a half page paper or
- Equivalent problem sets; or
- Selected learning activities relating to the course.

Make-up work required to offset any absence(s) and is completed in addition to the assignments for the week missed. The instructor shall grade the assigned make-up work and it will be added into the student’s course grade. An instructor 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 instructor no later than the date the course is completed, unless the student requests an extension.

Students may withdraw from an online course between weeks one and four; receiving a “W” for the course.

*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.

Attending after the 40% point (typically after the fourth week) commits a student to the course. A student who attends after the 40% point who is absent for more than 40% of the classes (four absences for a ten
week course) will not receive a passing grade. Five consecutive absences will result in an automatic administrative withdrawal from the course and the program.

**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.

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>U Unauthorized Incomplete</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 a professor or instructor:

- **A** Exceptionally high quality; valued at four points for each credit
- **B** Good; valued at three points for each credit
- **C** Satisfactory; valued at two 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** Awarded to students who complete the course but fail to achieve the course objectives. No credit; valued at no points but counted as hours attempted
- **P** Pass; credit earned 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 credit or quality points
- **U** Unauthorized Incomplete. Awarded to students who did not officially withdraw from the course but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make a normal evaluation of academic performance possible. No credit; valued at no points but counted as hours attempted
- **W** Withdrawal; counted as 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.)
- **WP** Withdrawal Passing; counted as 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; counted 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 (counted as hours attempted and no quality points)

Grades of “F”, “I”, W, or “U” negatively affect a student’s grade point average.

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. 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 and the grade automatically becomes an “F”. This policy applies even when a student does not enroll the next semester. 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.

Degree-seeking students who have an “I” grade in any course required for graduation must complete all work and have the grade changed by the instructor 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 submitted by faculty and recorded in the Registrar’s Office. No grade submitted to the Registrar may be changed except upon a written statement signed by the faculty and/or the Vice President of Academic Affairs certifying an error has been made. When an error is made in reporting a grade, the faculty 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 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 instructor 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 instructor, the student must submit a written statement about the dispute to the Chair of the Department or Dean 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 Vice President of Academic Affairs who will request a written response from the faculty member, the Chair of the Department or Dean, and in some cases the student, in order to make a decision.
The Vice President of Academic Affairs will then communicate his/her decision to the instructor and student. 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 student 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. Repeating a course may affect financial aid eligibility.

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 negatively impacted by not passing a course which 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**
**Undergraduate Program**

**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 grade point average (CGPA) is less than the value listed for attempted number of hours. A student who fails to raise his/her CGPA in the next two 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 two semesters without improving academic standing. For more information, students should contact the Executive Director of Financial Aid.

**Probationary Load**
A student who has been placed on academic probation will be limited to an academic load of 15 semester hours. Any student who needs to carry more than 15 semester hours must have the approval of his/her advisor and the Chair of the Department or Vice President of Academic Affairs. Students should include in their course load the courses they need to repeat in order to improve their CGPA and their academic standing.
Removal from Probation
A student on probation who achieves a CGPA at or above the appropriate CGPA 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 academic 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 academic official(s). Students who fail to meet this standard may be asked to withdraw permanently from the University.

Graduate Program
Academic Probation
Graduate students must maintain a minimum CGPA of 3.0 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 3.0 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” has been received.

Academic Suspension
A graduate student with a CGPA below 3.0 for two consecutive semesters is subject to academic suspension. Any student who receives two 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 suspension. 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.

WITHDRAWAL POLICY
To withdraw from MCU program, a student must notify his/her 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.
ADVANTAGE ACADEMIC POLICIES

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 two 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 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 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 Vice President of 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 and cheating policies. They are to make every effort to provide the physical conditions that would deter cheating.
If students engage in academic dishonesty such as plagiarism or other forms of cheating, instructors should assign a penalty or sanction and notify the Vice President of Academic Affairs by reporting the incident. The VPAA 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 appeal first to the instructor with a written complaint. If the student remains dissatisfied with the decision of the instructor, they can appeal to the Dean or Department Chair of their program, and then to the Vice President of Academic Affairs. A student may appeal to the President. The ruling of the President is final.

**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 academic advisor. Graduates are charged a non-refundable fee regardless of participation in commencement ceremonies. The deadline for submitting an application is March 1 for May graduation or October 1 for December graduation. Any applications received after April 1 or November 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 in December and May. Students are permitted to participate in commencement exercises if they are within nine (9) undergraduate or six (6) graduate credit hours of completing their degree requirements and provided they meet the following criteria:

- They must be enrolled in the remaining nine undergraduate or six graduate 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 Achievements and Honors**

**President’s List**

Students achieving a 4.0 GPA 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 achieving a 3.50-3.99 GPA 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.

**Graduation Honors**

Baccalaureate degree candidates are considered for graduation honors if they have earned a minimum of 36 hours in residence for a baccalaureate and a minimum of 24 hours in residence for an associate degree.
at Mid-Continet University. They also must have earned the required cumulative grade point average (CGPA) on all coursework both Mid-Continet 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.

The GPA 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-Continet University, must meet the criteria.
- The average of the student’s academic work at Mid-Continet University alone must meet the criteria, with no incomplete grades.

Honor students will be recognized at Commencement. Students who march at Commencement with nine undergraduate or six graduate credit hours or less 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.

These honors designations are printed in the Commencement program and displayed on the student’s academic transcript.

**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**
*Advantage* does not allow course audits.
ADVANTAGE UNDERGRADUATE PROGRAMS

Advantage offers multiple undergraduate program offerings in a face-to-face or online format. These programs are specially designed for adults who are busy with work and family. The face-to-face format allows students to take one course at a time, with each concentrated course meeting one night a week for five weeks. Four courses are normally completed in 20 weeks. The online format allows students an internet-based option, taking two courses at a time. Four courses are normally completed in 20 weeks. Internet-based courses require weekly interaction with assignments due each week. Students can log in to the Online Learning Center at any time to complete their coursework.

ADVANTAGE ASSOCIATE DEGREE PROGRAMS

Advantage offers two associate degrees: Associate of Science and Associate of Arts. The course requirements are similar but students pursuing an Associate of Arts degree are required to take six hours of foreign language in place of six credits in electives. Mid-Continent Advantage does not offer foreign language courses; however, students may transfer in six hours of foreign or ancient language or a satisfactory CLEP score.

The Advantage 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 or online. The face-to-face format is designed for adults age 20 and older. Five-week classes meet one night per week with 23 months of year-round instruction (there are added breaks throughout the program), providing the student the opportunity to earn 60 credit hours. 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 (there are added breaks throughout the program), providing the student the opportunity to earn 60 credit hours. 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
- Communication skills
- Problem-solving and decision-making skills
- Information literacy
- Self-reliance and leadership skills
- Self-knowledge and self-image growth

Associate of Science Degree requirements: 60 Credit Hours

General Education 36 credit hours
Electives (Concentrations) 24 credit hours*

*Varies – every MCU student must take a Christian Studies course for every 30 credit hours completed at MCU.
ADVANTAGE UNDERGRADUATE PROGRAMS

Associate of Science Degree Requirements (60 Credit Hours)
All courses are three credit hours unless otherwise noted. To earn an associate degree at Mid-Continent University, students must satisfy the following core and elective requirements, or their equivalent.

General Education Core (36 credit hours)
Christian Studies (3 credit hours)
   BIB 2133 Bible as Literature (Cross Listed: ENG 2113)
   BIB 3223 Life of Christ
   CHM 1223 Foundational Issues of Life (or Online: CHM 2123 Christianity in a Pluralistic World)

Communication (9 credit hours)
   COM 1103 Principles of Speech (or Online: COM 1003 Intro to Human Communication)
   ENG 1103 English Composition I
   ENG 1203 English Composition II

Mathematics (3 credit hours)
   MAT 1403 College Mathematics

Science (6 credit hours)
   SCI 1003 Environmental Science
   SCI 1103 General Biology

History and Behavioral Sciences (6 credit hours)
   HIS 2103 United States History to 1877
   PSY 1013 General Psychology

Humanities (3 credit hours)
   MUS 2103 Music Appreciation

Elective Courses (15-20 credit hours) Elective courses offered may vary depending on current face-to-face or online offerings.
   BUS 1013 Introduction to Business
   BUS 2113 Financial Accounting
   BUS 2423 Principles of Microeconomics
   BUS 2513 Personnel Supervision
   BUS 2523 Managing Cultural Diversity
   ENG 1013 Applied English
   CSC 1203 Computer Applications I
   CSC 1303 Computer Applications II
   HRM 2113 Employee High Performance
   MAT 1013 Business Mathematics
   PSY 3803 Organizational Psychology

Concentrations: Concentrations provide a foundation in best practices in Human Resource Management and Business Administration. Both concentrations are a practical complement to the Associates degree as well as MCU Bachelor degrees in Business Management, Psychology and Counseling, and Christian Ministry. A student may transfer in up to 50% of the concentration (6 credit hours) with an equivalent course(s) from another accredited institution.
To earn a concentration in Human Resource Management, the student must satisfactorily complete the following courses:

- BUS 2513 Personnel Supervision
- BUS 2523 Managing Cultural Diversity
- HRM 2113 Employee High Performance
- PSY 3803 Organizational Psychology

To earn a concentration in Business Administration, the student must satisfactorily complete the following courses:

- BUS 1013 Introduction to Business
- BUS 2113 Financial Accounting
- BUS 2423 Principles of Microeconomics
- BUS 2513 Personnel Supervision

**Graduation Requirements for the Associate Degree**

- Complete the 60 credit hours of Associate degree course requirements. Any substitute course fulfillsments agreed upon with transfer students will be identified through the advising department and subject to approval by the Registrar’s Office.
- Complete a minimum of 24 credit hours at Mid-Continent University to meet residency requirement or minimum of 15 credit hours if active duty military (SOC Agreement).
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 60 credit hours.
- 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 must be notified.
ADVANTAGE BACHELOR DEGREE PROGRAMS

Advantage offers three bachelor degree programs: Bachelor of Science in Business Management, Bachelor of Science in Psychology and Counseling, and Bachelor of Science in Christian Ministries. Each cohort group participates in approximately 18 months of instruction to complete the Bachelor of Science degree programs, generally covering a 20 month time period (there are added breaks throughout the program). The 48 credit hour majors are taught in modular format and can be completed in as little as 20 months. Students have direct access to professors who are often also professionals in the field. The face-to-face format is designed for adults age 24 and older. There is no minimum age for the online format.

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.

Bachelor of Science Degree requirements: 128 Credit Hours

General Education 40-49 credit hours*
Electives 31-40 credit hours

*Varies – every MCU student must take a Christian Studies course for every 30 credit 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 MCU’s residency requirements.

Adding a Minor
Students can add a minor to any Advantage bachelor degree. Completing a minor requires the fulfillment of 18 credit hours 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.

**Required Courses: (48 Credit Hours)**

All courses are three 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 Principles of Management (Cross Listed: BUS 3113)
- 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

**Business Management Minor**

**Required Courses: (18 Hours)**

- COM 3113 Organizational Communication
- PSY 3413 Group Dynamics (Cross Listed: COM 3213 Group Processes)
- ECO 3123 Macroeconomics Analysis
- MGT 3113 Systems Approach to Organizational Change
- ACC 3123 Managerial Accounting
- MGT 3223 Principles of Management (Cross Listed: BUS 3113)

**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.

Required Courses: (48 Credit Hours)
All courses are three credit hours unless otherwise noted.

PSY 3003 Marriage and Family
CHM 3123 Christian Worldview
PSY 3313 Social Psychology* (Cross listed SOC 3313 Social Psychology)
PSY 3213 Developmental Psychology
PSY 3803 Organizational Psychology or PSY 3223 Child Psychology (online only)
PSY 3013 Human Sexuality*
PSY 2103 Introduction to Counseling
PSY 2703 Statistics for Behavioral Studies
PSY 4203 Quantitative Methods of Research**
PSY 3513 Tests and Measurements*
PSY 3113 Abnormal Psychology*
PSY 4003 Psychology of Addiction*
PSY 3303 Theories of Personality*
PSY 4103 Physiological Psychology*
PSY 3203 Psychology of Religion*
PSY 4803 Counseling Practicum* (Must take in last semester of courses)
*Prerequisite PSY 1013 General Psychology required
**Prerequisite PSY 2703 Statistics for Behavioral Studies or MAT 2303 Introduction to Statistics

Psychology Minor

Required Courses: (18 hours)
PSY 1013 General Psychology
PSY 3313 Social Psychology
PSY 3213 Developmental Psychology or PSY 3223 Child Psychology (online only)
PSY 3303 Theories of Personality

And any two courses listed below:

PSY 3003 Marriage and Family
PSY 3223 Child Psychology or PSY 3213 Developmental Psychology (If not taken above)
PSY 3113 Abnormal Psychology
PSY 4003 Psychology of Addiction
PSY 3803 Organizational Psychology
Criminal Justice Minor

Required Courses: (18 hours)

- CRJ 1013 Introduction to Criminal Justice
- CRJ 1033 Introduction to Criminology
- HLS 2003 Introduction to Homeland Security
- CRJ 3003 Crime, Justice and Social Diversity
- CRJ 4003 Police Systems and Practices
- CRJ 4013 Criminal Law
ADVANTAGE UNDERGRADUATE PROGRAMS

**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 better understand how to develop an effective ministry-based approach to doing ministry 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.

**Required Courses: (48 Credit Hours)**
All courses are three credit hours unless otherwise noted.

- IDC 3113 Adult Development and Life Assessment
- CHM 3323 Educational Principles
- THE 3403 Biblical Interpretation
- CHM 3013 Ministry Based Counseling
- THE 2203 Theology and Apologetics
- HOM 3203 Preaching Ministry
- BIB 2113 Old Testament
- EVG 3103 Church Evangelism
- MIS 3303 Biblical Basis of Missions
- CHM 4613 Christian Leadership
- CHM 4303 Church Administration
- CHM 4503 Missional Church
- HIS 3103 History of Christianity
- THE 3103 Christian Doctrine
- BIB 2123 New Testament
- CHM 3413 Christian Ministries

**Christian Studies Minor**

**Required Courses: (18 hours)**

- CHM 3213 Contemporary Issues in Christianity
- BIB 3223 Life of Christ
- CHM 3123 Christian Worldview
- BIB 2113 Old Testament
- BIB 2123 New Testament

And any one course listed below:

- CHM2033 Grief: A Ministry Approach
- CHM 1223 Foundational Issues of Life
- CHM 2123 Christianity in a Pluralistic World
- CHM 4613 Christian Leadership
- THE 3103 Christian Doctrine
- THE 3403 Biblical Interpretation
Graduation Requirements for the Bachelor of Science Degree
- Complete the 48 credit 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 credit hours 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 MASTER’S DEGREE PROGRAMS**

*Advantage* offers a Master of Science in Human Resource Management (MSHRM) degree in the face-to-face or online format. This program is specially designed for adults who are busy with work and family. The face-to-face format allows students to take one course at a time, with each concentrated course meeting one night a week for eight weeks. Three courses are normally completed in 24 weeks. The online format allows students an internet-based option taking one course at a time. Three courses are normally completed in 24 weeks. Internet-based courses require weekly interaction with assignments due at the end of each week. Students can log in to the Online Learning Center at any time to complete their coursework. Each cohort group participates in approximately 22 months of instruction (there are scheduled breaks throughout the program) to complete the Master of Science in Human Resource Management (MSHRM).

**Master of Science in Human Resource Management**

Mid-Continent’s accelerated Master of Science in Human Resource Management is a business-oriented degree integrating a 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 of Science in Human Resource Management is tailored for working adults desiring career advancement or career change. Mid-Continent faculty and staff provide educational support systems that assist students inside and outside the classroom.

**Major Courses: (36 Credit Hours)**

All courses are three credit hours unless otherwise noted.

- CHM 6003 Christian Leadership in a World of Business
- MGT 6003 Leadership and Motivation
- HRM 6003 Human Resource Management
- MGT 6033 Organizational Behavior
- HRM 6033 Human Resource Development
- MGT 6053 Organizational Development and Change
- HRM 6043 International Human Resource Management
- MGT 6013 International Business
- HRM 6013 Compensation and Benefits
- HRM 6023 Employee and Labor Relations
- MGT 6023 Strategic Management
- HRM 6053 Capstone Seminar
- MGT 6043 Research Methods (Elective)*

*This elective class adds an additional class for those interested in earning the 18 hour concentration for teaching management at the college level.*
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 master’s program, the advisor will identify such courses and submit to the appropriate Dean for any decisions regarding course substitutions. A maximum of six credits may apply to the master’s degree upon approval as substitute courses.

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.
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 a student handbook for students in Advantage that contains detailed information regarding policies and procedures applicable to the students. Students should read the handbook 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. (CST) that day. Class cancellations will be posted on the MCU 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 that to his/her advisor, 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 instructor 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: availability; establishing trust; 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.
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 the University 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 Student Success classes.

**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 Director of Admissions 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.

**Freshmen Student Requirements**

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

1. A completed application for admission, found on Mid-Continent’s website **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 2.0 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 2.0/4.0, 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.
   - Students who have failed to take the nationally scheduled ACT or SAT will be required to take the COMPASS entrance exams. 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
7. Diagnostic testing and some prerequisite coursework may be required before enrolling in courses requiring a minimum level of competency.

**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:

- 2.0 GPA,
- ACT composite score of 18, or
- SAT composite score of 860 (Verbal/Mathematics), 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 15 hours in the first semester of attendance at Mid-Continent University. 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 – Freshmen 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, found on Mid-Continent’s website. [Admissions forms](#)
- 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 the section: 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. At the completion of the first semester, the student’s academic advisor and the Director of Retention will review the student’s grades. Students admitted conditionally are not eligible for financial aid until fully accepted; they are only eligible for aid beginning with the semester in which they are fully accepted.

**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 STS 1101 Freshman Student Success I and STS 1201 Freshman Student Success II. Students transferring in at the sophomore level will be required to take STS 2101 Sophomore Student Success I and STS 2201 Sophomore Student Success II.

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. Elementary Teacher Education majors should refer to the ETE curriculum for specific courses required in General Education. 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:

- BIB 1113 Introduction to the Bible
- BIB 3223 Life of Christ
- CHM 1223 Foundational Issues of Life
- CHM 3123 Christian Worldview
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 military transcripts can be requested online at: [https://jst.doded.mil](https://jst.doded.mil) for the Army, Coast Guard, Marine Corp, Navy, Active Duty, Reserve and Veterans. Transcripts for the Air Force can be requested online at: [http://www.au.af.mil/au/ccaf/transcripts.asp](http://www.au.af.mil/au/ccaf/transcripts.asp). 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 Director of Admissions 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.

International students will be required to submit high school and/or university transcripts to an approved evaluation service for formal verification of course work and grades.

Auditing Courses
A student who wishes to audit a course without credit must go through the registration process to register for the class. A student will be limited to one audited course per semester. Refer to the financial planning section for fee information.

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).
- It is recommended that official transcripts be sent directly to the 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. Transcript Request Form

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 *Traditional Undergraduate Admissions*.
- 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 Admissions:

- An application for readmission.
- Official transcripts sent directly to Mid-Continent University Office of Admissions 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 Enrollment Management. If the student is readmitted, any conditions will be specified in the letter of admission from the Dean of Enrollment Management.

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-
TRADITIONAL UNDERGRADUATE ADMISSIONS

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 Director of Admissions 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.

**Space Available Seating**
A new program introduced by Cougar Academy of Mid-Continent University, Space Available Seating allows high school students to enroll in one daytime 1000-level course per semester, as seats are available, for college credit. Courses offered include English, college algebra, Bible, psychology, biology, physical science, and others.

Admission requirements:
- Must have a “B” high school average or an ACT score of 22 or higher.
- A high school standing of a junior or above.
- Written recommendation of your high school counselor or principal. Home school students need to submit evidence of availability.

Cost is $300 per course for one course per semester, plus a $20 application fee. Students must contact the Admissions Office for information on course availability and scheduling, and to enroll.

**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.
### TRADITIONAL UNDERGRADUATE FINANCIAL PLANNING

**FINANCIAL INFORMATION**

**Undergraduate Tuition and Fee Schedule**
For 2013-2014, a commuting student can expect to pay $600 per semester hour for a course load of less than 12 hours, or $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 2013-2014, a student living in campus residential housing can expect expenses of about $20,250 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-Continental 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**

<table>
<thead>
<tr>
<th>Course Load</th>
<th>Per Credit Hour</th>
<th>Flat Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 12 hours</td>
<td>$600.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>12-16 hours</td>
<td>$605.00</td>
<td>$605.00</td>
</tr>
<tr>
<td>16 Hours above</td>
<td>$400.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>Special Term (May, Travel Study)</td>
<td>$425.00</td>
<td>$425.00</td>
</tr>
<tr>
<td>Room and Board (Per Semester—Multi-Occupancy)</td>
<td>$3,450.00</td>
<td>$3,450.00</td>
</tr>
<tr>
<td>Board (Meals) Commuter (Per Semester)</td>
<td>$1,600.00</td>
<td>$1,600.00</td>
</tr>
</tbody>
</table>

**Standard Student Fees per Semester**

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Fees— (7 hours or more)</td>
<td>$610.00</td>
</tr>
<tr>
<td>Administrative Fees— (4 hours – 6 hours)</td>
<td>$305.00</td>
</tr>
<tr>
<td>Administrative Fees— (less than 4 hours)</td>
<td>$165.00</td>
</tr>
<tr>
<td>Administrative Fees— (75% course load web/off-campus/independent study courses)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Transportation Fees</td>
<td>Variable</td>
</tr>
</tbody>
</table>

**TOTAL Fees (full-time student)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester (includes parking fee)</td>
<td>$640.00</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>$610.00</td>
</tr>
</tbody>
</table>

**Example of Yearly Cost for a Residential Student Taking 12-16 Hours Each Semester:**

| Tuition | $12,100.00 |

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TRADITIONAL UNDERGRADUATE FINANCIAL PLANNING

Room & Board (Multi-Occupancy) ................. $6,900.00
Student Fees (including parking fee) .............. $1,250.00
TOTAL .................................................. $20,250.00

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)................................................................................................................ $135.00
*DSST (DANTES) Fee .............................................................................................................. $135.00
*Duplicate Diploma Fee ........................................................................................................... $25.00

Education Program Fee
   (Education Majors Only—Practicum, Field Experiences, Student Teaching)............................ $40.00
*Evaluation of International Transcripts Fee ........................................................................... $125.00
Graduation Fee ....................................................................................................................... $80.00
Graduation Reapplication Fee ................................................................................................... $25.00
Independent/Directed Study Fee (per course) ........................................................................... $100.00
Livetext Fee (Education majors) ........................................................................................... $128.00
PRAXIS 1 (fees based on student’s testing needs) ................................................................... $130.00-$240.00
PRAXIS 2 ................................................................................................................................. $220.00
Private Music Lessons Fee: Instrumental or Vocal (per semester) ........................................... $100.00
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

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
A student must be enrolled at least half time at the time of disbursement to receive Title IV funds. If a student drops or completes less than six credit hours, the Pell Grant will be readjusted. 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.

Students Withdrawing From MCU Prior to Completion of the Semester
Loans and grants are prorated based upon the return of Title IV funds calculations. 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 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 to the United States Department of Veterans Affairs through the following website: http://www.gibill.va.gov/benefits/other_programs/veap.html. (Form 22-1990 Application for Education Benefits or Form 22-5490 Dependents’ Application for VA Educational Benefits.) 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.

State Grant
State grant money is available on a first-come, first-served 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. Funds are prorated for students who are half or three-quarter time. Students who complete 12 credits in a semester are eligible for the full amount of funds they are eligible to receive. This state 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.

**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.

**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.

**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. Funds are prorated for students who are enrolled half or three-quarter time. Students who complete 12 credits in a term are eligible for their full scheduled award for the semester.

In December 2011, President Obama signed into law the Consolidated Appropriations Act, 2012 (Public Law 112-74). This law has significantly impacted the Pell Grant Program. Beginning in Fall 2012, students are limited to 12 payment periods (or 600%) of Pell Grant eligibility during their lifetime. This change affects all students regardless of when or where they received their first Pell Grant. Students that are currently receiving the Pell Grant in the 2011-2012 academic year and have already used 600% of their Pell Grant eligibility will no longer be eligible to receive a Pell Grant starting Fall 2012.

**Federal Student Loan Program**
Federal Direct Loans (subsidized and unsubsidized) are available to eligible undergraduate students. After determination of eligibility, the Office of Student Financial Aid will advise the student on how to borrow under this program. An undergraduate student may borrow regardless of income, but income will affect the amount a student may borrow in subsidized loans. The interest on subsidized loans is paid by the U.S. Department of Education while the student is enrolled in school at least part time. Unsubsidized loans begin accruing interest immediately. The subsidized and unsubsidized limits are determined by a student’s grade level and dependency status as of the beginning of each Borrower Based Academic Year.

The limits are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Undergraduate Student (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Undergraduate Student (and dependent students whose parents are unable to obtain PLUS Loans)</th>
<th>Graduate and Professional Degree Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$20,500—No more than $8,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Second Year</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>(As of July 1, 2012, subsidized loans are no longer available to graduate and professional degree students)</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Third and Beyond (each year)</td>
<td>$7,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td>$12,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td>$138,500—No more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes Stafford Loans received for undergraduate study.</td>
</tr>
<tr>
<td>Maximum Total Debt from Loans When You Graduate (aggregate loan limits)</td>
<td>$31,000—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500—No more than $23,000 of this amount may be in subsidized loans.</td>
<td></td>
</tr>
</tbody>
</table>

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 receive an award letter listing the type(s) of aid awarded. Grants are applied to the student’s account for the current academic year. A student may request student loans to cover their balance; additional student loans may be requested provided the loans will be used for authorized educational expenses and do not exceed the student’s eligibility. The student must also sign a form stating that he/she has read the Satisfactory Academic Progress Policy.

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

**SATISFACTORY ACADEMIC PROGRESS POLICY**

Federal student financial assistance regulations, at 34 CFR 668.34(a), require institutions to establish “reasonable” satisfactory academic progress (SAP) policies for determining whether otherwise eligible students are making SAP in their educational programs, and may therefore receive assistance under Title IV of the Higher Education Act (HEA), as amended. Mid-Continent University’s SAP policy must also be as strict as the one the institution applies to a student who is not receiving assistance under the Title IV, HEA programs, and it must be applied consistently to all categories of students and educational programs established by the institution. 34 CFR 668.34(a)(1) & (2).

SAP, as assessed by the Mid-Continent University financial aid office, is separate and distinct from a student’s academic standing as determined by his/her academic unit at Mid-Continent University. SAP is a method of measuring a Title IV recipient’s progress toward program completion and it is measured through the use of qualitative and pace/quantitative standards. 34 CFR 668.34(4)(i) and 668.34(5)(i).

Examples of Title IV funds include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Federal Direct Loans (subsidized and/or unsubsidized), Federal Direct Graduate PLUS Loan, Federal Direct Parent PLUS Loan, and the Iraq and Afghanistan Service Grant.

State regulations also 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
Satisfactory academic progress is achieved when a student maintains both the required grade point average and the required completion rate. Mid-Continent University’s academic progress policy for financial aid students governs the receipt of funds under all federal and state financial aid programs.

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. Academic progress will be evaluated once per payment period, regardless of the number of payment periods the student has been enrolled. The calculated status will determine the receipt of financial aid for the subsequent payment periods. Students who do not achieve minimum SAP status may enroll and pay out of pocket during their periods of ineligibility; however doing so does not guarantee that they will regain eligibility. Suspension of aid is not the same as academic suspension that is handled by the Registrar’s Office. If, however, the Registrar academically dismisses a student, the student will automatically lose eligibility for financial assistance.

**Qualitative** standards reference a student’s grades (e.g. cumulative GPA) and **pace/quantitative** standards reference a student’s progress through their program, ensuring they will graduate within the maximum time frame.

Students who do not meet the qualitative or quantitative/pace standards at the time SAP is evaluated (at the end of each payment period) are placed on SAP **warning** for the payment period following the payment period in which the student did not make SAP. If after the **warning** period, the student is still not making SAP, the student is no longer eligible to receive Title IV funds and is placed on **suspension**, unless the student successfully appeals and is placed on **probation**. If a student is placed on **probation**, he or she will be eligible for Title IV funds for the subsequent payment period, unless the student is making SAP or the student meets the requirements of their academic plan (see below).

In addition, students who are ineligible for Title IV funds due to not meeting SAP requirements may also become ineligible for non-Title IV forms of student financial assistance. Examples of such non-Title IV forms of assistance include: Mid-Continent University’s Spouse/Dependent Grant, Kentucky State grant programs, etc.

Mid-Continent University’s financial aid office is responsible for measuring SAP for the purposes of monitoring Title IV student aid eligibility. However, the financial aid office staff may require the assistance of several office staff members and university offices outside of the financial aid office at various stages of the SAP monitoring process.

Because Mid-Continent University offers several programs that utilize different academic calendars (traditional, **Advantage**, and graduate), the university will evaluate SAP for each program independently, based on their academic calendar. In addition, the **Advantage** Program offers associate’s, bachelor’s, and master’s degree programs. As a result, students in these degree programs will be assessed separately, based on their degree requirements.

**Frequency of Evaluation**

**Advantage Programs**

Mid-Continent University has elected to measure SAP at the conclusion of each completed payment period. **Advantage** measures progress in credit hours, does not have terms, and is greater than one academic year in length. Per 34 CFR 668.4 (c) (2), for the first academic year and any subsequent full academic year, the first payment period is defined as the period of time that it takes a student to successfully complete one half of the credit hours in the academic year and one half of the weeks of instructional time in the academic year. The academic year for **Advantage** is defined as 24 credit hours and 40 weeks of instruction; therefore, the evaluation will take place at the time the student has successfully completed 12 credits and 20 weeks (end of the first payment period), and again when the
student has successfully completed 24 credits and 40 weeks of instruction (at the end of the second payment period/academic year). This frequency applies to all students, including those who are on probation and are subject to an academic plan (discussed below).

The financial aid staff will evaluate students enrolled in Advantage during the first week of each month for all students who successfully completed a payment period within the last 30 days, and subsequent to the prior month’s evaluation. Mid-Continent will not disburse any funds for the subsequent payment period or academic year for any students currently on warning or probation status, until the student’s SAP status has been evaluated and the student is determined to be meeting SAP standards (eligible) or meeting the conditions of the appeal approval and academic plan. If the student is determined to be meeting SAP standards or has met the terms of their appeal approval and academic plan, the financial aid staff will disburse the aid for which the student is eligible. However, if during the period for which the student is being evaluated, the student was on a warning or probation status and is not meeting the SAP standards and/or has not met the requirements of their academic plan (see Appeals below), Mid-Continent will remove all awards and notify the student (notification is discussed below) of their ineligibility and the appeal process, if applicable.

Standards
Quantitative/Pace Standard
Mid-Continent University’s financial aid office measures the quantitative/pace standard for all students at the intervals noted above. In order to ensure a student is meeting the quantitative standards required under the federal requirements, Mid-Continent University measures the following:

Maximum time frame (cumulative credit hours) for:
Advantage Program
Associate
Bachelor
Graduate

The pace at which a student must progress to complete the program within the maximum time frame for:
Advantage Program
Associate
Bachelor
Graduate

Maximum Time Frame
The maximum time frame assessment is applicable to all undergraduate and graduate students enrolled at Mid-Continent University, in both the traditional and Advantage programs.

Undergraduate Programs of Study
For students pursuing an undergraduate degree (associate and bachelor) the maximum time frame during which a student must complete their program cannot exceed 150 percent of the published length of the educational program.

At Mid-Continent University, undergraduate students pursuing a bachelor’s degree are required to complete 128 credit hours to earn their degree. Students enrolled in the bachelor’s program (both traditional and Advantage) will fail the maximum time frame assessment when the student has attempted more than 192 credit hours (150 percent of 128 credit hours) without having completed his/her program of study. Once a student reaches 192 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the
student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.

Similarly, for a student enrolled in an associate degree program which requires the student to complete 60 credit hours, the student will fail the maximum time frame assessment when the student has attempted more than 90 credit hours. Once a student reaches 90 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.

**Graduate Programs of Study**

For students pursuing a graduate degree, the maximum attempted units may not exceed 150 percent of the published length of the educational program.

Mid-Continent University currently offers one master’s level program, which culminates in a Master of Science in Human Resource Management degree. To receive the degree, a student must successfully complete 36 credit hours, of which no more than six can be transferred from another institution. Students enrolled in this master’s level program will fail the maximum timeframe assessment when the student has surpassed 54 attempted units without having completed his/her program of study. Once a student reaches 54 attempted credit hours, the student will no longer be eligible for Title IV funds, unless the student successfully appeals (see appeals below). Attempted hours include successfully completed courses in addition to courses where a student has:

- Received a grade of incomplete (I)
- Withdrawn from the course, after commencing attendance (W, WP, WF, etc.)
- Repeated coursework
- Credit hours transferred from another institution and which are applicable to the degree program at Mid-Continent University.

**Pace: Cumulative Percent of Credit Hours Completed**

The quantitative - pace measurement is utilized as the quantitative standard of SAP for Mid-Continent University’s undergraduate and graduate student populations. As the name implies, this standard specifies the pace at which a student must progress through his or her educational program to ensure the student will complete the program within the maximum time frame (discussed above).

Attempted hours include:

- All courses completed with a passing grade A, B, C, D or P as well as transfer credits
accepted towards the student’s program,

- Courses with non-passing grades of I (Incomplete), W (Withdrawal), F (Failure), U (Unauthorized Incomplete) WF and WP,
- Credit hours attributable to repeated coursework (for all attempts, regardless of the grade), and
- Credit hours for remedial coursework.

Since Mid-Continental does not offer English as a Second Language (ESL) courses, these are not addressed in this policy.

Completed hours include only those courses (including remedial and transfer coursework) completed with a passing grade of A, B, C, D, or P. If a student has repeated a course, and received a passing grade in more than one of the attempts, only the credit hours earned for one of the attempts will be included in the completed hours. Courses with non-passing grades of I, W, F, WF, and WP do not count towards completed hours. Non-passing grades will negatively impact the calculation. In order to meet SAP, students must complete 67 percent of their attempted credit hours at the time SAP is evaluated. At the end of the payment period/semester, Mid-Continental will measure a student’s pace toward degree completion by dividing the student’s cumulative attempted credit hours into the student’s cumulative completed credit hours (pace = # completed/# attempted). If a student fails to complete a minimum of 67 percent of their attempted coursework, the student will be placed on warning for one payment period/semester. If the student continues to not meet the 67 percent requirement after the one warning period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below). This applies to both graduate and undergraduate students.

As noted above, for students in the traditional program, the student’s pace will be assessed at the end of the fall semester and again at the end of spring. For students in Advantage (both graduate and undergraduate), the student’s pace will be assessed at the end of each completed payment period.

Where a student has successfully transferred course credits from other post-secondary institutions to Mid-Continental University and those credits are applicable to the student’s program/major, those credits are included in the maximum attempted units standard noted above. More specifically, each credit successfully transferred to Mid-Continental University is considered to represent one attempted unit which was successfully completed.

**Qualitative Standard**

**Undergraduate Programs of Study**

Mid-Continental University utilizes a student’s cumulative GPA as a measurement of the SAP qualitative standard. All undergraduate students must have a minimum cumulative GPA of 1.8 for a Freshman, 1.9 for a Sophomore and 2.0 for a Junior or Senior (on a 4.0 scale) in order to be meeting Mid-Continental SAP standards. Mid-Continental will include in the GPA calculation grades assessed for remedial coursework. If a student repeats a course, only the highest grade assigned for each of the attempts will be used in the GPA calculation. As discussed above, SAP will be evaluated at the end of every payment period (Advantage) or semester (traditional). An undergraduate student must have a minimum cumulative GPA of 1.8 for a Freshman, 1.9 for a Sophomore and 2.0 for a Junior or Senior (on a 4.0 scale) for each evaluation period. If a student fails to meet this minimum GPA, the student will be placed on warning for one payment period/semester. If the student continues to fail to meet the minimum cumulative GPA after one warning period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below).
Graduate Programs of Study
Mid-Continent University utilizes a student’s cumulative GPA as a measurement of the SAP qualitative standard. All graduate students must have a minimum cumulative GPA of 3.0 (on a 4.0 scale) in order to be meeting Mid-Continent SAP standards. As discussed above, SAP will be evaluated at the end of every payment period. A graduate student must have a minimum cumulative GPA of 3.0 for each evaluation period. If a student fails to meet this minimum GPA, the student will be placed on warning for one payment period/semester. If the student continues have a cumulative GPA below 3.0 after the one warning period, the student will not be eligible for Title IV funds, unless they successfully appeal (see below).

SAP Statuses and Implications
As a student’s SAP is evaluated at the regularly scheduled increments, Mid-Continent University will typically confer one of five SAP statuses upon a student. They are:

**Eligible** – This status indicates that a student has successfully met all of the quantitative and qualitative standards discussed above, as applicable to their program. Students with a status of “eligible” are eligible to receive all forms of Title IV assistance for which they are eligible.

**Warning** – Since Mid-Continent University evaluates student SAP at the conclusion of each payment period and semester (depending on program), a student will be placed on SAP warning if the student does not meet the qualitative and/or quantitative (pace) standards. A student on warning status is not required to successfully appeal his/her SAP status to receive federal, Title IV, student financial assistance and is eligible for Title IV funds for one payment period.

**Suspension** – This status indicates the student is no longer eligible to receive federal, Title IV, student financial aid because they have failed to meet the SAP standards (qualitative and/or quantitative).

At Mid-Continent University, the status of suspension will be conferred on a student where he/she has been placed on warning and has subsequently failed to meet the SAP standards after completing one payment period/semester where the student was in warning status.

Additionally, a student will be placed on suspension from a previous status of eligible if the student fails the maximum time frame standard or if the student was on probation during a prior payment period/semester. To illustrate:

- For undergraduate students a status of suspension may be conferred from a previous status of eligible if the maximum attempted units assessment indicates the student has reached the 150% mark for attempted units.
- For graduate students status of suspension may be conferred from a previous status of eligible if the maximum attempted units assessment indicates the student has reached the 150% mark for attempted units.

A student may also be placed on suspension from a previous SAP status of probation – single payment period or probation – academic plan (see below) where the student failed to meet make satisfactory academic progress (meeting both qualitative and quantitative standards) or if the student failed to meet the requirements specified by Mid-Continent University in the student’s academic plan.

**Probation – Single Payment Period** – This status allows a student to receive federal, Title IV financial assistance for a single payment period following the successful appeal by the student and where the student’s eligibility for aid was reinstated.
This status is conferred when the institution determines that the student should be able to meet the institution’s SAP standards by the end of the subsequent payment period or semester. If applicable, Mid-Continent University may establish academic objectives for the payment period or semester as a condition of the status of *probation – single payment period*.

**Probation – Academic Plan** - This status allows a student to receive federal, Title IV financial assistance following the successful appeal by the student of his/her SAP *suspension* status based on an academic plan the institution develops with the student that, if followed, will ensure that the student is able to meet the institution’s SAP standards by a specific point in time. The school may approve the student to receive funds for more than one payment period/semester providing the student meets the school’s SAP standards or meets the requirements set out in the academic plan. If the student fails to do either, the student may not receive Title IV funds for the subsequent payment period.

This status requires that the institution create an *academic plan* for the student outlining academic objectives over one or more payment periods/semesters. A student with a status of *probation – academic plan* is evaluated at the conclusion of each payment period in an effort to determine if the student has successfully met the objectives for that particular payment period. Provided the student meets the objectives for a given payment period or semester, he/she will remain on the *probation – academic plan* status and will not be required to file an additional SAP appeal. Conversely, if a student with a SAP status of *probation – academic plan* fails to meet the objectives for a given semester, the student’s SAP status will be *suspension* with the resulting loss of federal, Title IV, student eligibility at the time of evaluation. Students who lose eligibility for failure to meet their academic plans may file a subsequent appeal which documents new or changed circumstances (see appeals below).

**Appeals**

Students who have been placed on *suspension* status may file a written appeal that the student submits to the financial aid office as instructed in the suspension notification. The appeal must include:

- Current contact information for the student,
- A statement from the student detailing the cause(s) for his/her failure to meet the SAP standards as well as his/her plans for future academic improvement, and
- A statement from the student’s academic advisor and/or representative from his/her academic department/college corroborating the student’s academic improvement plan.
- If required (see below), an academic plan which details the necessary requirements (courses and grades) the student will need to complete in order to meet Mid-Continent University’s SAP standards. The plan must also include the time frame in which the student will need to meet SAP.

In order to file an appeal, the student must submit the SAP appeal form which is available on the Mid-Continent Financial Aid Office webpage (*SAP appeal form*). This form must be submitted by the student and can be submitted in person or as an attachment to an email to the student’s financial aid counselor.

Upon receipt of the completed appeal, a designated committee within Mid-Continent University will review the appeal form, academic plan (if provided), as well as the student’s academic history, to determine if the student has encountered mitigating circumstances justifying the continuation of federal, Title IV, student eligibility even though the student is not currently meeting the established SAP standards.
Examples of mitigating circumstances might include – injury or illness, the death of a relative, or other special circumstances. The appeal must explain why the student failed to make satisfactory progress and what has changed in his or her situation that will allow him or her to make satisfactory progress at the next evaluation.

If the student will not be able to meet the school’s SAP standards by the end of the subsequent payment period/semester, Mid-Continent University will develop an academic plan for the student that, if followed, will ensure that the student is able to meet the school’s SAP standards within a specific period of time.

If the student needs to appeal for a subsequent payment period/semester either because he or she no longer meets SAP standards or did not meet a condition of his or her academic plan, if applicable, the student will need to provide a new appeal form which includes information related to his or her mitigating circumstances that caused the student to not meet SAP for the most recent payment period/semester.

Once Mid-Continent has reviewed and made an appeal determination, that decision is final and may not be appealed.

If the student chooses not to appeal, or if his or her appeal is denied and he or she continues his or her coursework at Mid-Continent by paying for his or her courses on their own, the student will be re-evaluated at each regular interval (see above). If the student is determined to meet SAP for a subsequent payment period, the student’s SAP status will be returned to eligible and the student will be eligible to receive Title IV funds for that payment period and subsequent ones provided the student retains an eligible SAP status.

Probationary Periods
A student is assigned a status of probation if he or she has failed to meet the SAP standards, the student has appealed, and based on that appeal, Mid-Continent has reinstated the student’s eligibility for Title IV funds. During the probationary period, the student will be eligible to receive Title IV funds for one payment period/semester. At the end of the probationary period, Mid-Continent will evaluate the student to determine if he or she is meeting SAP standards following the probationary period.

If the student’s status was probation – single payment period, and the student is meeting SAP standards after the probationary period, the student will return to eligible status. If the student is not meeting SAP after the probationary period, the student will return to suspension status. If the student had additional special circumstances (different from their first appeal), the student may submit a subsequent appeal. (The student may not appeal based on the same circumstances cited in his or her original appeal.)

If the student’s status was probation – academic plan and the student is meeting SAP standards after the probationary period, the student will return to eligible status. If the student is not meeting SAP, but has met the conditions of the academic plan, the student will retain the status probation – academic plan and will remain eligible for Title IV funds. Mid-Continent will continue reviewing the student after each successive payment period/semester to determine the student’s Title IV eligibility. If the student does not meet the conditions of the academic plan, he or she will be returned to suspension status. If the student has new circumstances which prevented them from making SAP or meeting the conditions of the plan, he or she may submit a subsequent appeal (see appeals section above).

Communication of SAP Statuses
If a student maintains an SAP status of eligible, Mid-Continent University will not provide the student with any notification of this status. If a student is not meeting SAP (SAP status of warning or suspension), Mid-Continent University will send a paper communication via the U.S. Mail and also via
email to the student’s official email address (on file with the financial aid office). The communication will provide the student with the results of the evaluation, the effect on his or her financial aid, as well as the process to submit an appeal.

If a student submits an appeal after being notified of his or her suspension status, he or she will be advised of the results of that appeal via U.S. Mail and email. If the appeal is approved, the communication will advise the student of the requirements he or she must meet during the next one or more payment periods to ensure he or she remains eligible for Title IV funds.

If the student’s appeal is denied, Mid-Continent will send a communication to the student advising him or her of the decision and the student’s requirements to regain eligibility, should the student wish to continue his or her education at Mid-Continent University.

**Academic Forgiveness GPA**

Although Mid-Continent University offers an academic amnesty/renewal procedure known as “Academic Forgiveness,” federal student aid regulations make no provisions for such institution-based academic renewal programs. Therefore, Mid-Continent University must determine a student’s SAP status utilizing all historical credit hours attempted, credit hours completed, and grades earned that are applicable to a student’s program of study irrespective of the student’s admission into Mid-Continent University academic amnesty/renewal program.
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 “Traditional Undergraduate Admissions”. 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 dismissal, 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 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 of 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 the Registrar. This form is also available on Mid-Continent’s website and on the JICS student portal.

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 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
TRADITIONAL UNDERGRADUATE ACADEMIC POLICIES

are restricted to 15 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 of 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 of 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. This form is also available through the following link: Change of Major Form or on the JICS student portal.

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”. The dean of the college in which the course is being taken may, with the help of the instructor, direct work in lieu of some absences when appropriate. 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 of Academic Affairs. The Vice President of 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.

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

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

A Exceptionally high quality; valued at four points for each credit
B Good; valued at three points for each credit
C Satisfactory; valued at two points for each credit.
CR Credit awarded for DSST, CLEP tests, and ACE credit—credit values at no points and no hours attempted
D Poor; valued at one point for each credit
F Awarded to students who complete the course but fail to achieve the course objectives. No credit; valued at no points but counted as hours attempted.
P Pass; credit earned 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.
U Unauthorized Incomplete; awarded to students who did not officially withdraw from the course but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make a normal evaluation of academic performance possible.
W Withdrawal; counted as 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).
TRADITIONAL UNDERGRADUATE ACADEMIC POLICIES

WP  Withdrawal Passing; counted as 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 (counted as hours attempted and no quality points)

Grades of “F”, “U”, “WF”, or “I” affect a student’s grade point average negatively.

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. 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 and the grade automatically becomes an “F”. This policy applies even when a student does not enroll the next semester. 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.

Degree-seeking students 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 reaplication fee will be assessed.

Grade Change
Grades are submitted by faculty and recorded in the Office of the Registrar. No grade filed in the Registrar’s Office may be changed except upon a written statement signed by the faculty and/or the Vice President of Academic Affairs certifying an error has been made. When an error is made in reporting a grade, the faculty 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 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 instructor 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 instructor, the student must submit a written statement about the dispute to the Chair of the Department or Dean 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 Vice President of Academic Affairs, who will request a written response from the faculty member and the Chair of the Department or Dean in order to make a decision.

• The Vice President of Academic Affairs will then communicate their decision to the instructor 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
A student may, for the purpose of raising a grade, repeat a course for credit. All attempts remain on the record; the best grade is computed in the GPA. Only one of the repeated attempts will count toward the minimum number of hours required for graduation. It is the responsibility of the student to notify the Registrar's Office of any repeated courses. This can be done through scheduling or drop/add, or in person in the Registrar’s Office.

Courses that may be taken more than once for credit are designated in the course descriptions, with any limits specified. Any limits on the number of attempts that apply toward graduation will also be enforced.

Courses taken at Mid-Continent may be repeated at another institution. However, all attempts remain on the record and are computed in the GPA. The GPA at graduation is permanent and will not be recalculated if additional courses are taken after graduation.

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. Satisfactory academic progress is negatively impacted by not receiving a passing grade for a course, which 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 grade point average (CGPA) is less than the value listed for attempted number of hours. A student who fails to raise his/her CGPA 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 two semesters without improving academic standing. For more information, students should contact the Executive Director of Financial Aid.
Probationary Load
A student who has been placed on academic probation will be limited to an academic load of 15 semester hours. Any student who needs to carry more than 15 semester hours must have the approval of his/her advisor and the Chair of the Department or Vice President of Academic Affairs. Students should include in their course load the courses they need to repeat in order to improve their CGPA and their academic standing.

Removal from Probation
A student on probation who achieves a CGPA at or above the appropriate CGPA 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 academic 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 academic 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” for all courses in which the student is currently enrolled. 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 of 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.

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. Students must complete the withdrawal form, and obtain all necessary signatures. 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 Traditional Registrar at thornton@midcontinent.edu.

If students withdraw at the end of a term and have registered early for the following semester, they must complete a Cancel Class Form obtained in the Registrar’s Office, online from the MCU website or the JICS student portal. 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 and obtain the necessary approval signatures noted on the form. The signed form should be processed through the Registrar’s Office, Business 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 of 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 completes a return of Title IV funds when students withdraw. This determines a student’s earned financial aid and the amount of unearned financial aid to be returned. A student will be charged 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 has earned all of their Title IV funds. No Title IV funds will need to be returned.

Administrative Withdrawal
Students, who fail to meet their obligations to Mid-Continent University, either financial or administrative, or have excessive absences from class, 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 of 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 two 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.

Appeals
A student who has been academically suspended or dismissed may appeal in writing to the Vice President of Academic Affairs 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 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 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 Vice President of 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 result of their own efforts and research. On the other hand, faculty members are to be proactive and educate students regarding plagiarism and cheating policies. 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 such as plagiarism or other forms of cheating, instructors should assign a penalty or sanction and notify the Vice President of Academic Affairs by reporting the incident. The VPAA 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 appeal first to the instructor with a written complaint. If the student remains dissatisfied with the decision of the instructor, they can appeal to the Dean or Department Chair of their program, and then to the Vice President of Academic Affairs. A student may appeal to the President. The ruling of the President is final.

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 applying for graduation are charged a non-refundable $80 fee. The deadline for submitting an application is March 1 for May graduation or October 1 for December graduation. 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 may have additional shipping and handling fees. Students reapplying for graduation are charged a $25 fee and should they require a cap and gown, the total fee is $40.

- The graduation fee is a 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 in December and May. Students are permitted to participate in commencement exercises if they are within nine (9) credit hours of completing their degree requirements and provided they meet the following criteria:

- They must be enrolled in one or more of the courses that will complete their degree;
- Have financial planning in place to pay for the courses;
- If completing the remaining credit hours at another institution, submit the “Study at Other Institution” form. Upon completion of course work, an official transcript must be sent directly to the MCU Registrar.
- All courses must be completed by the June, August, or January conferral.

Academic Achievements and Honors

President’s List
Students achieving a 4.0 GPA 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 achieving a 3.50-3.99 GPA 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.

Graduation Honors
Baccalaureate degree candidates are considered for graduation honors if they have earned a minimum of 36 hours in residence for a baccalaureate and a minimum of 24 hours in residence 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.

The GPA of a transfer student must meet the above criteria in two ways:
TRADITIONAL UNDERGRADUATE ACADEMIC POLICIES

- 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.

Honor students will be recognized at Commencement. Students who march at Commencement with nine undergraduate or six graduate credit hours or less 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.

These honors designations are printed in the Commencement program and displayed on the student’s academic transcript.

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

Any traditional student, degree or non-degree, may choose to audit a course. Course audits are not available for Advantage classes. To audit means to attend and participate in class without earning a regular letter grade or credit hours. Auditors will not be expected to take quizzes or examinations. Courses audited are not considered 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.

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 of 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 two 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 of “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 his/her last semester prior to graduation, the student should contact his/her advisor to make arrangements for completion of graduation requirements.

The Office of the Registrar 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 on-campus, traditional 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 English Composition I. 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 DEGREE
GENERAL EDUCATION/ASSOCIATE DEGREES

TRADITIONAL UNDERGRADUATE DEGREE 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: (41-53 credit hours)**
All courses are three credit hour courses unless otherwise noted.

**Arts/Humanities (6 hours)**
3 hours from the following:
MUS 2103  Music Appreciation
MUS 2113  Reel Music

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
BIB 3223  Life of Christ
CHM 1223  Foundational Issues of Life
CHM 3123  Christian Worldview

*Note: Courses marked with an asterisk (*) are specific to the candidate's major field of study.*
Communication (9 hours)
Written Communication (6 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 I

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

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

Student Success (4 hours)
STS 1101 Freshman Student Success I (1 hour)
STS 1201 Freshman Student Success II (1 hour)
STS 2101 Sophomore Student Success I (1 hour)
STS 2201 Sophomore Student Success II (1 hour)

*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 MCU.

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

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>
TRADITIONAL UNDERGRADUATE DEGREE
GENERAL EDUCATION/ASSOCIATE DEGREES

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 11LX 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 prerequisite 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.

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 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four courses in Student Success</td>
<td>4 hours</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 lab</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. Seven elective hours</td>
<td>7 hours</td>
</tr>
<tr>
<td><strong>Total: 24 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 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four courses in Student Success</td>
<td>4 hours</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 lab</td>
<td>1 hour</td>
</tr>
<tr>
<td>10. One course in Computer Science</td>
<td>3 hours</td>
</tr>
<tr>
<td>11. Thirteen elective hours</td>
<td>13 hours</td>
</tr>
<tr>
<td><strong>Total: 24 Courses</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>
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.
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
- 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 Ministries Center is to provide Christian education, leadership training, and other activities to meet the needs of working adults and churches.

**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 two 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.
**Bachelor of Arts Language Requirements**
All majors seeking a Bachelor of Arts degree in the College of the Bible are required to take the following language courses to satisfy the language requirement listed in the General Education component.

- BIB 3403 Greek I
- BIB 3503 Greek II
- BIB 4303 Greek III
- BIB 4403 Greek IV

**DEPARTMENT OF BIBLICAL STUDIES AND THEOLOGY**
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 faculty members are also involved in community projects with area ministers and Christian leaders.

**Majors**
- Biblical Studies (Traditional on campus or Online Pathway to Biblical Studies)

**Minors**
- Biblical Studies

All courses are 3 credit hour courses unless otherwise noted.

**Hours required for a BA:**
- 39 hours of General Education *
- 12 hours language (Ancient languages)
- 48 hours of Biblical Studies major
- 29 hours of electives (can be used toward minor or another major)

**Hours required for a BS:**
- 39 hours of General Education*
- 48 hours of Biblical Studies major
- 41 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 requirements are waived in College of the Bible majors.

**Biblical Studies Major**

**Required Courses:**
- **Foundational Studies (18 hours)**
  - CHM 2023 Biblical Spirituality
  - THE 3403 Biblical Interpretation
  - THE 3103 Christian Doctrine
  - THE 2203 Theology & Apologetics
  - CHM 3323 Educational Principles
  - MIS 3303 Biblical Basis for Missions

- **Old Testament (12 hours)**
  - BIB 2013 The Pentateuch
  - BIB 2033 Old Testament Historical Books
  - BIB 3213 Old Testament Writings
  - BIB 4313 Old Testament Prophets
TRADITIONAL UNDERGRADUATE PROGRAMS - BACHELOR DEGREES
BAPTIST COLLEGE OF THE BIBLE

- New Testament (12 hours)
  BIB 4203 Synoptic Gospels
  BIB 4023 The Life and Letters of Paul
  BIB 4213 Writings of John
  BIB 4273 Hebrews and General Epistles

- Theology (6 hours from the following)
  THE 4103 Old Testament Theology
  THE 4203 New Testament Theology
  HOM 3203 Preaching Ministry

Biblical Studies Minor

Required Courses: (18 Hours)
  BIB 2013 The Pentateuch
  BIB 2113 Old Testament
  BIB 2123 New Testament
  BIB 4023 The Life and Letters of Paul
  THE 3103 Christian Doctrine
  THE 3403 Biblical Interpretation

DEPARTMENT OF CHRISTIAN MINISTRIES

The Department of Christian Ministries 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 Bachelor’s Degree)

Minors
  Christian Ministries

All courses are 3 credit hours unless otherwise noted.

Hours Required for a BA: 39 hours of General Education*
  30 hours in the major
  18 hours ministry concentration
  12 hours language (Ancient languages)
  29 hours of electives (can be used toward minor or another major)

Hours Required for a BS: 39 hours of General Education*
  30 hours in the major
  18 hours ministry concentration
  3 hours language (BIB 3003 Introduction to Biblical Languages)
  38 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 requirements are waived in College of the Bible majors.
Christian Ministries Major

Required Courses: (30 hours)
- BIB 2113 Old Testament
- BIB 2123 New Testament
- CHM 3013 Ministry Based Counseling
- CHM 4303 Church Administration
- CHM 4503 Missional Church (Cross Listed MIS 3103)
- CHM 4613 Christian Leadership
- EVG 3103 Church Evangelism
- HIS 3103 History of Christianity
- MIS 3303 Biblical Basis of Missions
- THE 2203 Theology & Apologetics

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

Biblical Languages Requirement: (3 hours)
- BIB 3003 Introduction to Biblical Languages

Christian Ministries Minor

Required Courses: (18 hours)
- CHM 3013 Ministry Based Counseling
- CHM 3323 Educational Principles
- CHM 3413 Christian Ministries
- CHM 4303 Church Administration
- EVG 2203 Introduction to Evangelism
- HOM 3203 Preaching Ministry

Bachelor of Science in Christian Ministries (Second Bachelor’s Degree)
Students who have a bachelor’s degree from an accredited institution and seek a second bachelor’s degree may earn the BS in Christian Ministries by completing 36 credit hours from the 45 credit hours listed below.

Required Courses: (Successfully complete 36 unduplicated hours for 2nd Bachelor’s)
- CHM 3013 Ministry Based Counseling
- CHM 3323 Educational Principles
- CHM 3413 Christian Ministries
- CHM 4303 Church Administration
- CHM 4503 Missional Church (Cross Listed MIS 3103)
- CHM 4613 Christian Leadership
- EVG 3103 Church Evangelism
- HIS 3103 History of Christianity
- HOM 4203 Preaching Ministry
MIS 3303  Biblical Basis of Missions
THE 2203  Theology & Apologetics
THE 3103  Christian Doctrine
THE 3403  Biblical Interpretation
BIB 2113  Old Testament
BIB 2123  New Testament
THE BAPTIST COLLEGE OF ARTS AND SCIENCES

The Baptist College of Arts and Sciences is comprised of all faculty and staff who are involved with the University’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 English
- Department of General Studies
- Department of Mathematics
- Department of Social Studies
- Department of Teacher Education

Majors and Minors

This section lists the requirements for completing majors 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.

DEPARTMENT OF BEHAVIORAL STUDIES

The Department of Behavioral Studies includes two 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 General Education, 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) and the Psi Chi Honor Society.

Majors

- Psychology and Counseling (Counseling Track)
- Behavioral Studies (Non-Counseling Track)

Minors

- Psychology and Counseling
- Behavioral 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
33 hours in the major
30-39 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.

Psychology and Counseling Major (Counseling Track)

Required Courses: (33 hours)

- PSY 2103 Introduction to Counseling*
- PSY 3013 Human Sexuality*
- PSY 3113 Abnormal Psychology*
- PSY 3203 Psychology of Religion*
- PSY 3213 Developmental Psychology
- PSY 3303 Theories of Personality*
- PSY 3513 Tests and Measurements*
- PSY 4103 Physiological Psychology*
- PSY 4203 Quantitative Methods of Research**
- PSY 4803 Counseling Practicum ***

And 3 hours from the following:
- PSY 3223 Child Psychology*
- PSY 3233 Adolescent Psychology*
- PSY 3243 Adult Psychology*
- PSY 3253 Gerontology Psychology*
- PSY 3313 Social Psychology* (Cross listed SOC 3313)
- PSY 3803 Organizational Psychology
- PSY 4003 Psychology of Addiction*

*PSY 1013 General Psychology is a prerequisite.
**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 General Psychology; PSY 2103 Intro to Counseling;
       PSY 3113 Abnormal Psychology; PSY 3303 Theories of Personality.

Psychology and Counseling Minor

Required Courses: (18 hours)

- PSY 2103 Introduction to Counseling*
- PSY 3113 Abnormal Psychology*
- PSY 3213 Developmental Psychology*
TRADITIONAL UNDERGRADUATE PROGRAMS - BACHELOR DEGREES
BAPTIST COLLEGE OF ARTS AND SCIENCES

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

*PSY 1013 General Psychology is a prerequisite.

Behavioral Studies Major (Non-Counseling Track)

Required Courses: (33 hours)
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 3803 Organizational Psychology
PSY 4103 Physiological Psychology
PSY 4203 Quantitative Methods of Research**
PSY 4303 Psychology of Motivation
PSY 4903 Senior Directed Study****

*PSY 1013 General Psychology is a prerequisite.
**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 General Psychology; PSY 2103 Intro to Counseling;
    PSY 3113 Abnormal Psychology; PSY 3303 Theories of Personality.
****Student must have completed at least 18 hours of major courses before scheduling
    PSY 4903 Senior Directed Study.

Behavioral Studies Minor

Required Courses: (18 hours)
PSY 2113 Philosophy of Psychology
PSY 3213 Developmental Psychology
PSY 3313 Social Psychology
PSY 3703 Sport Psychology
PSY 4103 Physiological Psychology
PSY 4303 Psychology of Motivation
DEPARTMENT OF BUSINESS

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)

Minors
   Business Administration
   Sports Management
   Human Resource Management

All courses are 3 credit hours unless otherwise noted.

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 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.

Business Administration Major

Required Courses: (39 hours)
   BUS  2113  Financial Accounting
   BUS  2213  Principles of Macroeconomics
   BUS  2323  Managerial Accounting
   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 Business Management
   BUS  4423  Management Policy and Strategy***

*BUS 2113 Financial Accounting is a prerequisite.
**BUS 3113 Principles of Management is a prerequisite.
***Senior status and completion of BUS 3113 Principles of Management or permission of instructor are prerequisites.
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 Resource Management**

*BUS 2113 Financial Accounting is a prerequisite.
**BUS 3113 Principles of Management is a prerequisite.
***Senior status and completion of BUS 3113 Principles of Management or permission of instructor are prerequisites.

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

Sports Management Minor

Required Courses: (18 Hours)
- SPM 2013 Introduction to Sports Management
- PSY 3703 Sport Psychology
- SPM 3731 Sports Leadership
- SPM 3723 Sports Financing
- SPM 3733 Sports Ministry
- SPM 3743 Sports Marketing
The Department of English is comprised of faculty who are involved with administration and instruction of courses in English. Faculty may also be involved in oversight of *Retrospection*, a Mid-Continent University student-led organization.

**Majors**
- English

**Minors**
- English

All courses are 3 credit hours unless otherwise noted.

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

**Hours required for a BS:**
- 51 hours of General Education*
- 36 hours in the major
- 41 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.

**English Major**

**Prerequisite Course:**
- ENG 2103 Introduction to Literature

**Required Courses: (36 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 3003  Advanced Composition
ENG 3103  World Literature
ENG 3203  English Literature
ENG 3303  American Literature
ENG 4233  Shakespeare
ENG 4313  Literary Criticism
The Department of General Studies is comprised of faculty who are involved with administration and instruction of General Education requirements and non-religious majors and minors.

**Majors**
- General Studies

**Minors**
- General Studies

**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 non-traditional 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 upper-level credit hours (3000-4000 level courses) in the various disciplines offered through the Baptist College of Arts and Sciences. These credit hours will also count toward the degree requirement of 42 upper-level credit hours overall.

The **minor** requires 18 credit hours in the various disciplines offered through the Baptist College of Arts and Sciences. 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 Major**

Hours required for a B.S.:
- 41-50 hours of General Education*
- 33 upper-level credit hours (3000-4000 level courses) toward the major
- 45-54 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.
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.

Hours required for a B.A.: 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 B.S.: 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.

**Mathematics Major**

**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
DEPARTMENT OF SOCIAL STUDIES

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

Major

Social Studies

Minors

Social Studies  
History

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.

Social Studies Major

Required Courses:  (36 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1113</td>
<td>World Civilization</td>
</tr>
<tr>
<td>HIS 1223</td>
<td>Modern World History</td>
</tr>
<tr>
<td>HIS 2103</td>
<td>U.S. History to 1877</td>
</tr>
<tr>
<td>HIS 2203</td>
<td>U.S. History from 1877</td>
</tr>
<tr>
<td>HIS 3003</td>
<td>Introduction to Historical Studies</td>
</tr>
<tr>
<td>HIS 3103</td>
<td>History of Christianity (or HIS 3203 Baptist History)</td>
</tr>
<tr>
<td>HIS 3113</td>
<td>Kentucky History</td>
</tr>
<tr>
<td>HIS 3123</td>
<td>History of the Intertestamental Period (Cross listed BIB 3103/BBG 3103)</td>
</tr>
<tr>
<td>HIS 4123</td>
<td>History of the Middle East</td>
</tr>
<tr>
<td>HIS 4223</td>
<td>Europe Since 1799</td>
</tr>
<tr>
<td>HIS 4523</td>
<td>History Seminar</td>
</tr>
<tr>
<td>SOC 3313</td>
<td>Social Psychology (Cross listed PSY 3313)</td>
</tr>
</tbody>
</table>

Social Studies Minor

Required Courses:  (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1113</td>
<td>World Civilization</td>
</tr>
<tr>
<td>HIS 2103</td>
<td>United States History to 1877</td>
</tr>
<tr>
<td>HIS 2203</td>
<td>United States History from 1877</td>
</tr>
<tr>
<td>SOC 1103</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>
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 (Cross listed BIB 3103/BBG 3103)
HIS 3203  Baptist History
HIS 4113  Civil War and Reconstruction
HIS 4123  History of the Middle East
HIS 4223  Europe Since 1799
HIS 4523  History Seminar

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 (Cross listed BIB 3103/BBG 3103)
HIS 3203  Baptist History
HIS 4113  Civil War and Reconstruction
HIS 4123  History of the Middle East
HIS 4223  Europe Since 1799
HIS 4523  History Seminar
DEPARTMENT OF TEACHER EDUCATION

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 Continuing 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
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 professional teachers to teach early elementary school age children in Christian and public schools.

The Teacher Education 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 the Teacher Education program.

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 Teacher Education 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 (three courses/nine credit hours)
- Sophomore in good standing (minimum of 30 hours)
- Required test for admission: Praxis I - Pre-Professional Skills Test (PPST): Reading (0710/5710) – required minimum score 176, Writing (0720/5720) – required minimum score 174, Math (0730/5730) – required minimum score 174
- GPA 2.75 or above on a 4.0 scale (or a GPA of 3.0 on a 4.0 scale on the last 30 hours of credit complete, with departmental approval). This 2.75 minimum GPA remains a requirement throughout the teacher education 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
TRADITIONAL UNDERGRADUATE PROGRAMS - BACHELOR DEGREES
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- Application for Admission to Elementary Teacher Education
- Memorandum of Understanding
- Curriculum Guide Sheet
- Declaration of Commitment to Uphold Professional Code of Ethics
- Personal and Professional Fitness forms
- 3 Letters of Recommendation
- Statement of Faith
- Dispositions Rating: Minimum Score: 12
- Portfolio Requirements
- Admission Interview
- Tracking Sheet
- Approval of the Teacher Education Policy Council
- Teacher Education Handbook requirements
- TB Skin Test
- Criminal/FBI Records Check
- Demonstrates proficiency in the areas of collaboration, creativity, communication, and critical thinking
- Transcripts Received
- Any other required information

Additional Knowledge-Base Requirement
- Candidates must complete three (3) of the following: HIS 1113, HIS 1223, HIS 2103, or HIS 2203 prior to beginning the professional studies courses.

Admissions to Student Teaching
- CGPA 2.75 or above on a 4.0 scale (Overall GPA)
- CGPA 2.75 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, Teacher Standards
- Completion of Clinical/Field Experience (requirements of 235 elementary classroom hours)
- Completion of Performance Events
- Semester Review of “Collection of Work in Progress”
- Completion of Physical Fitness form and updated TB Screening test
- Application for Student Teaching
- Tracking form updated
- Updated FBI records check, if needed
- Dispositions Rating: Minimum score: 14
- Required passing scores on the following test:
  - Praxis II: (0622/5622) Principles of Learning & Teaching Grades K-6: Passing score - 160
  - Praxis II: (5031) Elementary Education: Multiple Subjects which includes four subtests: Reading/Language Arts (5032) - required minimum score 165; Mathematics (5033) - required minimum score 164; Social Studies (5034) - required minimum score 155; Science (5035) - required minimum score 159
- Any other required information
- Approval by the Teacher Education Council

Program Exit Requirements
- CGPA
  - Content 2.75
TRADITIONAL UNDERGRADUATE PROGRAMS - BACHELOR DEGREES
BAPTIST COLLEGE OF ARTS AND SCIENCES

- Professional 2.75
  - Teacher Standards Portfolio Documentation
  - Other required documents and forms

Elementary Program Requirements
Teacher education programs are 2+2 programs (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 B.A.: 41-50 hours of General Education*
12 hours of language
9 prerequisite hours**
54 hours in the major
3-12 hours of electives

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

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

All courses are 3 credit hours unless otherwise noted.

Students must complete each pedagogy course with the corresponding content course during the same semester, if the content course has not been completed.

Program Course Requirement
- Content Courses (15 hours)
  CIS 3103 Instructional Technology for the Classroom*
  ENG 3603 Children’s Literature
  MAT 3003 Math Content
  SCI 3003 Science Content
  SOC 3003 Social Studies 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 (Mathematics)
  ETE 3903 Pedagogy (Science)
TRADITIONAL UNDERGRADUATE PROGRAMS - BACHELOR DEGREES
BAPTIST COLLEGE OF ARTS AND SCIENCES

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

*CSC 1203 Computer Applications I is a prerequisite.
**Prerequisite: first pedagogy successfully completed.

Graduation Requirements for the Bachelor of Science Degree
- Complete the course requirements for the major.
- 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. For service members the requirement is 32 semester hours.
- Earn a cumulative grade point average of 2.0 (4.0 scale) or above in the 128 credits comprising the degree program. Some programs may require a higher cumulative grade point average.
- Submit a graduation application to the Office of the Registrar 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 commencement on their Graduation Application form; if plans change, their advisor must be notified.

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 tuition which is in addition to the flat rate for 12-16 hours.
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.

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 six 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.
MCU COURSE DESCRIPTIONS

Course Numbers
Undergraduate courses are numbered 1000-4999. Those numbered in the 1000s are freshman level; 2000s are sophomore level; 3000s are junior level; and those numbered in the 4000s are advanced courses and are open only to juniors and seniors. Graduate courses are numbered 5000-6999. Graduate courses are open to those who have completed a bachelor’s degree. 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 designate:

First Digit – This number indicates the level of the course. [1-Freshman level, etc.]
Last Digit – 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. Utilization of case studies enhances financial statement 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 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 2043**  Biblical Spirituality  
This course will introduce students to the Biblical basis of Christian Spirituality and formation through an examination of the New Testament foundation for discipleship. (Cross Listed: CHM 2023)

**BIB 2113**  Old Testament  
A general introduction and overview of the Old Testament noting the distinctive features of each book.

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

**BIB 2133**  The Bible as Literature  
This course will study the use of literary tools in the Bible. The study of these literary qualities, coupled with a study of representative passages in the Biblical text, will give learners a richer understanding of God’s Word. The course will explore the literary art forms of the Bible, and learners will gain the skills needed to identify more fully the literary genres that constitute so much of the Biblical canon. Learners will be asked to consider carefully the assumptions they use when studying the Bible from a literary point of view. (Cross Listed: ENG 2113)

**BIB 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.

**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: BBG 3103 and HIS 3123)

**BIB 3203**  Hebrew I  
A study of introductory grammatical forms, translation principles, and vocabulary of the Hebrew Old Testament. (Prerequisite: ENG 1103 English Composition)

**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 3303**  Hebrew II  
A continuation of BIB 3203 Hebrew I. (Prerequisite: BIB 3203 Hebrew I)
BIB 3403 Greek I

BIB 3503 Greek II
A continuation of BIB 3403 Elementary Greek I. (Prerequisite: BIB 3403 Greek I)

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 4053 Psalms
An intensive study of Psalms with an emphasis on authorship, composition, date, and theology. The class will discuss the preaching and teaching value of this book.

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 these books.

BIB 4243 Acts
An intensive study of the background and contents of the book of Acts. Its history will be related to the history found in Pauline writings. The class will discuss preaching and teaching values of this book.

BIB 4253 Romans
An intensive study of the background and contents of the book of Romans. Relationships to other Pauline writings will be addressed. The class will discuss preaching and teaching values of this book.

BIB 4273 Hebrews and 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 4303 Greek III
An intensive study of Greek syntax with translation of selective passages. (Prerequisite: BIB 3503 Greek II)

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 4403 Greek 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: BIB 4303 Greek III)

BIB 4503 Hebrew III
An intensive study of Hebrew syntax with translation of selected passages. (Prerequisite: BIB 3303 Hebrew II)

BIB 4603 Hebrew 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: BIB 4503 Hebrew III)

BIB 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 primary financial statements, including introductory analysis.

**BUS 2213**  
Principles of Macroeconomics  
An introductory economics course that emphasizes macroeconomic theory. Major topics include: basic economic principles; supply and demand analysis; Keynesian and classical theories; national income accounting; inflation; unemployment, fiscal and monetary policy; international economics and the world economy.

**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  
An introductory course that emphasizes microeconomic theory. Major topics include: basic economic principles; modeling markets using supply and demand; market welfare; cost of the firm; behavior of the firm under different market structures; the market for factors of production.

**BUS 2513**  
Personnel Supervision  
The course will examine the basic roles and responsibilities of the supervisor, emphasizing human relations skills and 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  
This course is an introduction to fundamentals of business management. It examines the major theories of management thought and the managerial functions of planning, organizing, leading, and controlling. Contemporary concepts are covered through readings, experiential exercises and classroom discussions.  
(Cross Listed: MGT 3223)

**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 study of financial concepts, emphasizing an understanding of how the principles of financial management can be used to enhance the value of a firm. Topics include financial statement analysis, financial markets, the time value of
money, valuation of stocks and bonds, the risk and return relationship, cost of capital, and capital budgeting.  
(Prerequisite: BUS 2113 Financial Accounting)

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
The course examines quantitative and qualitative methods of examining the techniques and concepts of design, planning, control, and improvement of manufacturing and service operations.  The course relates operations management to the overall strategy of the organization and use the foundational strategies of Porter's Five Force Model and the Value Chain Analysis to examine the operations functional area. Topics include but are not limited to operational strategy, process analysis, project management, quality, inventory, and supply chain management.  
(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 4133  Business Law
The learner focuses on the legal environment of business. A number of legal concepts including contracts, torts and privacy protection, criminal law, real property, forms of business organizations, and debtor-creditor relations are examined along with issues involved in analyzing how ethics, business and law interact. The preparation of appellate case briefs and critical thinking allow the learner to conceptually apply these legal concepts to business.

BUS 4323  International Business Management
A broadly based introduction to the field of international business; consists of an inter-disciplinary survey of the fundamentals of a) international trade; b) environmental factors; c) international institutions and agencies; and d) company organization, management functions and operations around the world.

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 3113 Principles of Management or Permission of Instructor)

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 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 STUDIES
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 2023  Biblical Spirituality
This course will introduce students to the Biblical basis of Christian Spirituality and formation through an examination of the New Testament foundation for discipleship. (Cross Listed: BIB 2043)

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 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 2123)

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  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 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 life style 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  Missional Church
An introduction to the principles of church growth as they apply in American churches and application of those principles to any real church situation.

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 In-Service Guidance)

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. (Prerequisite: CSC 1203 Computer Applications I)

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 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 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 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 1033  Introduction to Criminology
Students will study crime as a form of deviant behavior; the nature and extent of crime; past and present theories of crime; and the evaluation of prevention, control, and treatment programs.

CRJ 3003  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.

CRJ 4003  Police Systems and Practices
This course provides students with a historical overview of how policing has developed and changed. Students will analyze policing services in the United States, the main types of policing agencies, and evaluate their function as part of the criminal justice system. Students will examine the organization of police agencies and analyze styles of policing and the policies they support. Finally, students will evaluate and apply theory of police systems and design an innovative new model of policing.

CRJ 4013  Criminal Law
This course provides the study of the development and history of criminal laws in the United States emphasizing the structure, definitions, and interpretations of criminal statutes.

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 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 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 I)

CSC 2103  Database Management
A course to provide a basic to advanced understanding of fundamental database concepts using Microsoft Access. This course introduces the fundamental concepts necessary for the use, design, implementation, and management of a database system. The course is project-based, covering database creation, maintenance, and querying using SQL along with Microsoft Access. A relational database management system will be used throughout.
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
An economic course that focuses on applying the principles of macroeconomics to problems faced by business managers and supervisors in the modern economy. Students are provided with a foundation of macroeconomic concepts that can be used to analyze the impact of various economic conditions in the business environment. Major topics include: market analysis and price determination; the role of government under both Keynesian and Classical theories; monetary policy; fiscal policy; international trade; business cycles; unemployment; taxation; and types of economic systems.

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

EDUCATION
EDU 2303  Professional Teacher Preparation Studies: Level I
This course is considered a multidisciplinary introductory preparatory course for students during the initial processes for formal enrollment in the Elementary Teacher Education program. Its primary purpose would be to provide focused studies related to fundamental teaching skills.

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.

EDU 3303  Professional Teacher Preparation Studies: Level II
This course extends studies completed during EDU 2303; however, can also be an independent course. It is considered a multidisciplinary course and is offered during the pedagogical semesters prior to ETE 4204 Student Teaching. Its primary purpose would be to provide deeper and more focused studies relating to school-based core content and fundamental pedagogical skills, analysis, and strategies.

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 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 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 or minor in English.)

ENG 2113  The Bible as Literature
This course will study the use of literary tools in the Bible. The study of these literary qualities, coupled with a study of representative passages in the Biblical text, will give learners a richer understanding of God’s Word. The course will explore the literary art forms of the Bible, and learners will gain the skills needed to identify more fully the literary genres that constitute so much of the Biblical canon. Learners will be asked to consider carefully the assumptions they use when studying the Bible from a literary point of view. (Cross Listed: BIB 2133)

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 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 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 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 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 for students who have completed Introduction to Education or an equivalent course at another institution; 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.

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.

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 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. (Prerequisite: first pedagogy semester successfully completed)

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 4103 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 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 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 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 2203 Introduction to Evangelism and EVG 3103 Church Evangelism)
EVG 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.

FINANCE
FIN 3123 Business Finance
This course equips managers with the tools for effective decision making concerning the acquisition and use of funds. Students learn to utilize financial management to enhance the value of the firm. Topics include financial statement analysis, financial markets, the time value of money, valuation of stocks and bonds, the risk and return relationship, cost of capital, and capital budgeting.

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

GOVERNMENT
GOV 1103 American Government
A survey of the three 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
An 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 seven 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: BBG 3103 and BIB 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 4113  Civil War and Reconstruction
This course covers the period from immediately preceding the Civil War to the presidential election of 1877. The course places emphasis on political, economic and military history of the period. In addition, particular emphasis is placed on the social history of the time in regard to Christianity and how it impacted the era.  (Prerequisite: HIS 2103 U.S. History to 1877)

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  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 components.  (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 2003  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 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 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 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 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 explores the field of International Human Resource Management and its impact on Human Resource Management in the global arena. The course focuses on employment planning, forecasting, staffing, compensation and benefits, training and management development, labor and employee relations, and health and safety in global corporations. The course examines 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 are analyzed.

HRM 6053  Capstone Seminar
Students in the Masters level Human Resource Management program will participate in a Capstone progressive case study seminar focused on application of Human Resource Management and cumulate with a completed Capstone progressive case study final paper. The Capstone Seminar provides instruction, discussion, review, and application of key human resource functional elements and the application of strategic management to the human resource discipline.

INTERDISCIPLINARY
IDC 2011  Workplace Values: Satisfaction and Personal Fulfillment
Students will focus on integrating faith in the modern workplace. The course is built on the MCU “Integration of faith, learning and living” model. We are called to “Work as if you are working for the Lord” (Col. 3:23). In this course we question how to succeed in the workplace world while not becoming “of it” (John 15:19).

IDC 2012  Resumes and Interview Techniques
This course is designed to build student interview skills. Students will develop a professional resume and answer common interview questions. The course focuses on building effective interviewing skills.

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 3113  Systems Approach to Organizational Change
This course is an overview of formal and informal organizational functions with an emphasis on systems theory. Techniques for analyzing the current state and proposing a change during a transition state are studied. Students will apply the techniques of change to maximize the success of organizational change.

MGT 3223  Principles of Management
This course is an introduction to fundamentals of business management. It examines the major theories of management thought and the managerial functions of planning, organizing, leading, and controlling. Contemporary concepts are covered through readings, experiential exercises and classroom discussions. (Cross Listed: BUS 3113)
MGT 4323  International Business Management
This course is an introduction to fundamentals of business management. It examines the major theories of management thought and the managerial functions of planning, organizing, leading, and controlling. Contemporary concepts are covered through readings, experiential exercises and classroom discussions.

MGT 4443  Human Resource Management
Current policy and practices for recruitment, selection, training and development, performance appraisal, and compensation are reviewed and analyzed according to changes in the work environment.

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 global environment of business, 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 strategies; and global logistics and supply chain management.

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, 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. (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 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 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 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 preliterate 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: CHM 2123/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 Missional Church
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.

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 Culture
A study of missions' impact on culture and cultural impact on missions. Special attention will be given to missionary anthropology.

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, Woman's Missionary Union, a State Convention or one of its agencies, an Association or a local church.

MIS 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.

MUSIC
MUS 1101 Instrumental Instruction (1 hour)
Instrumental instruction offered on various instruments that the student already plays 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 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. Credit will be given for as many semesters as taken.

MUS 1201 Instrumental Instruction (1 hour)
Instrumental instruction offered on various instruments that the student already plays through individual one-half hour lessons each week.

MUS 1301 Instrumental Instruction (1 hour)
Instrumental instruction offered on various instruments that the student already plays through individual one-half hour lessons each week.

MUS 1401 Instrumental Instruction (1 hour)
Instrumental instruction offered on various instruments that the student already plays through individual one-half hour lessons each week.

MUS 1501 Instrumental Instruction I (1 hour)
Instrumental instruction offered on various instruments that the student already plays through individual one-half hour lessons each week.

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 with or following MUS 1613 Music Theory I.

MUS 1613 Music Theory I
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
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. 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. The course is open to any student. Credit will be given for as many semesters as taken.

MUS 2101 Voice (1 hour)
Instruction offered through individual one-half hour lessons each week. The ability to read music is helpful but not a Prequisite. The course is designed for beginning students and will be accelerated according to individual work and ability. The course is open to any student. Credit will be given for as many semesters as taken.

MUS 2103 Music Appreciation
A general overview of the elements of music, musical genres, composers, and musical compositions from the Renaissance period through the twentieth century.

MUS 2113 Reel Music
A general overview of musical styles, composers, and compositions in the film industry of America and Hollywood films. Beginning with the silent film era and expanding to the cinema of today, this class will study major films and their scores, as well as pop culture music used in movies.
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. The course is designed for beginning students and will be accelerated according to individual work and ability. The course is open to any student. Credit will be given for as many semesters as taken.

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. The course is designed for beginning students and will be accelerated according to individual work and ability. The course is open to any student. Credit will be given for as many semesters as taken.

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. The course is designed for beginning students and will be accelerated according to individual work and ability. The course is open to any student. Credit will be given for as many semesters as taken.

MUS 3103 Methods of Church Music
A practical course in leading musical groups in a church such as adult, youth and children's choirs. Other aspects of church music including media, worship teams, service planning and community involvement are covered. (Prerequisite: MUS 1613 Music Theory I)

MUS 3111 Chorus (1 hour)
A course designed to provide students an opportunity to sing in worship contexts. The development of basic musical skills and proper vocal function is emphasized. The course is open to any student. Credit will be given for as many semesters as taken.

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.

PHILOSOPHY

PHI 2103 Basic Philosophy
This course is a survey of philosophical history with emphasis on epistemology and the relationship of revelation to reason. Philosophy is the study of general and fundamental problems, such as those connected with existence, knowledge, values, reason, mind, and language. Philosophy is distinguished from other ways of addressing such problems by its critical, generally systematic approach and its reliance on rational argument. This course will discover the influence of Christianity on modern and post-modern philosophies.

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
This course is an examination of the ideas and values that underlie the American political system, the impact of religious values on that 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 and third and fourth world countries.
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
This course is a study of the principles and theories that introduce 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 while incorporating their Christian worldview.

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. The focus in these independently directed courses will teach students how to comprehend, demonstrate and discover the world of psychology, through a Christian perspective, at the designated pace decided between them and their instructor.

PSY 2103 Introduction to Counseling
This is a survey of counseling psychology, philosophy, procedures, and practices from a Biblical perspective and Christian worldview. 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
This course is a critical study of fundamental concepts and theories used in the development of Psychology. A Biblical examination and Christian worldview will be used in examining the development of the ancient philosophical influence on modern psychology.

PSY 2503 Historical Psychology
This course focuses on the historical development of scientific concepts that have formed the basis of contemporary psychology, including Biblical foundations and a Christian worldview present in pre-modern psychology. (Prerequisite: PSY 1013 General Psychology)

PSY 2603 Career Development
An exploration of the relationship between interests, aptitudes and careers; and the impact on one’s work settings and activities that support individual career planning. Students will be expected to investigate work settings, and relate their findings 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 while incorporating a Christian worldview of research. (Prerequisite: MAT 2203 College Mathematics or MAT 1203 College Algebra) (Cross Listed: MAT 2303)

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. The focus in these independently directed courses will teach students how to comprehend, demonstrate and discover the world of psychology, through a Christian perspective, at the designated pace decided between them and their instructor.

PSY 3003 Marriage and Family
A course designed to study the concepts and meanings of relationships in terms of pre-marriage, marriage, and marital conflict from a Biblical perspective and Christian worldview. Focus is on gender, love, the phases of
marriage, communication, sexual relations in marriage, parenting, money management, family relationships, conflict and stress, 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, as well as perceptions and consequences from a Christian worldview. The purpose of the course is to broaden the perspective and understanding of students about sexual behavior, as well as provide a Christian atmosphere of education. (Prerequisite: PSY 1013 General Psychology)

PSY 3113 Abnormal Psychology
This course is designed to challenge students in their perception of normality. It consists of the study of normal and abnormal behavior and psychological disorders of individuals with consideration given to the causal factors, symptomology and treatment options from a Biblical perspective. Students will learn about the Diagnostic and Statistical Manual of Mental Disorders IV-TR and the mental illnesses that are included. (Prerequisite: PSY 1013 General Psychology)

PSY 3203 Psychology of Religion
This course is designed to study the psychological aspects of individual and corporate worship, as well as explore the dynamics of congregational behaviors. Focus is placed on theories of leadership and followership, as it relates to 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, from birth to death. Through a Christian perspective, students will study the life span of the individual in general, with particular attention paid to their own personal development. (Prerequisite: PSY 1013 General Psychology)

PSY 3223 Child Psychology
Child Psychology provides a study of the physiological, psychological, social, cognitive and spiritual growth of the child from conception to the pre-adolescent level, from a Christian worldview perspective. Emphasis is placed on the major theoretical schools of thought, moral development, and current psychological research of the lifespan. (Prerequisite: PSY 1013 General Psychology)

PSY 3233 Adolescent Psychology
This course emphasizes the study of the physiological, psychological, social and spiritual growth of the pre-adolescent to young adult, from a Christian worldview perspective. Focus is placed on the interaction of cultural variables including social and familial environments, as well as influences of physiological development, moral development, and psychological development. Students will also explore the individual roles they have played by examining their own adolescent development as a student. (Prerequisite PSY 1013 General Psychology)

PSY 3243 Adult Psychology
Adult Psychology uses a Christian worldview perspective to concentrate on the physiological, psychological, social and spiritual development and experience during the adult years. Emphasis is placed on role development, relationships and communication, the aging process and employment factors, as well as current research. (Prerequisite: PSY 1013 General Psychology)

PSY 3253 Gerontological Psychology
Gerontology is the study of the social, psychological, biological and spiritual aspects of aging. Using a Christian worldview perspective, focus will be placed on research concerning developmental stages, illnesses related to the aged, death and dying issues, surviving loss and learned helplessness. (Prerequisite: PSY 1013 General Psychology)

PSY 3303 Theories of Personality
The Theories of Personality course is designed to study the factors and conditions relating to personality structures, psycho-dynamics including defense mechanisms, and historical influences on the theorists. 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
Social Psychology is the study of the behaviors of individuals influenced by cultural and social group interactions both past and present with focus on these interactions from a Christian worldview perspective. To complete the course loop, the impact of religious and nonreligious groups on individual problems will be thoroughly explored. (Prerequisite: PSY 1013 General Psychology) (Cross Listed: SOC 3313)

PSY 3403 Crisis Counseling
This course is 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. Using a Biblical perspective, students will 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 Christian worldview. 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, to advancing in their careers and planning for their retirement. 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. The structures of the brain and the functions of those structures will be fully examined. (Prerequisite: PSY 1013 General Psychology)
MCU COURSE DESCRIPTIONS

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 student who wants to learn how to motivate people to experience their full potential in life. It is taught with a 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 a clinical exposure to the task of counseling in comparison to the Christian worldview. 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. This course is also used as a capstone course for the Behavioral Studies major. The student will work with their assigned professor to be guided through a specific course of action that will prepare them for their desired career choice.

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 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 2003  Energy for Sustainable World
A study of topics including concepts and misconceptions of energy, fossil fuels, nuclear energy, and renewable energies, this course equips students with the fundamentals of energy resources from a broad scientific perspective while considering environmental, economic, and social factors.

SCI 3103  Green Technology Current Issues
This course equips students with the knowledge of green technology current issues, including emerging technologies such as solar fuels, hydrogen fuels, technology ethics, and the abilities to recognize the opportunities to use green technology to increase corporation profit and benefit society.
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.

SOCIOPHICAL/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 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 - 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.)

SPORTS ACTIVITY CREDIT
SAC 1101, 1201, 1301, 1401 Intercollegiate Basketball (1 hour)
Development of basketball skills to compete at the collegiate level and to learn the rules and strategies of the game.

SAC 1111, 1211, 1311, 1411 Intercollegiate Baseball (1 hour)
Development of baseball skills to compete at the collegiate level and to learn the rules and strategies of the game.

SAC 1121, 1221, 1321, 1421 Intercollegiate Softball (1 hour)
Development of softball skills to compete at the collegiate level and to learn the rules and strategies of the game.

SAC 1131, 1231, 1331, 1431 Intercollegiate Soccer (1 hour)
Development of soccer skills to compete at the collegiate level and to learn the rules and strategies of the game.

SAC 1141, 1241, 1341, 1441 Intercollegiate Volleyball (1 hour)
Development of volleyball skills to compete at the collegiate level and to learn the rules and strategies of the game.

SAC 1151, 1251, 1351, 1451 Spirit Squad (1/2 credit)
Spirit Squad students will learn principles and strategies for healthy living through exercise, performing arts and nutrition. They will develop speaking skills and techniques to effectively perform at collegiate level sporting and community events. Spirit Squad students are required to demonstrate attitudes and behaviors consistent with a Christian worldview, as defined by Mid-Continent University.

SPORTS MANAGEMENT
SPM2013 Introduction to Sports Management
The course is an introductory course offering a comprehensive view of the sport industry. Leading scholars will teach issues of current sport management. The skills and knowledge essential for a career in sport management are presented.

SPM 3713 Sports Leadership
An advanced course that examines sports Leadership as it is practiced today. The sport leadership issues of motivation, shared values, and social cohesion are examined; personal rights and responsibilities, codes of ethics, and the challenges of globalization will be presented.

SPM 3723 Sports Financing
An advanced course that examines the contemporary sport manager as an entrepreneur who uses marketing and financing skills to yield optimum social and economic benefits. Sport organizations must use new and creative ideas in response to the dynamic work environment. Conventional income sources are examined.

SPM 3733 Sports Ministry
An advanced course that examines the theological and Biblical foundations regarding sport ministry and its strategic utilization in the church, community, and cross-cultural settings. The student will develop a Biblical perspective regarding the union of sport and ministry to consider implementation in settings such as the local church, para-sport organizations and sport outreach organizations.
SPM 3743  Sports Marketing
An advanced course that examines sports marketing that focuses on the major decisions facing sports marketing executives in their attempt to meet consumer demands while achieving corporate objectives. Topics included consumer behavior, market segmentation, and new product development.

STUDENT SUCCESS
STS 1101  Freshman Student Success I (1 hour)
This course is designed to enable a student to successfully make the transition from being a high school student to a university student. The focus will be on student accountability and methods of study to ensure success in the classroom as well as a functioning Christian adult in a real world.

STS 1201  Freshman Student Success II (1 hour)
A continuation of STS 1101 Freshman Student Success I, intended to further equip young students for success in their studies and their lives.

STS 2101  Sophomore Student Success I (1 hour)
Students will learn critical skills, techniques and tips to be successful in helping them determine a major field of study, find and keep jobs, act proper in society, develop functional skills, access community resources that are available, and imitate an individual with a Christian worldview.

STS 2201  Sophomore Student Success II (1 hour)
This course is a continuation of STS 2101 Sophomore Student Success II. Students will learn critical skills, techniques and tips to be successful in helping them determine a major field of study, find and keep jobs, act proper in society, develop functional skills, access community resources that are available, and imitate an individual with a Christian worldview.

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: CHM 2123/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 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)
MCU COURSE DESCRIPTIONS

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 4103  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.

THE 4203  New Testament Theology
A systematic study of the major teachings of the New Testament.

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, which is in addition to the flat rate for 12-16 hours.

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, which is in addition to the flat rate for 12-16 hours.

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, which is in addition to the flat rate for 12-16 hours.

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, which is in addition to the flat rate for 12-16 hours.
MCU FACULTY AND STAFF DIRECTORIES

MCU FULL-TIME FACULTY

NOTE: Dates in parentheses indicate year of appointment at Mid-Continent University.


Bazzell, Nathanael (2008) Assistant Professor, History; B.A. Murray State University, 1997; M.A., Murray State University, 2000.

Brinkley, Tassi (2005) Assistant Professor, Teacher Education; B.S. Murray State University, 1993; M.A.E., Murray State University, 2001.


Dachs, Katie (2009) Instructor, Economics and Finance; B.S., Mid-Continent University, 2007; M.S., Murray State University, 2009.


Galloway, Joseph (2006) Assistant Professor, Mathematics/Music; B.A., Lewis University, 1976; M.C.M., Southern Seminary, 1983; M.S., Western Kentucky University, 2005.


Hall, Shannon (2011) Instructor, Psychology; B.A., Western Kentucky University, 2001; M.A., Western Kentucky University, 2003.

Heinz, Kelli (2007) Instructor, Communications/Human Resources; B.S., Murray State University, 2000; M.S., Murray State University, 2001.

Hogg, Edward (2009) Associate 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.

Holt, Kathryn (2013) Assistant Professor, Psychology; B.A., Lincoln Christian University, 1996; M.A., Lincoln Christian University, 2000; M.A.C.M., Lincoln Christian University, 2000; Ph.D., Capella University, 2005.

Hopper, Ronald (2011) Instructor, English/History; B.S., Murray State University, 1970; M.A.E., Murray State University, 2005; M.A., Murray State University, 2011.

Hudson, Debra (2010), Vice President of Academic Affairs; Associate Professor, Education; B.S., Colorado Christian University, 1994; M.A., Colorado Christian University, 1996; Ph.D., Colorado State University, 2004.

Inman, Sharon (2011) Instructor, Psychology; B.A., Murray State University, 1997; M.S.E., Murray State University, 2002.


Luckel, Henry (2013) Assistant Professor, Human Resources/Christian Ministry; B.S., Colorado Christian University, 2001; M. Div., Golden Gate Baptist Theological Seminary, 2006; Ph.D. Colorado State University, 2013.


McKnight, Jodi (2008) Assistant Professor, Psychology; B.A., Lindenwood University, 1995; M.E., University of Missouri, 1999; Ph.D., Capella University, 2010.


Morse, Robert (2011) Instructor, English; B.A., Murray State University, 1999; M.A., Murray State University, 2006.

Muniz, Jerry (1994) Associate 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, Department of 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, Department of Mathematics; Associate Professor, Mathematics; B.S., Murray State University, 1988; M.S., Murray State University, 1990; Ph.D., University of Mississippi, 1997.


Thompson, Paul (2001) Chair, Department of Teacher Education; Associate Professor, Teacher Education; B.A., University of Louisville, 1978; M.A., Western Kentucky University, 1980; Ed.D., University of South Dakota, 1986.

Tucker, Roger (2009) Instructor, Science; B.S., Western Kentucky University, 1989; M.S., University of Louisville, 2005.

Tuju, Sila (2011) Assistant Professor, Business Management; B.A., Covenant College, 1996; M.B.A., University of Tennessee at Chattanooga, 1999; Ph.D., Northcentral University, 2011.


Williams, David (2010) Dean of Graduate Studies; Chair, Business Department; Assistant Professor, Marketing/Business Management; B.A., Emory and Henry College, 1988; M.B.A., Vanderbilt University, 1992; D.B.A., University of Phoenix, 2009.


Wilson, Stephen D. (1999) Honorary Dean Emeritus; Chair, Department of Social Studies; Professor, History; B.A., University of Kentucky, 1974; M.A., University of Kentucky, 1978; Ph.D., University of Kentucky, 1983.

Windhorst, Sonia Michel (2012), Instructor, Psychology; B.A., Murray State University, 2004; M.A., Western Kentucky University, 2006.

Yang, Philip (2010) Associate Professor, Science/Management/Christian Ministries; 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

Abrell, Cristina (2010) Instructor, Computer Science; A.A., Lindsey Wilson College, 1997; B.S., Campbellsville University, 1999; M.S., Western Kentucky University, 2001.

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; Ph.D., Capella University, 2012.


Anderson, Elizabeth (2013) Instructor, Psychology. B.S., Oklahoma State University, 2001; M.A., Regent University, 2009; Psy.D., Regent University, 2011.


**Bonstetter, Trevor** (2012) Instructor, Management; B.S., Mid-Continent College, 2001; M.B.A., William Woods University, 2006; Ph.D., Walden University, 2011.

**Bowles, Terra** (2013) Instructor, Biology; B.S., Murray State University, 2004; M.A., Argosy University, 2012; D.V.M., Auburn University, 2008.


**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.


Conner, Kelley (2012) Instructor, Human Resources; B.S., Troy University, 2005; M.S., Troy University, 2011.


Corbett, Jane (2009) Instructor, Business Management; B.S., Spalding University, 1999; M.B.A.; Webster University, 2002; Ph.D., Capella University, 2012.


Cox, Dara (2013) Instructor, Psychology; B.S. Ball State University, 1982; M.A., University of Phoenix, 2009; M.A., University of Phoenix, 2010.


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, 1971; 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.


Duncan, Elesa (2011) Instructor, English; B.S., Murray State University, 1993; M.A., Murray State University, 2001.


Ferguson, Jim (2011) Instructor, Communication; B.I.S., Murray State University, 1996; M.S., Murray State University, 2010.


Flynn, Sarah (2011) Instructor, Psychology; B.A., Miami University, 2004; M.S., University of Kentucky, 2007; Ph.D. University of Kentucky, 2010.

Foley, Mary (2011) Instructor, Psychology; B.S., Mid-Continent College, 2003; M.S., Murray State University, 2005.


Gordon, Jean (2011) Instructor, Marketing/Human Resources; B.S., Miami University, 1974; M.S., Nova Southeastern University, 1997; D.B.A., Nova Southeastern University, 1998.


Gregg, Jennifer (2012) Instructor, Psychology; B.A., California Baptist University, 2002; M.S., California Baptist University, 2005.

Guyton, Angela (2013) Instructor, Communications; B.S., Murray State University, 2002; M.S., Murray State University, 2012.


Hamilton, Jerry (2012) Instructor, Christian Studies; B.S., Mid-Continent University, 2011; M.S., University of the Cumberlands, 2012.


Harrison, Stephanie (2011) Instructor, Psychology; B.A., Western Kentucky University, 1991; M.S. University of Phoenix, 2010.


Hill, Vernon (2012) Instructor, Human Resources; B.S., Mid-Continent University, 2009; M.S., Mid-Continent University, 2012.

Hollis, Mable (2012) Instructor, Human Resources; B.S., Mid-Continent University, 2009; M.S., Mid-Continent University, 2012.

House, Bonnie (2012) Instructor, Human Resources; B.S., Mid-Continent University, 2009; M.S., Mid-Continent University, 2012.


Hughes, Jamie (2013) Instructor, Human Resources; B.S. Mid-Continent University, 2007; M.S., Mid-Continent University, 2012.

Hughes, Quinton (2011) Instructor, Homeland Security; B.S., Eastern Kentucky University, 1990; M.S., Eastern Kentucky University, 2009.


Jackson, Jerry (2013) Instructor, Management; B.S., Purdue University, 1990; M.S., Indiana Wesleyan University, 1992; Ph.D., Purdue University, 2000.

Jarrett, Claudette (2012) Instructor, Communication; B.S., Spalding University, 2008; M.S., Spalding University, 2010.


Jones, Milfred “Fred” (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.


Kidwell, Jane (2012) Instructor, Psychology; B.S., Austin Peay State University, 1974; M.A., Austin Peay State University, 1977.


**Lawrence, James** (2009) Instructor, Christian Studies; B.A., Western Kentucky University, 2002; M.A.R., Liberty University, 2008.

**Lindsey, Kim** (2012) Instructor, Human Resources; B.S., Mid-Continent University, 2003; M.S., Mid-Continent University, 2012.

**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.


**Martinez, George** (2011) Instructor, Psychology; B.A., University of North Carolina at Charlotte, 1988; M.S., Murray State University, 1991.


**McClain, Gary** (2012) Instructor, Marketing; B.S., Murray State University, 1979; M.B.A., Grand Canyon University, 2009.


**McDonald, Laura** (2012) Instructor, Computer Information; B.M., Western Kentucky University, 1994; M.S., Nova Southeastern University, 2009.

McLean, Brian (2010) Instructor, Psychology; B.S., Union University, 2000; M.S., Murray State University, 2003.


Meadows, Jackie (2012) Instructor, Human Resources/Business Management; B.S., Mid-Continent College, 2001; B. Min., Mid-Continent University, 2007; M.S., Mid-Continent University, 2012.


Milner, Michael (2009) Instructor, Accounting; B.S., University of Tennessee at Martin, 1975; M.A., University of Tennessee at Martin, 1981.

Morrow, Timothy (2013) Instructor, Mathematics/Psychology; B.S., Louisiana Tech University, 1979; M.A., Southeastern Louisiana University, 1981; Post-graduate non-degree coursework, McNeese State University.

Morse, Steven (2013) Instructor, Communication; B.S. Mid-Continent University, 2011; M.S. Murray State University, 2013.

Moss, Katie (2011) Instructor, Science; B.S., Campbellsville University, 1999; M.S., Western Kentucky University, 2004.


Patterson, Becky (2009) Instructor, Mathematics; B.A., Spalding University, 1995; M.S., University of Louisville, 2008.

Penrod, Tina (2010) Instructor, Communication; B.S., Mid-Continent University, 2007; M.S., Murray State University, 2010.


Poole, Julee (2011) Instructor, Psychology; B.S., Austin Peay University, 1983; M.S., Austin Peay University, 1998; Ph.D., Capella University, 2006.


Proctor, Debbie (2011) Instructor, English; B.A., Western Kentucky University, 2000; M.A., Western Kentucky University, 2006.

Proctor, Teresa (2012) Instructor, Communications; A.A., Lansing Community College, 1994; B.S., Mid-Continent University, 2010; M.S., Murray State University, 2011.


Queen, Sherry (1998) Instructor, English; B.S., Murray State University, 1974; M.A., Murray State University, 1976.


Rowland, Naomi (2012) Instructor, Science; B.S., Western Kentucky University, 2003; M.S., University of Tennessee Knoxville, 2005.

Russey, Christopher (2010) Instructor, Mathematics; B.A. and B.S., Kentucky State University, 2004; M.S., Syracuse University, 2006.


Scott, Shawn (2011) Instructor, Economics; B.S., University of Southern Indiana at Evansville, 2008; M.S., Murray State University, 2010.


Shelton, Sarah (2009) Instructor, 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.


Stanley, Chad (2012) Instructor, Computer Information; B.I.T., American InterContinental University, 2009; M.I.T., American InterContinental University, 2011.


Stout, Brian (2013) Instructor, Mathematics; B.S., United States Merchant Marine Academy, 2008; M.A., City University of New York Graduate Center, 2011; M.A., City University of New York Graduate Center, 2012; Ph.D., City University of New York Graduate Center (expected 2013).

Taylor, Gary (2002) Instructor, 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, Communication; B.S., Murray State University, 2002; M.S., Murray State University, 2004.


Toren, Jessica (2011) Instructor, Communication; B.A., Murray State University, 2006; M.S., Murray State University, 2010.

Trzop, Peter (2012) Instructor, Business Management; B.A., University of Louisville, 1996; M.A., University of Louisville, 1999; Ed.D., Argosy University, 2011.

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.


Vowell, Trisha (2012) Instructor, Human Resources; B.S., Murray State University, 1999; M.S., Mid-Continent University, 2012.


Wiggins, Richard (2009) Instructor, Management; B.S., Mid-Continent University, 2006; M.S., Oakland City University, 2008.


Wilkes, Paul (2013) Instructor, Biology; B.S., University of the Cumberlands, 2007; M.S., University of Georgia, 2011.


Yahya, Erica (2013) Instructor, Psychology; A.S., Rockland Community College; B.A. Our Lady of the Lake University; M.A. Psychology, University of the Rockies, 2011.

Young, Ashley (2011) Instructor, Science; B.S., University of Louisville, 2007; M.S., Western Kentucky University, 2011.


MCU STAFF

Adams, Amy Assistant Human Resources Director/Benefits Administrator
Adams, Toni Cashier/Payroll Clerk
Ambler, Adele Admissions Representative - Advantage
Austin, Chris Co-Director of Admissions - Advantage
Austin, Cindy Accounts Payable Representative
Austin, Corey Financial Aid Counselor - Advantage
Bailey, David Admissions Representative - Advantage
Barnett, John Financial Aid Counselor/Alternate Funds Manager - Traditional Students
Bartleman, Bill Chief of Staff/Director of Community Relations
Bazzell, Ashley Advising Assistant - Advantage
Beit, Kathy Assistant to the Registrar
Benjamin, Jamie Bookstore Manager - Advantage
Blalock, Melanie Cougar Closet Coordinator
Blalock, Tim Director of Facilities
Borders, Stephani Admissions Representative - Advantage
Botts, Marvin Online Systems Administrator
Burnett, Carrie Admissions Administrative Coordinator - Advantage
Calhoun, Daniel  
Men’s Baseball Assistant Coach

Canter, Anita  
Financial Aid Counselor - Advantage

Canter, Lora  
Director of Academic Services - Advantage

Cates, Kelli  
Assistant to the Registrar

Champion, Alana  
Student Accounts Receivable Funds Specialist

Chapman, Emma  
Assistant Director of Residence Life

Chapman, Wayne  
Director of Residence Life

Christmas, Steven  
Corporate Development Representative

Clark, Melissa  
Financial Aid Counselor - Advantage

Clendenen, Paula  
Executive Director of Financial Aid

Clymer, Bonnie  
Online Systems Administrator

Coleman, Darla  
Student Accounts Receivable Assistant & Assistant Cashier

Cook, Doug  
Financial Aid Counselor - Advantage

Crouch, Ashley  
Registration Officer - Advantage

Danielson, Stephanie  
Survey Specialist/Alumni Affairs Specialist

Davis, Antonio  
Traditional Admissions Representative

Davis, Lindsey  
Women’s Volleyball Head Coach

Dawson, Robin  
Financial Aid Counselor - Advantage

DeJournett, Nancy  
Administrative Assist - Teacher Education and QEP

Demarest, Lisa  
Co-Director of Advising - Advantage

Duffy, Patrick  
Food Services Director

Duke, Monty  
Student Advisor - Advantage

Duvall, Michelle  
Administrative Assistant - Information Technology

Edwards, Justin  
Facilities Assistant

Edwards, Mark  
Men’s Baseball Assistant Coach

Faulkner, Trudy  
Administrative Assistant - Athletics

Ford, Keenan  
Registrar - Advantage

Franklin, Christa  
Women’s Softball Head Coach

Graves, Ben  
Dean of Library

Gross, Lindsey  
Advisor - Advantage

Hamilton, Jill  
Faculty Services Coordinator - Advantage

Harmon, Matthew  
Manager of Design and Content

Harmon, Rebecca  
Advisor - Advantage

Harris, Jill  
Assistant to the Registrar

Heath, Vicky  
Accounting Manager

Holt, Secret  
Registration Officer & Bookstore Assistant - Advantage

Hopwood, Dawn  
Advising Officer - Advantage

Hughes, Jamie  
Online Admissions Representative - Advantage

Imhoff, Keegan  
Online Pathway Biblical Studies Program Manager

Imhoff, Kevin  
Director of Athletic Advancement

Imhoff, Laia  
Spirit Squad Head Coach

Imhoff, Ruth  
Associate Athletic Director

Jackson, Tony  
Facilities Assistant

Jetton, Elaine  
Admissions Representative - Advantage

Johnson, Tiffany  
Admissions Representative - Advantage
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jones, Terry</td>
<td>Advisor - Advantage</td>
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<tr>
<td>Jordan, Cathy</td>
<td>Advisor - Advantage</td>
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<td>Keeling, Courtney</td>
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<td>Lockard, Angela</td>
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<td>Mangrum, Michelle</td>
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<td>McElmurry, Tammy</td>
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<td>McLaughlin, Danika</td>
<td>Media Coordinator/Feature Writer - Advantage</td>
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<td>Meade, Melody</td>
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<td>Strategic Management - Advantage</td>
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<td>Morris, Catherine</td>
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<td>Najjar, Hannibal</td>
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<td>Owen, Amanda</td>
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<td>Owen, Tyler</td>
<td>Men’s Baseball Head Coach</td>
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<td>Perkins, Michael</td>
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<td>Rogers, Crystal</td>
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<td>Ross, David</td>
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<td>Financial Aid Administrative Assistant - Advantage</td>
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<td>Scott, Kimberly</td>
<td>Assistant Librarian</td>
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<td>Shay, Tim</td>
<td>Sports Information Director</td>
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<td>Smiles, Amanda</td>
<td>Media Coordinator/Marketing &amp; Advertising - Advantage</td>
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<tr>
<td>Name</td>
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<td>Spraggs, Amber</td>
<td>Registration Officer - <em>Advantage</em></td>
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<td>Stairs, Paul</td>
<td>Assistant Director of Financial Aid - <em>Advantage</em></td>
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<td>Steberl, Kathy</td>
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<tr>
<td>Stonecipher, Tim</td>
<td>Women's Basketball Head Coach/Director of Job Placement</td>
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<td>Stonecipher, Jeri</td>
<td>Women's Basketball Assistant Coach</td>
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<td>Stuer, Malissa</td>
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<td>Sullivan, John</td>
<td>Facilities Technician</td>
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<td>Taylor, Ashley</td>
<td>Certified Athletic Trainer</td>
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<td>Thorn, Kathy</td>
<td>Records Manager - <em>Advantage</em></td>
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<td>Thornton, Joel</td>
<td>Associate Athletic Director</td>
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<td>Thornton, Tracey</td>
<td>Co-Registrar - Traditional Programs</td>
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<td>Tubbs, Tracy</td>
<td>Corporate Development Representative - <em>Advantage</em></td>
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<tr>
<td>Turner, Mitzi</td>
<td>Executive Assistant to the President</td>
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<td>Underwood, Lacey</td>
<td>Women's Softball Assistant Coach</td>
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<td>Vann, Sean</td>
<td>Registration Officer - <em>Advantage</em></td>
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<td>Vann-Shreck, Tara</td>
<td>Financial Aid Specialist - <em>Advantage</em></td>
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<tr>
<td>Vowell, Trisha</td>
<td>Office Mgr/Director of Registration &amp; Public Programs - <em>Advantage</em></td>
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<tr>
<td>Walandro, Alex</td>
<td>Collections Facilitator</td>
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<tr>
<td>Walker, Jason</td>
<td>Assistant to the Director of Information Technology</td>
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<tr>
<td>Walker, Stephanie</td>
<td>Advising Coordinator - <em>Advantage</em></td>
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<td>Wallace, Sharon</td>
<td>Admissions Representative - <em>Advantage</em></td>
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<td>Wallrauch, Ted</td>
<td>Financial Aid Information Specialist - <em>Advantage</em></td>
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<td>Wallrauch, Traci</td>
<td>Director of Online Operations - <em>Advantage</em></td>
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<td>Ward, Danni</td>
<td>Administrative Assistant - Facilities</td>
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<tr>
<td>Watson, Patricia</td>
<td>Academic Services Coordinator - <em>Advantage</em></td>
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<td>Webb, Tammy</td>
<td>Financial Aid Counselor - <em>Advantage</em></td>
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<td>Woods, Benetta</td>
<td>Co-Director of Advising - <em>Advantage</em></td>
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<tr>
<td>Wright, June</td>
<td>Director of Corporate &amp; Public Relations - <em>Advantage</em></td>
</tr>
<tr>
<td>Yates, Roxanne</td>
<td>Administrative Assistant for Academic Affairs</td>
</tr>
</tbody>
</table>
MCU EMERITI FACULTY AND STAFF


Wilson, Stephen D. (1999) Honorary Dean Emeritus; Chair, History; Professor, History; B.A., University of Kentucky, 1974; M.A., University of Kentucky, 1978; Ph.D., University of Kentucky, 1983.

MCU OFFICERS


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), Vice President of Academic Affairs; Associate Professor, Education; B.S., Colorado Christian University, 1994; M.A., Colorado Christian University, 1996; Ph.D., Colorado State University, 2004.


Proctor, Teresa (2008), Dean of Students, Director of Enrollment Management; B.A., Mid-Continent University, 2010; M.S., Murray State University, 2011.


Walker, Tim (2013) Vice President for Finance and Administration; B.I.S., Murray State University; MBA, Murray State University, 2001.
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 adequately support 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).

**BOARD OF TRUSTEES 2013-2014**

<table>
<thead>
<tr>
<th>Dr. Tom Butler, Chairman</th>
<th>Dr. Melvin Henley</th>
<th>Dr. Mike Rust</th>
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<tr>
<td>Mr. Mike Rose, Vice Chairman</td>
<td>Mrs. Emma Hicks</td>
<td>Bro. Steve Rutherford</td>
</tr>
<tr>
<td>Mr. Dan Casteel, Secretary</td>
<td>Mr. Brad Hill</td>
<td>Bro. Bobby Sellers</td>
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<tr>
<td>Mr. Tom Anderson</td>
<td>Dr. Gary James</td>
<td>Mr. Jerry P. Simmons</td>
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<td>Dr. Calvin Bryant</td>
<td>Mrs. Leigh Ann Jarvis</td>
<td>Mr. Garry Smith</td>
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<td>Mr. Gary Carver</td>
<td>Mr. Paul Kunath</td>
<td>Bro. Ronnie Stinson, Jr.</td>
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<tr>
<td>Mr. Ben Crawford</td>
<td>Dr. Larry T. Lewis</td>
<td>Dr. Tom Walden</td>
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<td>Bro. Larry Fitzhugh</td>
<td>Bro. Thomas Mathis</td>
<td>Mr. David Wigginton</td>
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<tr>
<td>Mr. Charles Foster</td>
<td>Mr. James Presson</td>
<td>Dr. Jon Wynstra</td>
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<tr>
<td>Mr. Howard Hawes</td>
<td>Bro. Bill Ramsey</td>
<td>Dr. Rob Ziobro</td>
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<tr>
<td>Dr. Gale Hawkins</td>
<td>Bro. Rick Reeder</td>
<td></td>
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</tbody>
</table>
## MCU SUPPORTING ASSOCIATIONS AND DIRECTORS OF MISSIONS

<table>
<thead>
<tr>
<th>Association</th>
<th>Director of Missions</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTIOCH</td>
<td>Monte Reed</td>
<td>c/o Bro. Toby Williams RR 1, Box 235 Simpson, IL 62985</td>
<td></td>
</tr>
<tr>
<td>BEULAH</td>
<td>Rev. Jack Long</td>
<td>Box 366 Union City, TN 38281-0366</td>
<td></td>
</tr>
<tr>
<td>BIG SALINE</td>
<td>Brad Hill</td>
<td>2530 Hwy 34 S Harrisburg, IL 62946</td>
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<tr>
<td>BLOOD RIVER</td>
<td>Rev. Tim Cole</td>
<td>PO Box 18 Hardin, KY 42048-0018</td>
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<tr>
<td>CALDWELL/LYON</td>
<td>Rev. Rick Reeder</td>
<td>45 Old Connector Road Princeton KY 42445-6034</td>
<td></td>
</tr>
<tr>
<td>FRANKLIN</td>
<td>Ron Creemens</td>
<td>105 S. McLeansboro Street Benton, IL 62812</td>
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</tr>
<tr>
<td>GRAVES COUNTY</td>
<td>Rev. Glynn Copeland</td>
<td>1400 State Route 303 Mayfield, KY 42066</td>
<td></td>
</tr>
<tr>
<td>LITTLE BETHEL</td>
<td>Dr. Robert Morrison</td>
<td>445 Thompson Ave Madisonville, KY 42431-1293</td>
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<tr>
<td>LITTLE RIVER</td>
<td>Dr. Michael Rust</td>
<td>149 Old Dover Road Cadiz, KY 42211-8501</td>
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<tr>
<td>MUHLENBERG</td>
<td>Rev. Jerry F. Eades</td>
<td>1920 West Everly Brothers Boulevard Central City, KY 42330-1894</td>
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<tr>
<td>OHIO RIVER</td>
<td>Rev. Rodney Cude</td>
<td>PO Box 9 Salem, KY 42078-0009</td>
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<tr>
<td>JUDSON/STEWART/TRUETT COUNTY</td>
<td>Rev. William Gray</td>
<td>PO Box 115 Dover, TN 37058</td>
<td></td>
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<tr>
<td>UNION</td>
<td>Rev. Terry Mathis</td>
<td>716 E. 12th PO Box 29 Metropolis, IL 62960</td>
<td></td>
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<tr>
<td>WEAKLEY COUNTY</td>
<td>Rev. Wayne Perkins</td>
<td>195 Hunt Street Dresden, TN 38255</td>
<td></td>
</tr>
<tr>
<td>WEST KENTUCKY</td>
<td>Charles Blair</td>
<td>890 State Route 58 East PO Box 291 Clinton, KY 42031-0291</td>
<td></td>
</tr>
<tr>
<td>WEST UNION</td>
<td>Rev. Howard Atkinson</td>
<td>2541 Olivet Church Road Paducah, KY 42001-9704</td>
<td></td>
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</tbody>
</table>