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About This Catalog

This Academic Catalog contains official announcements of policies and practices for the academic year 2020-2021, effective August 1, 2020. Although Midland University intends to adhere to the content of this catalog, the University reserves the right to modify or change the curriculum, admission and degree requirements, tuition and fees, and other policies and procedures without prior notice and without regard to date of application for admission or enrollment. The information in this catalog is not an offer to enter into a binding contract between the student and the University. These academic policies will apply to all students who begin their academic program during the period of this catalog. Students currently enrolled under a previous Academic Catalog have the option of remaining under that Academic Catalog or substituting this new catalog. This option may be exercised by informing the Registrar of the requested change in writing. Questions about this catalog should be directed to the University Registrar: registrar@midlandu.edu.

About Midland University

Midland is a four-year, private, coeducational university of liberal arts and sciences, offering undergraduate education and select graduate programs of the highest quality. Our goal is to prepare every student for satisfaction and success in a selected vocation and to advance the Christian view of life.

Character and History

Midland University owns a rich history of more than 130 years of service in higher education. Our institution was first founded in 1883 as Luther College and was then established as Midland College in Atchison, Kansas in 1887. Midland is a product of several college and church mergers. In 1919, the institution settled on its current location of Fremont, Nebraska. In 1962, Luther College merged with The Luther Junior College of Wahoo and was renamed as Midland Lutheran College. The college was refounded in 2010, and was renamed as Midland University. Midland is affiliated with the Nebraska Synod of the Evangelical Lutheran Church in America.

Location

Fremont is a community of approximately 25,000 people situated about 25 miles northwest of Omaha and 50 miles from Lincoln, the capital of Nebraska.

Profile

Midland has over 1,400 students from more than 30 states and international locations, most of who graduated in the top one-third of their high school classes. The majority of our students live on campus (60%) and are between the ages of 18 and 22. Although the majority of students on campus register as traditional students, the University also provides educational opportunities for nontraditional, online, and part-time students.

Academic Programs

The University offers six bachelors programs along with four graduate programs. Within the 27 subject areas, Midland offers 48 full and compressed majors, 19 education endorsements, and 19 minors, in addition to independent study, pre-professional fields of study, and interdisciplinary concentrations. Many Midland students have set their career goals upon entering the University; others who enroll are undecided about a career path. With the help of an academic advisor, students may choose to take a variety of courses during the first two years at Midland University; this gives students the opportunity to examine several academic and career options to make informed educational and career choices.

Campus

Midland is a 33-acre campus in the heart of Fremont. The campus contains 18 buildings, including the 26,000 square-foot Kimmel Theatre, the repurposed Olson Student Center, and the 44,000 square-foot Wikert Events Center for athletics and special events. Midland has an additional location in Omaha. This 10,000 square-foot facility, located in the Old Mill business district, contains classrooms, collaborative space where students can work, café areas for community events, and office space. The Omaha location is home to the Midland MBA, MED, and Para-to-Teacher programs.

Calendar

Midland operates on a 4-1-4 academic calendar consisting of two four-month terms separated by a three-week January Interterm. Select summer classes are also available for students to take during a 12-week term. The Midland MBA Academic Calendar consists of five 9-week terms. The Midland MED and other education endorsement programs' Academic Calendar consists of five 8-week terms.

Mission Statement

Midland University inspires people to learn and lead in the world with purpose.

Statement of Core Institutional Values

Midland University is a liberal arts university affiliated with the Evangelical Lutheran Church in America. We hold the following core values to be the foundation of our identity as a community:

- **Faith:** We believe as a university of the Lutheran tradition that faith and learning are inexorably linked. We believe that the exploration of faith and religion is an essential human endeavor.
- **Learning:** We believe that learning is best based on open inquiry and the liberal arts. We believe that an appreciation of empirical, theoretic, and aesthetic forms of knowledge is critical to the development of citizens who can respond to an ever-changing world.
- **Quality:** We believe in upholding exacting standards of quality and accountability. We believe in a learning experience where excellence in all things is valued and expected by all our constituents – our faculty, staff, students, alumni, trustees, and friends.
- **Respect:** We believe in the sanctity of the individual in a mutually supportive community of a small university. Therefore, we believe in a focus on each person as an individual with inherent worth.
- **Stewardship:** We believe we are called to educate morally and ethically responsible citizens of a pluralistic, global society. In this endeavor, we are guided by the ideas of service, integrity, and mutual respect.

Statement of Faith, Learning, and Intellectual Engagement

For more than 130 years, Midland University has supported liberal arts and Lutheran higher education traditions. These traditions encourage open inquiry and consideration of ideas critical to understanding both the human condition and human potential. Reflecting the University's mission and core values of faith and learning, we are guided by a theology that pursues truth and learning through open inquiry of ideas and structured environments. Beyond promoting understanding, our core value of respect requires us that we demonstrate civility and tolerance in discussing differences. The presentation of any specific idea on the campus or within the community does not indicate University advocacy, acceptance, or commitment to it. Rather, it reflects the University's strong commitment to learn from others and ideas through dialogue. As a community, we share a common ground that we are to love and serve all of God's creation. The New Testament messages of forgiveness and love are fundamental to our core beliefs and practices.

Midland promotes and teaches in community its five core values supportive of the University's mission statement "to inspire to learn and lead in the world with purpose." Each core value - faith, learning, quality, respect, and stewardship - reinforces the others. All members of our shared educational community try to live up to them to the best of their individual human abilities.

Accreditation, Authorizations, and Approvals

Midland is accredited by the:

Higher Learning Commission

30 North LaSalle Street

Suite 2400

Chicago, Illinois, 60602-2504

(800)621-7440

<https://www.hlcommission.org/>

Department of Higher Education of the Evangelical Lutheran Church

8765 W Higgins Road

Chicago, IL 60631

(800)638-3522

<https://www.elca.org/>

The Education program is approved by:

Nebraska State Department of Education

301 Centennial Mall South

P.O. Box 94987

Lincoln, NE 68509-4987

(402)471-2295

The Masters of Athletic Training program is approved by:

Commission on Accreditation of Athletic Training Education (CAATE)

6850 Austin Center Blvd.,

Suite 100

Austin, TX 78731-3184

Documentation of accreditation may be viewed upon request in the Office of the President.

Graduate Admissions

All graduate students are encouraged to apply online by visiting www.midlandu.edu. There is no application fee for applications to graduate programs, unless otherwise indicated.

Regular Admission

To be considered for regular admission to a graduate program, applicants must hold a bachelor's degree from a regionally accredited institution, or be within twenty-eight (28) credits of completion of a baccalaureate degree from Midland (or other colleges, with approval from the program dean) and have an approved degree plan by the dean of the program. Applicants must submit official copies of all college transcripts, as well as any program-specific required admissions materials. Regular admission is subject to program-specific requirements, including GPA and prerequisite courses, as outlined below:

Master of Athletic Training

To be considered for regular admission to the graduate program, a student should have a cumulative grade point average (GPA) of 2.75 on a 4.0 scale from an accredited institution(s). Students must have completed or be currently enrolled in these prerequisites for admission: Anatomy and Physiology, Biology, Physics, Chemistry, Exercise Physiology, Kinesiology, Psychology, and Statistics. These courses must be completed prior to the start of the first year fall term. An \$85.00 application fee is collected via the Athletic Training Centralized Application Service (ATCAS).

Master of Education

To be considered for regular admission to the graduate program, a student should have a cumulative grade point average (GPA) of 3.0 on a 4.0 scale from an accredited institution(s). Applicants must hold a current teaching certificate.

Master of Business Administration

To be considered for regular admission to the graduate program, a student should have a cumulative grade point average (GPA) of 2.75 on a 4.0 scale from an accredited institution(s).

Master of Science

To be considered for regular admission to the graduate program, a student should have a cumulative grade point average (GPA) of 2.75 on a 4.0 scale from an accredited institution(s).

Provisional Admission

A student who has met the basic requirements such as GPA, but is still awaiting one or more documents required by the Admission Office may be granted provisional admission. A student who is granted provisional admission must submit or satisfy any outstanding requirements within 60 days after the first day of registration in order to continue in the program. Requirements for the MAT program must be completed by the first day of the fall classes.

Probationary Admission

In certain exceptional cases, a student who does not meet minimum program requirements, but presents evidence of ability to succeed in a graduate program, may be granted probationary admission. The probationary status may be removed after the student has demonstrated academic ability by earning "B" or better status for the first nine credits of graduate courses and/or completing any preparatory coursework in advance of the program, as determined by the dean of the program.

International Students

International students will need to submit additional admissions materials, and demonstrate proficiency in English. Proof of English language proficiency may be demonstrated by:

- A minimum TOEFL score for admission to any graduate degree program is 550 on the paper-based test, 213 on the computer-based test, or 80 on the Internet-based test. Some departments may require a higher score. Information regarding the TOEFL is available at www.toefl.org.
- A minimum for the academic IELTS is an overall band score of 6.0, with no individual band score below 5.0. As with the TOEFL, some departments may set higher standards. Information regarding the IELTS is available at www.ielts.org. TOEFL and IELTS scores may not be more than two (2) years old.
- Completing the equivalent of a bachelor's degree in the United States or one of the following countries: Canada, United Kingdom, Ireland, Australia, New Zealand, Singapore, Barbados, Bahamas, Bermuda,

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British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Jamaica, Marshall Islands, St. Kitts, St. Lucia, Scotland, Trinidad and Tobago, Virgin Islands

International transcripts and documents must be submitted in English. If translated, they must be certified. All transcripts must be evaluated by an accredited agency for the U.S. equivalent before submitting to the University Registrar for transfer of credit except for those in Canada, Australia, New Zealand, the United Kingdom. Midland University recommends World Education Services (<https://www.wes.org>), ECE (<https://www.ece.org>), or InCred (<https://www.incredevals.org>).

Non-Degree Seeking Student

A student who wishes to enroll in certain graduate courses for professional advancement, but does not plan to complete a degree program, may apply for non-degree status by completing the online application. If the non-degree student intends to apply these courses to a degree program, he/she must submit a new application and submit all required entrance material. No more than 18 credits earned as a non-degree seeking student at Midland may be applied to a particular program.

Graduate-level endorsement programs in the Walker School of Education are considered non-degree seeking programs and students should submit the appropriate application.

The University reserves the right to refuse admission to any applicant. Midland University is committed to the goals and requirements of Title IX of the Education Amendments of 1972 prohibiting discrimination in education and does not discriminate on the basis of race, color, national origin, gender, age, religion, or disability in admission or access to, or treatment or employment in, its programs and activities

Transfer of Credit and Residency Requirements

Master of Athletic Training

Students can transfer up to six (6) credits equivalent to Midland's graduate-level MAT courses. The Dean of the School of Human Performance will approve all transfer credit requests. The 15 credits of practicum included in the program may not be transferred and must be completed in residence.

Master of Business Administration

The acceptance of transferred graduate credits will be determined by the Dean of the Dunklau School of Business. At most, 15 credits may be transferred into Midland University. The Dean will review, after receipt of required material from the student, the content of the course being proposed for transfer and the length of time since the course was completed, with the general policy that an accepted transfer course be completed within the last five (5) years, unless approval is granted by petition to the Dean.

Master of Education

The acceptance of transferred graduate credits will be determined by the program dean and/or faculty within the graduate program. At minimum, 60 percent of graduate credit must be completed through courses at Midland University. A review will be completed after receipt of required material from the student, the content of the course being proposed for transfer and the length of time since the course was completed (the general policy is that an accepted transfer course be completed within the last seven years). Courses taken at the 400-level may be transferred as graduate credit if they meet similar expectations of the 400/500-level course offered by Midland. A related one- or two-credit hour independent study may be required. This independent study will require similar graduate level work required within the 400/500 level course at Midland. For older 400-level courses, additional updating of course content may be required within the independent study for ultimate transfer.

Master of Science

The acceptance of transferred graduate credits will be determined by the appropriate program dean and/or faculty within the graduate program. At minimum, 60 percent of graduate credit must be completed through courses at Midland University. Faculty with the program will review, after receipt of required material from the student, the content of the course being proposed for transfer and the length of time since the course was completed, with the general policy that an accepted transfer course be completed within the last seven years, unless approval is granted by petition to the Dean. Courses taken at the 400-level may be transferred as graduate credit if they meet similar expectations of the 400/500-level course offered by Midland and the related one-credit hour independent study is completed. This independent study will require similar graduate level work required within the 400/500 level course

at Midland. For older 400-level courses, additional updating of course content may be required within the independent study for ultimate transfer.

Academic Policies and Standards

Registration

Registration involves enrolling for the student's choice of classes and the payment of all term costs. Therefore, students are permitted to enter classes only after completing registration and meeting financial commitments with the Student Billing Office. Students may not register for and enter a course, section, or laboratory after the first week of a semester or session.

Change of Registration

During the fall or spring semesters, a student who desires to drop or change a course may do so during the first week of the term. Beginning the second week of the term, students must obtain signatures of the instructor and advisor and submit a Withdrawal Request in writing (or from his/her Midland University email) the University Registrar's Office. The student must continue in the present class until the request for a change has been submitted. If a student is granted permission to drop a course during the first two weeks of the term, all evidence of the course will be removed from the academic record. The Add/Drop period for courses on the 8-week or 9-week is the end of the first week. If the student drops a course after these dates, but prior to four weeks before the last day of classes in that term, a W (withdrawal) for each course dropped will appear on the record unless an AW (administrative withdrawal) has already been assigned. Withdrawals on the 8-week calendar must be completed by the end of week 6. Withdrawals on the 9-week calendar must be completed by week 7. Withdrawals during the last four weeks of Fall or Spring semesters, after one week of Interterm, or four weeks of a Summer term, will result in a grade of F in the course(s) dropped. All students should refer to the appropriate Academic Calendar for exact registration dates.

Academic Load and Classification of Students

Graduate students may take a maximum of 12 credits per session on the eight-week calendar or 16-week calendar. Four (4) credits of graduate course work on the eight-week or nine-week calendars is considered full-time and nine (9) credits of graduate course work on the 16-week calendar is considered full-time. Six (6) credits of graduate coursework during the traditional summer term will be considered full time. Classification will be determined by Week 2 on the 8-week and 9-week calendars and Week 3 on the 16-week calendar.

Undergraduate students associated with the eight-week calendar may take up to six graduate credits per eight-week calendar session. A traditional undergraduate student may enroll in no more than six credits of 500-level graduate course work per semester. A traditional student interested in taking 500 level graduate courses on the eight-week calendar must first be enrolled in 12 credits on the traditional 16-week calendar and is limited to 6 credits of 500 level graduate coursework per semester. Undergraduate students may not enroll in 600-level courses.

Course Offerings

Courses which are included in the regular curriculum of the University are listed in this Catalog. Courses below 500 are considered undergraduate courses and are found in the Undergraduate Catalog. Graduate level courses are numbered in the 500s and 600s.

Course Sequencing

Some courses are offered on alternate years or terms. The schedule of classes must be consulted to obtain the most current information about term-by-term course availability. Although it is the responsibility of the student to take the initiative in determining and meeting graduation and major requirements, faculty, advisors, and administrative staff will work with students to the extent necessary to assist them in attaining educational goals. Course sequencing is subject to change.

Independent Study Courses

Independent study involves scholarship and research above and beyond the departmental courses offered at Midland, providing students the opportunity to explore a specialized topic in depth. The student consults with a faculty supervisor and completes a written proposal form. If approved, the student pursues the study with minimal direction from the supervising professor. Independent study opportunities are available in all departments under the common course number 450 or 650 or EDU696. They may be proposed for one or more credits, although they are usually valued at three credits. Grading includes sharing the results of the study with the campus community in the form of

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reports to classes, research papers filed in Luther Library, papers delivered to departmental faculty and/ or students, recitals, shows, or other similar means of dissemination.

Directed Study Courses

Directed study involves completion of regular catalog courses at times other than when offered by the department, providing students the opportunity to resolve scheduling conflicts. Since the mode of instruction is frequent conferences and “one-to-one” private tutoring between instructor and student, which significantly affects the instructor’s time, directed studies are purposely held to a minimum. The student consults with the instructor who normally teaches the course and, if approved, prepares a full written proposal form for review by Academic Affairs.

Grades and Standards of Scholarship

Midland utilizes the dual grading system of letter grades (A-B-C-D-F) and pass-pass marginal-no credit (P-PM-NC). The A-F system is used in the majority of courses. The P/NC system is typically used for intercollegiate sports courses and a minority of other, unique courses. In courses other than these, the P/NC grading system may be used exclusively by the instructor only if approved by the department concerned.

A student enrolled in an A-F graded course may choose to be graded by the alternate P/NC system. The instructor evaluates all students’ work on the basis of a letter grade, but the grade of the student who chooses the P/NC grade system is reported to the University Registrar as a P, PM or NC. Students may opt for the P/NC grade system in a maximum of one course per term, including summer, exclusive of courses designated as graded on the P/NC only basis. Students are reminded that the core curriculum courses identified in this catalog must be graded A-F. In addition, some majors do not allow use of the P/NC option. In P/NC only courses, the student has no choice of grading systems. In all other courses, the A-F grading system choice is assumed unless the student has clearly indicated to the instructor the student’s preference for the P/NC option.

Grading options must be made by midterm of the regular semester and the end of the drop period of Interterm and Summer and filed with the University Registrar. The instructor is responsible for keeping a record of the options chosen and for recording the option on the official grade report at midterm.

Once a valid grade has been submitted to the University Registrar, the student’s grading option choice cannot be changed except in the case of exceptional circumstances. The University requires a minimum of two-thirds of the credits for graduation to be graded on the A-F system. The number of P/NC options a student may take, exclusive of P/NC only courses, is limited to four courses. A minimum of two-thirds of the credits for the major must be graded on the A-F system. Departments may raise the two-thirds minimum, but may not lower it without the approval of Academic Affairs. In instances where the departmental standard is more or less than two-thirds, the variation is stated in this Catalog.

Grades

Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and AW are assigned on the basis of student accomplishment. A grade of W or IW is assigned for withdrawn courses. An A grade represents superior academic work and indicates that the student has displayed initiative, skill, and thoroughness in thinking and course work. The B grade indicates work of high quality and is awarded for accomplishment well above the average. A grade of C is awarded for satisfactory completion of all course requirements. The D grade indicates academic work below the average in quality. An F grade indicates failure to meet the minimum requirements of the course.

An AW indicates Administrative Withdrawal from the course. No academic credit is awarded for courses in which the student receives a grade of F or AW; F and AW grades are computed as 0.00 in the GPA.

In the P-PM-NC system, the P grade indicates the student has satisfactorily completed the minimum requirements for the course and receives academic credit for the course based upon the equivalent of a grade of C- or better. The PM indicates that the student passed the course with a grade of less than C-. An NC grade indicates the student did not successfully complete the minimum requirements and hence no academic credit is earned in the course. A PX indicates a test out grade.

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Repeated Courses

If a student chooses to repeat a course, the higher of the two grades is used when calculating the cumulative GPA, although both course notations and final grades are carried on the official grade transcript. A P/NC grade cannot be used to replace an A-F grade.

Grade Point Average

In addition to the grading system described above, the University uses a grade point average based on a 0.00- 4.00 numerical system. Grades of P, PM, NC, PX, TC, IW, and W will not be calculated into GPA.

Grade	Quality Points	Grade	Quality Points
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
C+	2.30	F, AW	0.00

A student's GPA for each term is determined by dividing the number of points earned in A-F graded courses by the number of A-F graded credits taken. The P, PM and NC grades are not computed into the student's grade point average. A student's cumulative grade point average is determined in the same manner, with the exception that the calculation is based upon the total number of A-F graded credits taken by the student while enrolled at Midland. Transfer courses do not count toward the Midland GPA. Courses for which a grade of IN is recorded are not included in calculating the student's GPA until the incomplete is removed.

Grade Reports

Students may access their midterm and final grades online through the student portal, Warrior Central. If grades are no longer available, a student may request in writing a copy of their grade report from the University Registrar.

Academic Progression

Master of Athletic Training

MAT students must successfully complete all courses listed with an overall GPA of 2.75 with no grades of D or F. A student may earn a C- in no more than two MAT courses. To earn credit for a course, students must earn a grade of C or better; grades below this standard do not earn credit.

Master of Business Administration

MBA students must maintain a cumulative graduate GPA of at least 2.50 to maintain satisfactory progress in the program. To earn credit for a course, students must earn a grade of C or better; grades below this standard do not earn credit. If a student drops below a 2.50 GPA or receives a grade of "C-" or lower in one course, the student will be placed on academic probation. A second C- in either the same or a consecutive term may be cause for academic dismissal.

Students are also expected to maintain a cumulative GPA of 2.50 throughout their MBA program. Falling below this standard for one term is cause for academic probation; failure to raise the GPA in the following term may be cause for academic dismissal. The Dean of the School of Business and the Vice President for Academic Affairs reserve the right to view each occurrence on a case-by-case basis.

Master of Education

MEd students must maintain a cumulative graduate GPA of at least 3.00, and no course grade lower than a B- to maintain satisfactory progress in the program. If a student drops below a 3.00 GPA or receives a grade of C or lower, a warning letter from the program dean indicating probation will be sent. More than two grades of C or lower, even when repeating the same course, will result in academic suspension from the program.

If a student is placed on probation, he or she will have one semester in which to raise his/her overall graduate GPA to his/her program's minimum. Failure to do so will result in dismissal from the graduate program. The Vice President of Academic Affairs and the appropriate graduate program dean reserve the right to view each occurrence on a case-by-case basis.

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Master of Science

MS students must maintain a cumulative graduate GPA of at least 2.75 to maintain satisfactory progress in the program. To earn credit for a course, students must earn a grade of C or better. If a student drops below a 2.75 GPA or receives a grade of “C-” or lower in one course, the student will be placed on academic probation. A second C- in either the same or a consecutive term may be cause for academic dismissal.

Students are also expected to maintain a cumulative GPA of 2.75 throughout their MS program. Falling below this standard for one term is cause for academic probation; failure to raise the GPA in the following term may be cause for academic dismissal. The Dean of the Luther College of Arts & Sciences and the Vice President for Academic Affairs reserve the right to view each occurrence on a case-by-case basis.

Incomplete Policy

A grade of IN may be given when work is incomplete because of mitigating circumstances such as prolonged illness, excused emergencies, or scholarly reasons. An incomplete should only be used when students have completed a substantial portion (roughly two-thirds) of the course with a D or better and can reasonably be expected to complete the work within the time allotted to remove the incomplete. The deadline for removal of incompletes is as follows:

- Fall and Spring terms – Sixty (60) days following the conclusion of the term
- Interterm and Summer terms – Forty-five (45) days following the conclusion of the term
- Early Fall, Late Fall, Early Spring, or Late Spring terms - Thirty (30) calendar days following the conclusion of the term

Deadlines are posted to the official Academic Calendar.

In cases of hardship and with permission of the instructor concerned, students may petition Academic Affairs for extensions of time at least two weeks before the removal deadline. Incomplete grades not removed by the deadline will automatically be recorded NC or F, depending upon the student’s original grade option choice for the course.

Withdrawals

It is the responsibility of the student to register for and drop or withdraw from classes in accordance with the policies and procedures outlined in the University Catalog and/or Student Handbook. Adjustments to their schedules must be made before the official Census day of that term, as indicated in the Academic Calendar.

A student who finds it necessary to fully withdraw from Midland before the end of a term should obtain and complete the necessary paperwork from his/her academic advisor. This must be done within one week following the last attendance at class. This procedure must be followed in order to ensure an official withdrawal. If withdrawal occurs prior to four weeks before the last day of classes in that term but after the last day to drop, a grade of W is then assigned to all courses unless an AW or IW has already been assigned. Failure to attend class for any period of time does not constitute a withdrawal. Failure to complete the withdrawal procedure through academic advising or the Registrar’s Office will not constitute withdrawal and may result in failing grades being placed on a student’s permanent academic record.

Administrative Withdrawal

Students are expected to prepare for and attend all classes for which they are registered and to act in a manner consistent with an academic environment while attending class. The instructor may assign an Administrative Withdrawal (AW), subject to approval of Academic Affairs, when the student consistently fails to abide by the policies established for the class and/or exhibits disruptive or unruly behavior in class. For GPA computation, an AW is computed as an F.

Students who are administratively withdrawn will be notified through an email message from Academic Affairs. Students will have 24 hours to appeal their removal. If disruptive or unprofessional behaviors are the rule rather than the exception, the student is subject to dismissal from the University. An AW grade, once assigned, is final and cannot be erased by withdrawal from the course or from the University.

Institutional Withdrawal

On rare occasions, the University will not permit a student to be on campus due to disciplinary or non-academic reasons. In these instances, it is not appropriate to assign a grade on the basis of missed assignments since the student cannot participate in class. A grade of Institutional Withdrawal (IW) will be assigned by the Vice President

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of Academic Affairs when the University has taken action to remove a student for non-academic reasons. In this circumstance, the student has not chosen to withdraw from the University (W), nor has the institution administratively withdrawn the student for academic reasons (AW). The IW grade will result in zero credits earned and will require a last date of attendance from the instructor(s) involved. This grade will not calculate into the student's GPA.

Academic Progress Requirements for Scholarships and Financial Aid

In order to receive or renew scholarships, federal and/or state financial aid, a student must meet certain academic requirements. These requirements are detailed in the Financial Aid Guide that was mailed with the student's Award Letter. It is the student's responsibility to know, understand, and comply with these requirements.

Graduation

Each candidate for graduation is required to complete and file with the Academic Affairs Office an "Application for Graduation" form by the deadline established. Degree candidates, who have completed or made arrangements to complete all requirements for graduation to the satisfaction of the Registrar, are included in the commencement ceremonies. Candidates who have been continually enrolled at Midland must meet the degree requirements enumerated in the catalog when they first entered Midland or the catalog in effect at the time of their graduation.

Candidates who stop enrollment for any period of time will be bound by the catalog in effect at the time of their re-enrollment. Students who choose to move forward to a new catalog must meet all requirements of the new catalog and may not return to a previous catalog.

Length of Program

Upon acceptance to a program, students will receive a course plan outlining their progression through their respective programs. Most students are able to complete their program within two (2) years. Students who are unable to complete their coursework on the original schedule may apply to put their coursework on hold and return to the program at a later date. A student enrolled in a graduate program at Midland University must complete all coursework within five (5) years of entry into the program. Further extension, if required, must be requested by submitting a letter to the Dean of the respective program. The letter should explain why an extension is required and provide a specific timeline for program completion. Each extension request will be examined on a case-by-case basis.

Student Records and Privacy Rights

Confidentiality of Information

In accordance with the Family Educational Rights and Privacy Act of 1974, often referred to as the "Buckley Amendment" or FERPA, non-directory information regarding a student will not be released outside the college community without that student's permission except in the limited circumstances stated within the act.

The University routinely publishes material classified as directory information that is permissible within FERPA. Such materials include the student directory, news stories on recipients of honors, a listing of participants in student activities, membership in campus organizations, and the like. Directory information may include majors, minors, dates of attendance, date of birth, email address, enrollment status (full-time or part-time), address, and date of graduation. Individuals, however, may request their name not appear in directory information by notifying the Registrar's Office in writing.

Parental Access to Academic Records

Mid-term and final grade reports are available to students online. Midland University encourages its students to establish communication with their parents or guardians to keep them informed about their schedules and academic progress. As provided by FERPA, parents, guardians or another third party related to a Midland University student may obtain limited access to a student's academic record if the student provides written permission to the Academic Affairs Office to release specified information.

FERPA (Family Education Right and Privacy Act)

Student records at Midland University are governed by the Family Educational Rights and Privacy Act (FERPA). The following is a description of the rights of students and their parents under these regulations. The act extends to students and former students of the University the "right to inspect and review" their educational records. The Act forbids the University from releasing personal identifiable student educational records or files, or personal

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information contained in those files, without the student's written consent, except in specified situations. The University has established procedures for granting a student's request for access to his/her records within a reasonable time (no more than 45 days).

Disclosure of Information

The University discloses information from a student's educational records only with the student's written consent, except to school officials with a legitimate educational interest in the records. A school official is defined as someone employed by Midland University in an administrative, supervisory, academic, research or support staff position, a member of the University's Board of Trustees, or a person employed by or under contract to the University to perform a special task, such as an attorney, auditor, or collection agency. The university may forward educational records to other educational institutions when a student seeks to enroll or is enrolled.

A school official has a legitimate educational interest if that official is performing a task that is specified in his/her position description (or by a contract agreement), or is related to a student's education, or to the discipline of a student. The official may also be providing a service or benefit to the student or student's family, such as health care, counseling, job placement, or financial aid.

Additional examples include:

- To officials of another school in which a student seeks enrollment;
- To officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
- In connection with a student's request for financial aid (to determine the student's eligibility or the amount/conditions of aid, or to enforce terms or conditions of the aid);
- If disclosure is required by a state law adopted before FERPA (November 19, 1974), which therefore supersedes FERPA;
- To organizations conducting certain studies on behalf of the University;
- To accrediting organizations to carry out their functions;
- To a parent, partner, or individual holding power of attorney that authorizes access to education records;
- To comply with a judicial order or lawfully issued subpoena. The University makes a reasonable effort to notify the student of the order or subpoena in advance of compliance;
- To appropriate parties in a health or safety emergency.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including social security number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Consent to Release

Students may allow information to be released to specific individuals by completing the FERPA Consent Form, available in the Registrar's Office, Anderson Building, second floor. The student will need to provide identification when completing the form.

Directory Information

Directory information is considered to be public information unless requested that it be kept confidential. Directory Information includes: first and last name, local address, permanent address, cell phone listing, permanent telephone listing, campus email address, photograph, date of birth, dates of attendance, major field(s) of study, class

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standing (Fr., So., Jr., Sr., etc.), participation in activities/sports, degree(s) received, awards and honors received, weight/height of members of athletic teams, enrollment status (e.g. undergraduate, graduate, full-time, part-time). Although the information listed above is considered public information, the university does not release lists of students or name-and-address labels to businesses or agencies outside the university. Likewise, the university does not release information regarding applicants to outside agencies.

If students do not want the University to release certain types of directory information without prior consent, they may choose to “opt-out” of this FERPA exception by signing the Directory Information Opt-Out Form, as provided by the Registrar’s Office. A student who has opted-out from the release of directory information, in accordance with this policy/procedure for opting out, will remain flagged until the student requests that the flag be removed by completing and submitting the revocation section of the Opt-Out Form to the Registrar’s Office. It is important to consider the potential consequences of restricting the release of directory information. If you restrict release of directory information, Midland University will be unable to place your name in publications such as honors and graduation programs, to confirm graduation and dates of attendance to potential employers, to verify enrollment with organizations such as insurance companies or to send notifications about specialized scholarships.

Requesting Access to Your Records

Students may request a copy of their educational records by presenting identification and a signed, formal written request to the Registrar. The Registrar determines the existence, location, and status of the records to which access is sought. Notification is given within 10 days regarding when the records will be made available for inspection. There may be occasions when the record may not be copied, if doing so may compromise another student’s or faculty member’s privacy.

Requesting an Amendment to Your Records

Students have the right to request an amendment to their records if they believe they are inaccurate, misleading, or in violation of privacy rights. Students should submit a signed, formally written request to the Registrar. The written request should identify the portion of the record you want amended and reasons why you believe the record is inaccurate, misleading or in violation of privacy or other rights. If the request is denied, the University will notify the student of the right to a hearing to challenge the decision. The University schedules a hearing and notifies the student of the date, place, and time. Students are given full and fair opportunity to present evidence relevant to issues raised in the original amendment request. Students may be assisted by one or more individuals, including an attorney. The University prepares a written decision that includes a summary of the evidence presented and reasons for the decision. If the University decides the information in the record cannot be changed, students are notified that they can place a statement in their record to set forth their reasons for disagreement with the decision. If the University decides that the information is inaccurate, misleading, or in violation of the student’s right of privacy, the University will amend the record and notify the student, in writing, of such action.

FERPA Violations

If a student believes that FERPA rights have been violated, he or she may file a written complaint with the Family Educational Rights and Privacy Act Office:

Family Educational Rights and Privacy Act Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Rules, Rights, and Responsibilities

Academic Honesty

Midland University seeks to provide a learning environment that enhances academic excellence and integrity. The following policy has been adopted to deter acts, which are counterproductive to the attainment of this goal.

Academic dishonesty, the act of knowingly and willingly attempting to assist oneself or others in gaining academic success by dishonest means, is manifested in the following broad categories as enumerated by Gehring, et al:*

- *Cheating*: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples include, but are not limited to: looking at another student’s paper during an exam, using unauthorized, protean responses such as crib notes and computer disks, and/or stolen test materials; submitting someone else’s work as one’s own; allowing another person to complete an exam in

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one's place; submitting a project that has been or is being used to satisfy requirements from another course without permission of both instructors; improper collaboration on projects beyond that permitted by the instructor; sharing information between exams in multiple sections of course; changing one's grade(s) or marking(s) on an examination or in an instructor's grade book or spreadsheet.

- *Fabrication*: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Examples include, but are not limited to: supplying fabricated data or altered data for an experiment or laboratory project; fabricating all or a portion of a bibliographic entry for a documented project.
- *Facilitating academic dishonesty*: Intentionally or knowingly helping or attempting to help another person to commit an act of academic dishonesty. Examples include but are not limited to: allowing one's own work to be submitted as another's work for a course project; assisting a fellow student in committing an act of academic dishonesty; making threats or offers of compensation to others in order that those threatened or coerced will provide unauthorized aid for course projects; unauthorized acquisition, distribution, and/or possession of stolen test or project materials.
- *Plagiarism*: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. Examples include, but are not limited to: purchasing a paper from a commercial or private source, using paper from an organization's files, copying sections of chapters from reference works, or borrowing or stealing another's paper and submitting it as one's own work; failing to indicate a direct quote from a reference source; attempting to represent the work, words and ideas of another (paraphrasing) as one's own without proper citation or documentation.

**Gehring, D., Nuss, E., and Pavela, G. (1986). Issues and Perspectives on Academic Integrity. Columbus, Ohio. National Association of Student Personnel Administrators.*

Students are expected to conduct themselves in conformance with the highest of standards in regard to academic honesty. Breaches of this expectation include infractions such as: cheating, plagiarism, collusion, and fabrication/falsification of records. Students violating such standards will be disciplined in accordance with the University Academic Integrity Policy.

Students have a responsibility to avoid acts of academic dishonesty. They also have an obligation to report known or observed acts of academic dishonesty to the instructor and/or Academic Affairs. If such acts occur, disposition of the case is the prerogative of the instructor. Penalties may range from rejection of the assignment with the request that the work be resubmitted to a grade of "F" in the courses. Instructors may recommend a more severe penalty, up to and including academic suspension.

Instances of plagiarism will be adjudicated by the instructor of the course in which it occurs and may result in penalties as detailed in the course syllabus, up to an "F" for the course. Multiple violations of plagiarism over the course of a student's time at Midland may warrant immediate suspension and/or expulsion. Consequences above those outlined here may be put in place by instructors. All incidents of confirmed plagiarism will be communicated to Academic Affairs for appropriate action.

Students have the right to present a written appeal of the instructor's action following the Appeal process detailed below. Students accused of academic dishonesty in a class will not be permitted to withdraw from the course involved until they have either been cleared of the allegation or have the permission of the instructor and Academic Affairs.

Appeals

Students who wish to appeal academic decisions or who seek a waiver of certain academic policies and standards may petition the University by filing such a petition in writing with Academic Affairs.

Grade Appeals

Students wishing to appeal a grade should first approach the instructor to resolve the grade dispute. If unsuccessful, the student may file a formal appeal and follow this progression: Dean of the School or College in which the course is found; then Vice President of Academic Affairs. Appeals must contain documentation of contacts with instructors, such as emails, notes of in-person meetings; coursework in dispute; and a detailed narrative to support a case that the grade received was arbitrary or capricious. All decisions by the Vice President of Academic Affairs will be final.

Timeline

Appeals must be submitted within thirty (30) days of the close of the semester in which the decision was

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made. Students will have 24 hours to appeal their Administrative Withdrawal from a course.

Accommodation for Students with Disabilities

Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access in programs and activities that receive federal financial assistance. Midland University is committed to providing an accessible learning environment and willingly makes reasonable accommodation for individuals with documented disabilities.

Upon acceptance to Midland, students seeking accommodation are responsible for notifying the Director of Student Counseling and ADA Coordination. Appropriate written documentation of disability is required and any accommodation provided is based upon individual need and existing academic requirements. All accommodation must be consistent with established academic requirements and standards of Midland University, and a student with accommodation continues to be responsible for his/her education and personal needs.

Midland University supports each student's efforts to become a self-sufficient learner and encourages any student needing accommodation to seek support as early as possible. For further guidelines on accommodation, please contact the Director of Student Counseling and ADA Coordination and the Student Handbook.

Student Code of Conduct

Students are required to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community. Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary action and review and possible sanctions:

1. Acts of dishonesty, including but not limited to the following:
 - a. Furnishing false information to any University official, faculty member, or office.
 - b. Forgery, alteration, or misuse of any University document, record, or instrument of identification.
2. Physical harm, verbal harm, threats, intimidation, harassment, sexual misconduct, coercion, and/or other conduct which threatens or endangers the health or safety of any person.
3. Attempt of actual theft of and/or damage to property of the University or property of a member of the University community or other personal or public property, on or off campus. Theft includes, but is not limited to:
 - a. Use of another's Student ID card for the dining hall or to gain unauthorized entrance to a residence hall or campus activity, unauthorized use of another's Student ID card in regard to the declining balance program, or any other unauthorized use of a Student ID card.
 - b. Forgery to obtain products, services, or monetary gain via another's checks.
 - c. Knowingly possessing stolen property.
4. Hazing, which is a broad term encompassing any action or activity which does not contribute to the positive development of a person, or which inflicts or intends to cause mental or bodily harm or anxieties, or which may demean, degrade, or disgrace any person.
5. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
6. Unauthorized possession, duplication, or use of keys to any University premises or unauthorized entry to or use of University premises.
7. Intentionally, negligently or recklessly initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency.
8. Soliciting or offering funds or favors to obtain or furnish unauthorized information or material.
9. Knowingly, freely, or negligently allowing violations of University rules and regulations to take place.
10. Violation of any federal, state or local law.
11. Use, possession, manufacturing, or distribution of illegal drugs.
12. Use, possession, manufacturing, or distribution of alcoholic beverages or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
13. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
14. Disruption of any activity occurring on campus or participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

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15. Conduct that is disorderly or indecent; breach of peace; or aiding or abetting another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, restroom, or other locations.
16. Manipulation of the Disciplinary Review System, including but not limited to:
 - a. Failure to obey the notice from a University official or Conduct Committee to appear for a meeting as part of the Disciplinary Review Process.
 - b. Falsification, distortion, or misrepresentation of information during the Disciplinary Review Process.
 - c. Disruption or interference with the orderly conduct of a Disciplinary Review proceeding.
 - d. Attempting to discourage an individual's proper participating in, or use of, the Disciplinary Review System.
 - e. Attempting to influence the impartiality of a member of the Disciplinary Review System prior to, and/or during the course of, the Disciplinary Review proceeding.
 - f. Harassment (verbal or physical) and/or intimidation to any professional or a member of a Conduct Committee prior to, during, and/or after a Disciplinary Review proceeding.
 - g. Influencing or attempting to influence another person to commit an abuse of the Disciplinary Review System.
 - h. Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

Refund and Withdrawal Policy

The U. S. Department of Education requires that institutions participating in Title IV federal financial aid programs must have a fair and equitable refund policy. Under these guidelines, the institution refunds unearned tuition, fees, room and board, and other charges when a student withdraws or otherwise fails to complete the period of enrollment for which the federal aid was intended.

In the event that a student finds it necessary to cease enrollment at Midland University, please refer to the Student Handbook regarding policies respective to charges, credits, refunds, and repayments. These policies may be revised at any time to comply with federal, state, or institutional rules and regulations.

Communication

Midland University students have a right and a responsibility to regular communication regarding student life and university relations.

Information Technology

All students will be provided a Midland University email account. The purpose of these accounts is to ensure a high level of communication between faculty, staff, and students and to ensure the success of the student. Student usernames will be their first and last names separated by a period. First year students will be assisted with the accounts in their MID101 class and at New Student Registration events. Upper-class students may stop by the IT Help Desk in the Library if assistance is needed to access their accounts.

Students are required to use their Midland University email account. A student's Midland University email is a means of official communication as is Canvas (Midland University's Learning Management System), the student's mailbox, and permanent mailing address. Faculty and staff often contact students using their Midland University email account and expect these accounts to be referred to on a regular basis. Midland University accounts can be set to automatically forward to a personal email of the student's choice.

Networked computer labs are available in various locations on campus. These labs are available for general use when not reserved for classes. A schedule of open and reserved hours is posted outside each lab. Luther Library, Olson Student Center, Swanson, and Anderson house small clusters of Windows systems. All residence halls are wired for network access from each residence hall room and offer a cluster of Windows systems and a printer in a small lab area. Additionally, the campus is set up for wireless access for students, faculty, staff, and guests.

Technology Use Policy

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Midland University provides a variety of technology to the campus community. Every student is provided with his/her own account on the Midland University network. This account gives access to Midland University computers, Internet, network storage, email, Canvas and more. Individuals who are provided access to Midland University technology, labs, and services will assume responsibility for the appropriate use of these privileges. Please direct any questions or concerns related to technology, to the online computer Help Desk at helpdesk@MidlandU.edu or 402-941-6270. Students should refer to the Student Handbook for more information regarding their technology responsibilities.

Student's Technology Responsibilities

Every student is given a username and password. It is the student's responsibility to keep information secure (including passwords, personal data and files), respect the rights of others, value the integrity of the systems, act responsibly, and exhibit ethical behavior. Failure to observe federal, state and/or campus technology regulations will subject the student to the appropriate penalties. Examples of misuse include, but are not limited to:

- Use of a Midland University computer account other than your own
- Use of the Midland University network to gain unauthorized access to any other computer system
- Knowingly committing an act that disrupts others usage of Midland University technology resources
- Knowingly installing or propagating software that could result in network or system performance issues.
- Attempting to circumvent data protection and networking schemes
- Violating terms and stated software licensing agreements or copyright laws
- Use of campus technology resources for activities that are unrelated to campus productivity or are otherwise unauthorized by Midland University
- Masking the identity of an account or machine
- Use of the network to distribute information that violates laws or Midland University policies
- Attempting to monitor, tamper with, read, copy, change, or delete another user's electronic communications, files, or data without their explicit permission.

Peer-to-Peer File Sharing

Midland University requires all students to comply with federal policy and law regarding legal sharing of peer-to-peer files. The University's website defines the University's current and effective policy. The policy is introduced and communicated in courses and posted in computer labs on the campus. Lack of compliance will lead to appropriate discipline through the judicial system of Student Development as specified in the Student Handbook.

Emergency Response & Evacuation Procedures

Midland University has a university-wide communication system called "Send Word Now," designed to give students, faculty, and staff immediate access to emergency announcements, notifications, and updates. The University has pre-enrolled the email address of all Midland University community members with the service. Students and staff are encouraged to provide a cell phone number to receive text message alerts. The messages can cover a range of topics, including security or safety threats, evacuations, weather-related announcements, site/building closures and delayed or early closings. Those registered for the service will automatically receive all university emergency notifications.

The other primary method of communicating about safety-related emergencies will be the Midland University website (www.MidlandU.edu). Depending on the situation, various communication outlets are used, including, but not limited to, email, voicemail, website postings, radio and television broadcasts, and personal contact. In an emergency, a variety of these outlets, as well as the Midland alert system, will likely be used.

Cancellation of Classes Due to Inclement Weather

Since the majority of Midland University students reside on-campus, it is the general policy of the University to hold classes if possible. Members of the faculty, staff, and commuting students are encouraged to make individual judgment as to whether or not they can safely reach the campus. In those rare instances when inclement weather forces cancellation of all university activities, notification is made via local and regional radio and television stations, along with the Midland University Emergency Alert System, "Send Word Now," and the MidlandU Mobile App.

University Regulations

Attendance at Midland University is a privilege (not a right). Conscientious effort is made to motivate students toward constructive personal growth. As such, academic and personal support services are available to students in

keeping with the mission of the University. Midland University, as an institution and in keeping with its standards, neither condones nor encourages the use of alcoholic beverages or illegal drugs by students. The possession or use of these in University facilities is prohibited and offenders will be subject to University disciplinary action. In addition, all members of the University community should be aware of civil statutes that may apply and understand that the Midland community recognizes such authority.

The University reserves the right to involuntarily withdraw students who discontinue class attendance. Any student involved in improper conduct is subject to disciplinary action and the University reserves the right to dismiss any student when the general welfare of the campus community seems to necessitate such action. If a student has engaged in behavior that suggests a danger to self or others, or if a student's behavior has demonstrated that he or she is emotionally or psychologically incapable of functioning properly within the university setting, the University reserves the right to withdraw the student involuntarily from school. Consultation with an appropriate family member or legal guardian and psychiatrist or psychologist will be initiated as determined appropriate. Additional information about University regulations is available in the Student Handbook.

Academic Resources

Library and Audio-Visual Center

Luther Library and the Robinson Audio-Visual Center provide and service book and non-book materials to support the curriculum and to encourage extracurricular interests. Policies, procedures, and basic information about the use of the facilities and materials may be found in the Student Handbook. The staff is also available for individual assistance to students and faculty.

The Academic Resource Center (ARC)

Located in Luther Library, ARC is available to all students who wish to improve their academic skills. Students are welcome to schedule appointments with the ARC team or "drop in" for assistance. Peer led one-on-one and small group tutoring are the primary services in the ARC.

Writing Center (WC)

Staff and Student Writing Consultants in the Writing Center, provide support for all writers. The Writing Consultants believe that writing is a social, recursive process and are dedicated to creating a culture across campus that inspires writers to learn and lead in the world with purpose.

The Writing Center Staff is committed to:

- Working with everyone in the University community to improve their writing, including attitudes and self-confidence about writing.
- Valuing diversity, inquiry, creativity, and community outreach.
- Providing qualified writing consultants who support the academic mission of Midland University.

Consulting with you through the writing process from pre-writing to final drafting in one-on-one sessions. Because we strive to empower confident independent writers, we do not edit papers; instead, we aim to develop writers who edit their own work.

Career Studio

Midland provides career planning and job search services for use by all Midland students and alumni. The Career Studio has many resources available such as interest and values inventories; career and life planning guides; occupational and corporation information; resume, interview and job search skill building tools. Career counseling and periodic workshops are available to assist students in career planning and placement. Assistance with seeking part-time employment and internships is available. An emphasis is made to assist each student with assuring at least one internship experience while at Midland.

The Academic Calendar

The Traditional Academic Calendar

The Midland Traditional Academic Calendar uses the 4-1-4 calendar plan for its academic program which consists of two 16-week terms, Fall and Spring, separated by a three-week Interterm during January. Summer session follows the spring and is approximately 12 weeks long with courses in various blocks. The Master of Science and Master of Athletic Training programs utilize the traditional calendar.

Traditional Academic Calendar: Academic Year 2020-2021

Fall Semester

Beginning of Term	Thur., August 22
Labor Day Holiday	Mon., September 2
Thanksgiving Holiday	Wed.-Fri., November 27-29
End of Term	Fri., December 4

Interterm

Beginning of Term	Mon., January 6
End of Term	Fri., January 24

Spring Semester

Beginning of Term	Thur., January 30
Spring Break	Mon.-Fri., March 23-27
Easter Holiday	Fri., Mon., April 10, 13
End of Term	Thur., May 21

Summer

Beginning of Term	Mon., June 1
Independence Day Holiday	Fri., July 3
End of Term	Fri., August 21

Graduate Business Academic Calendar

The Midland Graduate Business Academic Calendar consists of five (5) 9-week terms: Early Fall, Late Fall, Early Spring, Late Spring, and Summer.

<i>Early Fall</i>	
Beginning of Term	Mon., August 10
Labor Day Holiday	Mon., September 2
End of Term	Sun., October 11
<i>Late Fall 2019</i>	
Beginning of Term	Mon., October 19
Thanksgiving Holiday	Wed.-Fri., November 27-29
End of Term	Sun., December 20

<i>Early Spring</i>	
Beginning of Term	Mon., January 11
End of Term	Sun., March 14
<i>Late Spring 2020</i>	
Beginning of Term	Mon., March 22
End of Term	Sun., May 23
<i>Summer 2020</i>	
Beginning of Term	Tue., June 1
End of Term	Sun., August 1

Graduate Education Academic Calendar:

The Midland Graduate Education Academic Calendar consists of five (5) 8-week terms: Early Fall, Late Fall, Early Spring, Late Spring, and Summer. The Master of Education and the Non-Degree Endorsement programs utilize this calendar.

<i>Early Fall 2019</i>	
Beginning of Term	Sat., August 22
Labor Day Holiday	Mon., September 2
End of Term	Fri. October 16
<i>Late Fall 2019</i>	
Beginning of Term	Sat., October 17
Thanksgiving Holiday	Wed.-Fri., November 27-29
End of Term	Fri., December 11

<i>Early Spring 2020</i>	
Beginning of Term	Sat., January 9
End of Term	Fri., March 5
<i>Late Spring 2020</i>	
Beginning of Term	Sat., March 20
End of Term	Fri., May 14
<i>Summer 2020</i>	
Beginning of Term	Sat., June 5
End of Term	Fri., July 30

See the full Academic Calendar posted online (academiccalendar@midlandu.edu) or in the Registrar's Office for more details. The Academic Calendar is subject to change.

Graduate Programs

Adult and Organizational Learning (MS)

The Master of Science in Adult and Organizational Learning (MS-AOL) program, found in the Luther College of Arts and Sciences, offers those who teach, train, coach, and mentor adults in a variety of community, corporate, and educational settings the opportunity to advance their professional practice with a focus on adult and organizational learning theory and research as well as opportunities for application. Central to AOL courses is the understanding that adults learn differently from children, mostly due to the incorporation of multiple lived experiences and roles into their own knowledge construction.

Luther College of Arts and Sciences Faculty and Staff

Jamie Simpson

Dean of the Luther College of Arts and Sciences

B.A., M.A., Ph.D., University of Nebraska at Lincoln

Brooke Schwanke

Administrative Assistant of the Luther College of Arts and Sciences

B.A., University of Nebraska at Omaha; M.A., University of Nebraska at Kearney

Faculty:

Mary Ball

B.S., University of Nebraska-Lincoln; M.A. University of Phoenix; Ed.D., Walden University

Tammy Madsen

B.S. University of Nebraska-Omaha; M.B.A., University of Phoenix; Ed.D., Walden University

Spencer Matthews

B.A. University of Northern Iowa; M.A., University of Northern Iowa; M.S., Creighton University; Ed.D., University of South Dakota-Vermillion

Dan Schinzel

B.S., Creighton University; B.S., University of Nebraska-Omaha; M.S. University of Nebraska-Omaha; Ed.D., University of Nebraska-Lincoln

Brian Stark

B.S., University of Wisconsin-Whitewater; M.E.D., Doane University; M.E.D., Concordia University-Nebraska; M.S., Kaplan University; Ed.D., College of Saint Mary

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Coursework in the AOL option includes a required core that explores adult learning theory, the impact of diversity on learning environments, program design and administration, and the foundations of educational research. With the help of their advisors students customize their program by designing a 12 credit concentration area to better meet their personal learning goals.

Program Outcomes:

- Identify individual and organizational learning needs in communities and organizations
- Evaluate and apply relevant evidence-based research to strengthen leadership skills.
- Employ ethical decision-making and sensitivity to diverse learning populations and contexts.
- Facilitate adult and organizational learning opportunities by utilizing multiple instructional strategies in a variety of learning environments.
- Plan, administer, and assess adult and organizational learning programs.
- Produce original research using sound and relevant principles and methodologies.

Complete the following 33 credits, graded on the A-F scale, with a grade of C- or better:

Program Core	Credits
AOL540: Leadership in Adult & Organizational Learning	3
AOL541: Foundations of Adult Learning	3
AOL542: Diverse Learning Contexts	3
AOL543: Learning in Organizations	3
AOL641: Facilitating Adult and Organizational Learning	3
AOL644: Program Design, Administration, and Evaluation	3
Research Core	Credits
AOL511: Understanding Learning Research	3
AOL611: Developing Original Research	3
AOL691: Producing Original Research	3
Concentration/Emphasis courses	6

Students will form an area of concentration by choosing 6 credits from the areas below:

- Any AOL courses not included in the core requirements.
- Any graduate level courses at Midland University; external graduate level courses must be approved in advance for transfer into the degree.
- A graduate level, independent study course with outcomes to be determined jointly between the student and the Dean.
- Courses that carry, at minimum, the UG/G designation (Typically a 400-level or above course).

NOTE: All elective choices must be approved by the Dean and be relevant to the student's course of study. At least 3 of the 6 credits must be at the 500-level or above.

Additional Adult and Organizational Learning elective courses include:

- AOL591: Special Topics in Adult & Organizational Learning
- AOL599: Independent Study
- AOL643: Workforce Engagement
- AOL646: Continuing Education and Professional Development

Concentration/ Emphasis Possibilities:

Coaching & Mentoring

- AOL642: Building Individual Learning Capacity
- AOL645: Coaching and Mentoring in Learning Environments

Adult Education

- AOL544: Cultural Foundations of Adult Learning
- AOL649: Instructional Design and Technology

AOL Courses

AOL511: Understanding Learning Research

Credits: 3

This course, the first in the research core, is designed to provide an introduction to the research process, in particular, processes and methods most germane to educational research. Emphasis is placed on providing students with a strong foundation for evaluating, developing, and producing research. Through readings, discussion, and application/ evaluation exercises, students will identify and explore issues educational researchers face as well as begin to develop their own research interests and questions.

Prerequisites: none

AOL540 Strengths Based Leadership

Credits: 3

As leadership is at the very heart of Midland University's graduate programs, students will take this course to explore: 1.) their own strengths as indicated but the StrengthsFinder® assessment, and 2.) how to best utilize these strengths in both an individual and organizational leadership role. AOL 540 will introduce a variety of models and theories of leadership that are applicable to a variety of educational settings. Student will also develop their own personal leadership philosophy statement regarding adult and organizational learning

Prerequisites: none

AOL541: Foundations of Adult Learning

Credits: 3

Due to a variety of complex forces, adult learning occurs very differently than does learning as a child. Students in this course will be introduced to the foundational theories and theorists of adult learning as well as an overview of the historical development of adult learning as a professional field.

Prerequisites: none

AOL542: Diverse Learning Contexts

Credits: 3

This course explores the multi-faceted ways that diversity impacts educational practices. Students enrolled in AOL542 will gain an understanding of the many ways that diversity intersects with adult learner needs in multicultural, multilingual, special needs, gifted and talented, at-risk, gendered, and socio-economic classrooms, communities, and organizations.

Prerequisites: none

AOL543: Learning in Organizations

Credits: 3

Successful leadership in adult and organizational learning is connected to knowing one's own strengths and identifying the strengths of other in order to accomplish a given task. This course introduces students to the dynamic

world of organizational structure, relations, behavior, and learning contexts. Students will gain a better understanding of the constituents involved with learning in organizational contexts as well as identifying aspects of team composition necessary to accomplish complex and multi-faceted learning tasks within these environments. Insights into an organization's capacity to learn, and capacity to influence the organizational learning process, will also be explored.

Prerequisites: none

AOL544 Cultural Foundations of Adult Education

Credits: 3

This elective course examines the philosophical, sociological, and cultural foundations of adult education and learning opportunities in local, national, and global contexts. Students will explore how adult education opportunities have evolved to meet a particular community's needs as well as compare and contrast varying the benefits and challenges.

Prerequisites: none

AOL591: Special Topics in Education

Credits: 3

AOL591 is a variable credit course that allows for the group exploration of topics not regularly covered by the core curricula in any of the Master of Science - Leadership in Adult and Organizational Learning options. Topics and credit hours for AOL591 are determined by request and interest; final topics, prerequisites, and credits offered must be approved by the Program Dean.

Prerequisites: none

AOL599: Independent Study

Credits: 3

AOL599 is a variable credit course that allows for individual exploration of topics not regularly covered by the core curricula in any of the Master of Science - Leadership in Adult and Organizational Learning options. Topics and credit hours for AOL599 are determined by request and interest; final topics, prerequisites, and credits offered must be approved by the Program Dean.

Prerequisites: none

AOL611: Developing Original Research

Credits: 3

AOL611 guides students through the beginning stages of their culminating research projects/ theses. Work on the culminating research project/ thesis includes conducting a literature review, crafting a research proposal, outlining research questions, and determining appropriate research methodology. As part of this course, students will also choose a 3-person research advisory committee to guide their research projects.

Prerequisite: AOL511

AOL641: Facilitating Adult and Organizational Learning

Credits: 3

Teaching adults is not like teaching children. Adults learn differently and so the methods used to teach adults must also be different. Students taking this course will explore a variety of teaching and facilitation philosophies and methods that reach adult learners in many different settings.

Prerequisite: AOL541

AOL642: Building Individual Learning Capacity

Credits: 3

While many formal adult learning opportunities occur within a group setting, many informal adult learning opportunities are based in a one-to-one relationship between learner and facilitator. AOL642 explores the interpersonal dynamics that impact the learner- facilitator relationship. Students enrolled in this course will examine the structure and outcomes of individual adult learning opportunities through communication, education, and psychological concepts.

Prerequisite: AOL541

AOL643: Workforce Preparation and Engagement

Credits: 3

A prepared and engaged workforce provides positive contributions to a community. However, some adults are either not well prepared to enter the workforce or struggle to meet workplace expectations. Using adult and organizational learning lenses, AOL643 examines barriers to successful workforce entry and engagement, as well as strengths-based and educational strategies to overcome those barriers.

Prerequisite: AOL541

AOL644: Program Design, Administration, and Evaluation

Credits: 3

AOL644 prepares students to design, administer, and evaluate learning programs at both the individual and organizational level. Topics covered in this course include collaborating with stakeholders, effectively planning and administering programs, and using The Program Evaluation Standards to assess and evaluate the success of learning programs.

Prerequisite: AOL541

AOL645: Coaching and Mentoring in Learning Environments

Credits: 3

Students enrolled in AOL645 will gain a better understanding of how to coach and mentor adults to learn more effectively and grow professionally. The impact of personality, psychology and group dynamics on teaching and learning as well as different theories of coaching and mentoring will be explored in depth. Students will identify their own coaching and mentoring style as well as how to adapt that style to a variety of learning environments.

Prerequisite: AOL541

AOL646: Continuing Education and Professional Development

Credits: 3

Most organizations and professions expect that those who work for, or belong to, them will participate in continuous professional development. This course presents both theoretical foundations and practical implications for working with continuing education and professional development programs across the professions and in a variety of settings.

Prerequisite: AOL541

AOL649: Instructional Design and Technology

Credits: 3

This course will examine the current trends, influences, and expectations for the development, implementation, and assessment of curriculum. Consideration is given to negotiating between the sometimes competing interests of standards, assessments, skills currency, technology, multiple feedback sources, and media selection. Students will also have multiple opportunities to analyze educational resources, understand instructional design processes, and explore technological options for learning including social media.

Prerequisite: AOL541

AOL691: Producing Original Research

Credits: 3

AOL691 guides students through the final stages of their culminating research/ thesis projects. Work on the culminating research projects includes conducting original research as outlined by the approved research proposal to include: gathering and analyzing data, writing up the final results, and presenting the project to both internal and external audiences as appropriate once approved by the student's research advisory committee.

Prerequisite: AOL511

Master of Business Administration (MBA)

The Dunklau School of Business offers a graduate Master of Business Administration. This degree program at Midland University is designed to produce graduates who demonstrate highly developed analytic and communication skills, a thoughtful approach to ethical decision making, and mastery of the tools and concepts it takes to be a respected leader in business. Graduates will be able to demonstrate:

- **Leadership:** Apply executive level skills necessary to lead in a team-based global environment.
- **Ethics:** Develop a personal ethical framework that demonstrates professionalism and self-awareness.
- **Analytical Skills:** Integrate theory, knowledge and practice to solve integrated, multi-faceted global business problems.
- **Critical Thinking and Strategy:** Integrate concepts from various business disciplines to develop appropriate business strategies to address business needs on a local and global level.
- **Communication:** Develop a personal ethical framework that demonstrates and models professionalism, self-awareness and effective communication as a business leader. Compose clear, consistent and effective written and oral presentations of material.

Dunklau School of Business Faculty and Staff

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Dean of the Dunklau School of Business

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B.S., Brigham Young University, M.S., Brigham Young University

2020-2021 Graduate Academic Catalog

The hybrid MBA degree program at Midland University combines the best of in-person and online learning designed for people with responsibilities beyond going back to school. To help build connections with classmates and professors, students meet in-person every third Friday afternoon and Saturday in Omaha. This time is devoted to case-based learning and discussion of real-world examples and situations, to develop students' understanding of business applications in a networked environment. Every Saturday during distance, students will have the opportunity to login for live class with their professors and classmates where they will have the opportunity to ask questions in a webinar environment. Attendance for online sessions is optional, and all online classes are recorded, so students may watch (or re-watch) the recorded session whenever it works best for them.

The Midland MBA program is geared to produce graduates that demonstrate highly developed analytic and communication skills, a strong ethical foundation, and mastery of the tools and concepts it takes to be a respected leader in business.

Students will complete 33 credits in the core course areas and complete 9 credits from the elective categories below to complete the 42-credit Midland MBA.

Course Requirements	Credits
ACC601: Cost Management	3
BUS521: Marketing Management	3
BUS635: Management and Leadership	3
BUS641: Operations Management	3
BUS643: Statistics for Management	3
BUS653: Corporate Strategy	3
BUS667: Project Management	3
BUS671: Strategic Communication	3
BUS672: Business Consulting Capstone	3
ECO511: Managerial Economics	3
FIN632: Financial Management	3
Electives	9

Completion of elective courses in a specified topic area will fulfill the requirements for concentrations. Specific course offerings vary by year, but include offerings in the following areas:

- Accounting & Financial Services
- Leadership & Management
- Entrepreneurship
- Project Management
- Strategy & Negotiation
- Marketing & Communications

Prerequisite Coursework

In order to establish a foundation of business skills early in the MBA program, all students are required to complete BUS500 and an online Excel training course before the end of their second term of enrollment. Satisfactory completion of the coursework requires a passing grade in both courses.

Prior Experience Option

In four core courses, some fundamentals will be addressed that students with a robust business background may not need to revisit in as much depth as those tackling the subjects for the first time. Instead, these students may choose to have a lighter load in those terms and simply complete a project within the core course to assure their understanding of the subject is up to a graduate level. This option is available in:

- ECO511: Managerial Economics
- ACC601: Cost Management
- BUS521: Marketing Management
- BUS643: Statistics for Management

Optional Concentrations & Elective Courses

Concentrations in the Midland MBA are completed within the accelerated program by taking two courses in a concentrated area of interest during the elective terms. A concentration is not required for the completion of the

2020-2021 Graduate Academic Catalog

MBA. Offered concentrations will run every academic year, provided at least ten students are enrolled in that concentration.

Elective offerings will be determined based on a bidding process to gauge student interest from a broad pool of potential advanced business course in advance of the elective term. Students who expressed interest in a concentration or registered in an elective course that ultimately was not offered during their MBA program will be allowed to return to Midland University under the MBA for Life program.

Accounting

Students may earn a concentration in Accounting by completing ACC601: Cost Management, FIN632: Financial Management, and two additional accounting courses during their elective terms.

Specific course offerings vary by year, but have included:

ACC662: Intermediate Financial Accounting (3 credits)

FIN665: Financial Strategy for Value Creation (3 credits)

ACC671: Auditing & Decision Making in Accounting (3 credits)

Business Intelligence and Data Analysis

Students may earn a concentration in Business Intelligence and Data Analysis by completing BUS641: Operation Management, BUS643: Statistics for Management, and two additional courses in project management during their elective terms. Specific course offerings vary by year, but have included:

BID515: Technology and Analytics for Managers: A Strategic Approach (3 credits)

BID640: Data Mining (3 credits)

Entrepreneurial Leadership

Students may earn a concentration in Entrepreneurial Leadership by completing BUS521: Marketing Management, FIN632: Financial Management, and two additional courses in entrepreneurial leadership during their elective terms.

Specific course offerings vary by year, but have included:

BUS655: Intrapreneurship (3 credits) BUS656: Entrepreneurship for Intrapreneurs (3 credits)

BUS661: Entrepreneurship (3 credits)

BUS664: Sales & Leadership (3 credits)

Finance

Students may earn a concentration in Finance by completing ECO511: Managerial Economics, FIN632: Financial Management, and two additional courses in finance or banking during their elective terms.

Specific course offerings vary by year, but have included:

FIN665: Leadership and Strategic Value Creation (3 credits)

FIN662: Investment Management (3 credits)

Marketing Management

Students may earn a concentration in Marketing Management by completing BUS521: Marketing Management, BUS671: Strategic Communication, and two additional courses in project management during their elective terms.

Specific course offerings vary by year, but have included:

BUS664: Strategic Sales (3 credits)

MKT601: Integrated Marketing Communications (3 credits)

Project Management

Students may earn a concentration in Project Management by completing BUS641: Operations Management, BUS672: Global Business and Consulting Capstone, and two additional courses in project management during their elective terms. Specific course offerings vary by year, but have included:

BUS667: Project Management (3 credits)

BUS668: Business Process Methodologies (3 credits)

MBA for Life Program

All graduates of the Midland MBA program qualify to take courses under the MBA for Life program after the completion of their degree. Students are eligible to enroll in any courses that: (i) are offered in the MBA program, (ii) they have not previously taken, and (iii) have capacity after currently enrolled students have registered. Students must meet all requirements for and fully participate in any courses taken, and will receive a grade. Tuition in all courses is free; fees and any other costs (books, materials, etc.) associated with each course will be the responsibility of the student.

Graduate Business Courses

ACC601: Cost Management

Credits: 3

Cost management provides an enhanced understanding of the costing concepts, tools, and techniques relevant to successfully managing an organization. A principle focus is on the use of the cost information to design and implement planning and controlling systems in line with an organization's existing strategic plan. The course will also examine performance measurements for management and the organization.

ACC662: Intermediate Financial Accounting

Credits: 3

This course covers the balance sheet in more depth. Various methods of accounting for cash, marketable securities, receivables, inventories, plant and intangible assets, and long-term investments are discussed. Alternative revenue recognition methods are also discussed related to the income statement. The cash flow statement is also discussed in detail. This is a core course for those who have already taken a beginning financial accounting course and are looking to develop a deeper understanding of the accounting principles that apply to various transactions and how they impact the balance sheet and income statement.

Prerequisite: ACC512

ACC671: Auditing and Decision Making in Accounting

Credits: 3

This is a capstone course for those concentrating in accounting. This course combines financial and cost/managerial accounting, as well as auditing (external and internal). This course covers emphasizes the role of corporate governance, including the responsibilities of various financial managers and officers in a company. This course will incorporate the various types of financial and managerial accounting that support the decision making of management and investors. The role of the internal and external auditor will also be discussed in regards to how it helps to support the accuracy and reliability of the accounting system. Internal controls and the requirements under Sarbanes Oxley are discussed.

Prerequisite: ACC512

BID515: Technology and Analytics for Managers: A Strategic Approach

Credits: 3

This course examines the role of information technology in business with an emphasis on the systems that support strategic, tactical, and operational needs of organizations. The impact of technologies on managerial decision-making and the various approaches to implementing technology solutions to effectively align IT with the rest of the business are explored. As part of this exploration, students employ a hands-on approach to business

analytics via contemporary data visualization tools (like Qlik or Tableau). In doing so, students devise data-driven recommendations that are used to inform decisions that create value and enhance organizational effectiveness.

BID640: Data Mining

Credits: 3

This course supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making decisions. This course will introduce participants to recent data mining techniques, with an emphasis on: getting a general understanding of how the method works, understanding how to perform the analysis using suitable available software, understanding, how to interpret the results in a business research context and developing the capacity to critically read published research articles which make use of the technique. This course will concentrate on a number of well-defined mining tasks: description, classification, estimation, prediction and affinity grouping and clustering. Content may vary according to the interest of participants. Topics may include decision trees, neural nets, self-organizing maps, genetic algorithms, association (also known as market basket) analysis, web mining and test mining, cluster analysis and logistic regression. Course may use and EPR system as a data source in addition to other large scale data sources.

BUS500: Business Communications

This course serves as a foundation for graduate-level coursework and managerial communications, building skill sets in oral and written presentation. Students will work to define the matrix of communication options available in both business and educational settings, evaluating their relative effectiveness and appropriateness for their situation. Exercises will allow students to practice preparing concise, persuasive presentations, emails, and memos for a variety of internal and external audiences. This course is self-guided and available entirely online. Faculty will be available for advising sessions and consultations, and to evaluate the matrix framework and sample written and oral presentations. This course may be waived with written approval from the Dean of the School of Business.

BUS521: Marketing Management

Credits: 3

Marketing is a critical business function that helps firms build a link between supply and demand to achieve profitability. This course deals with traditional and emerging strategies and techniques firms use to identify consumers' wants and needs and to position the firm's products and services to meet them in a contemporary setting. Topics include market segmentation and targeting, competitive analysis, product positioning, pricing, and advertising strategies, and forecasting

methods to identify chasms and tipping points as students practice developing optimal marketing mixes in cases and simulations.

BUS606: Create Your Future: Starting Your Own Business

Credits: 3

This is one of two courses that make up the Entrepreneurship concentration. Students were presented multiple elective options and voted on this course as one that they would like to take. It enhances their MBA by allowing them to concentrate on an area of interest outside of the core curriculum.

BUS631: Management a Ethics

Credits: 3

Effective management involves building teams, setting strategic direction for the enterprise, and establishing the ethical boundaries for the organization. To do this, managers must have a broad understanding of how organizations function, know what drives the people who operate within them, and believe in an ethical framework that will help to guide small and large decisions. This course provides an introduction to these topics through a series of cases, readings, and discussions that draw from the experiences of students in the class. Topics include incentives and motivation, organizational design, social and business networks, change and learning, and ethical decision-making.

BUS635: Management and Leadership

Credits: 3

Management and Leadership are often used as interchangeable terms. This course distinguishes between the functions of management needed to operate a business and the skill required to motivate individuals toward accomplishing shared goals. Management and leadership are addressed within the context of the connections between the constantly changing external environmental forces and the internal organizational tensions that result in a complex system that needs to be continuously realigned to achieve performance goals. A balance between theory and practice gives students a clear understanding of management models and their applications in organizations through case analysis and projects designed to promote critical thinking. Personal values and ethics provide a lens and foundation through which to evaluate the complexity of decision making and directing individuals, teams and organizations from a moral perspective. This course will help build your confidence to take the wise and courageous action required to be successful in a modern global business environment.

BUS640: Leadership

Credits: 3

This course outlines a leadership paradigm that adapts to the present fundamental change in management/

leadership philosophy and practice, trends in technology and the workforce and the shift from command-and-control to information-based organizations. Emphasis is on ethical decision making with the goal of maximizing workplace productivity as well as generative versus reactive thinking techniques, learning to see in new ways, and taking actions to make positive things happen. The goal is to help students develop into future leaders who understand the critical nature of diversity, perceive and think clearly, handle complex changes, and design and lead knowledge-creating organizations.

BUS641: Operations Management

Credits: 3

A firm's "operations" can be thought of as the work they do to produce and deliver the goods and services they sell to customers. Managing these operations well or poorly can mean the difference between having a competitive advantage or not, and between profitability or losses. This course deals with understanding the qualitative and quantitative elements of a firm's operations, applying analytical tools to them, and creating implementation and strategic plans to optimize an organization's operating strategy.

BUS643: Statistics for Management

Credits: 3

Decisions can no longer be made strictly on gut feel or instinct, to be successful, leaders must make data driven decisions. In order to do so, you need to understand the how and why of data analysis and statistical measures. Students will learn to understand statistical approaches, methodologies, and probability rules. Emphasis is placed on the applications of statistics in business and economics.

BUS653: Corporate Strategy

Credits: 3

This course will prepare students to analyze the sources of competitive success among firms, and help them develop the knowledge and skills necessary to understand, evaluate, and craft winning strategies as a manager, consultant, or financial analyst. Students will develop their strategic thinking skills by learning the concepts and frameworks of strategic analysis, and then applying these to actual competitive situations amid uncertainty and changing conditions.

BUS655: Intrapreneurship

Credits: 3

As organizations grow larger, it becomes increasingly difficult to innovate. Increasing sales and decreasing costs are a far easier way to drive up net income than taking a risk on a new product. So how do some of today's most innovative companies do it? Simple, they have enabled intrapreneurs to upset the status quo. This course will provide a game plan of how you can innovate inside your organization. First, we will explore organizational

structure to what problems are facing the industry. Then we will discuss how to generate new ideas, how to prioritize those ideas, how to validate the ideas, and how to gain support for an idea.

BUS656: Entrepreneurship for Intrapreneurs

Credits: 3

As organizations grow larger, it becomes increasingly difficult to innovate. Increasing sales and decreasing costs are a far easier way to drive up net income than taking a risk on a new product. So how do some of today's most innovative companies do it? Simple, they have enabled intrapreneurs to upset the status quo. In this class you will learn the fundamentals of entrepreneurship and how to use them to launch new initiatives, drive innovation, and lead with inspiring ideas. You will meet several successful entrepreneurs during in-class sessions, and learn from their personal experiences. You will be provided with tactics on how to effectively look for entrepreneurial opportunities within your organization, and then navigate the system to find support and begin working on these solutions.

BUS660: Leadership

Credits: 3

This course outlines a leadership paradigm that adapts to the present fundamental change in management/ leadership philosophy and practice, trends in technology and the workforce and the shift from command-and-control to information-based organizations. Emphasis is on ethical decision making with the goal of maximizing workplace productivity as well as generative versus reactive thinking techniques, learning to see in new ways, and taking actions to make positive things happen. The goal is to help students develop into future leaders who understand the critical nature of diversity, perceive and think clearly, handle complex changes, and design and lead knowledge-creating organizations.

BUS661: Entrepreneurship

Credits: 3

This course introduces MBA candidates to entrepreneurship theory and practice. Successful entrepreneurs will share their experiences with students in the classroom on different topics related to both theory and practice of starting and running a business. Topics covered will include writing business plans, strategic planning and execution, cash flow, start-up highs and lows, and exit strategies. Students will complete a business plan and pitch their idea. This course is designed to introduce students to the realities of entrepreneurship and provide fundamental resources to support entrepreneurial endeavors.

BUS663: Organizational Power and Leadership

Credits: 3

In the vast ocean of sociology, leadership and the related discipline of organizational power is probably the most

studied. Certainly, the literature on the subject is vast and the institutions that teach it are almost beyond number. In your quest for an MBA, you will encounter components of leadership in many of your courses, in this course you will be exposed to every aspect of leadership that can be crammed into our time together. One myth that pervades our culture is that Leaders are born, not developed. Research however suggests that only about 30% of our leadership ability is inborn, that leaves 70% to be developed. The purpose of this course is to help you develop that 70%. The objective of this course is to instill in you, the student the basics of what is known about leadership in western culture and by so doing help you to recognize and cultivate effective leadership patterns in yourself, and others.

BUS664: Strategic Sales

Credits: 3

This course is designed to introduce students to the art and science of selling, the function of diagramming the sales process and strategies for leading an organization. We will highlight the interplay between corporate growth and sales strategy by providing academic ideas and knowledge while integrating real-life exposure to companies to develop strategy, selling, thinking, and communication skills with an eye toward team and thought leadership to improve a business' bottom line.

BUS667: Project Management

Credits: 3

This course focuses on concepts, strategies, and software associated with project management and the use of project management in the organizational environment. Students will develop an understanding of the fundamental concepts and applied techniques for cost effective management of both long-term development programs and short-term projects, as well as planning, scheduling, organizing, and controlling projects. The course uses cases from a wide variety of industries, including construction, information systems, non-profit organizations, the government and the military, and is designed to align with, and was written in partnership with, Project Management Institute (PMI).

BUS668: Business Process Methodologies

Credits: 3

Today's business environment requires organizations to focus on continual improvement efforts to reduce costs and defects, increase customer value, and to better respond to market changes and demands. This course will cover many different process and project methodologies designed to help organizations face these challenges. These methodologies include: Six Sigma (Yellow Belt Certification), Scrum, Lean, Kaizen, and TPS.

BUS671: Strategic Communication

Credits: 3

Great leaders need more than great ideas; they must use ideas to inspire, motivate, and connect.

In short, they use communication to move an organization to achieve great things. Cases and in-class exercises will give students the opportunity to understand the strong link between communication and leadership; examine how “story” can be used to compel audiences to act and businesses to succeed (or fail); and develop their own communication skills to benefit their personal and professional lives.

Co-requisite: BUS672

BUS672: Global Business & Consulting Capstone

Credits: 3

Business today is more globally connected than ever before. Even when a firm’s customer base is primarily or entirely domestic, business operations are almost always connected to or impacted by a global supply chain. This course will take a three-pronged approach to global business competency. First, we will seek to deepen students’ understanding of macroeconomic theory that is, in essence, without borders. Here, we will examine measures and determinants of a nation’s wealth and growth, and the impact different policy approaches have on issues like inflation and unemployment. Second, several case studies will be used to highlight the vital role that formal and informal institutions play in facilitating commerce by reducing the uncertainties and risks that discourage trade and investment. Third, we will address strategies for doing business globally, whether the firm’s target market is at home or abroad. Students will have the option to experience global business operations firsthand during a two-week consulting project as part of this course.

Co-requisite: BUS671

ECO511: Managerial Economics

Credits: 3

This course is the application of economic principles to business decisions and problems. Demand analysis, cost analysis, forecasting, pricing policies, risk analysis and capital budgeting will be covered as well as traditional economic theory and decision science techniques in the decision making process. Business decisions are the result of quantitative analysis. Microeconomic theory is utilized.

FIN632: Financial Management

Credits: 3

This course will provide a rigorous introduction to the theory and practice of corporate finance. It will cover the fundamental principles of asset valuation and financing that guide the field of finance as well as firm investing decisions. The course will cover topics including time value of money and discounting cash flows; stock and bond valuation; capital budgeting; asset pricing models; portfolio analysis and diversification; and risk management.

FIN662: Investment Management

Credits: 3

This course will introduce students to the management of investment portfolios, both personal and institutional. Building on previous finance and accounting coursework, the class will cover capital markets and their organization, securities (equity and fixed income), modern portfolio theory, diversification, and the management of fixed income portfolios. The class will also introduce alternative investment vehicles, focusing on options and futures, and help students will develop frameworks for portfolio management.

Prerequisite: FIN632

FIN665: Leadership and Strategic Value Creation

Credits: 3

This course will build on basic MBA level courses in finance, accounting, marketing, strategy, and economics and integrate those into practical tools and concepts that will improve the student's ability to make decisions that will increase the value of the enterprise. The course is intended to be practical in nature and is focused on application and reasoning that helps decision-making in a complex interdependent real world. The course will also assist students in developing their leadership tool-kit, including developing a vision, and a strategy to bring that vision to reality. Emphasis will be given to real world examples and analyzing cases that shed light on actual business events and decision-making. Students will also get practical exposure in data driven decision-making, when each team develops a financial forecast that translates a vision and strategy into solid execution plans. To ensure practical exposure, students will participate in a strategic simulation game throughout the term.

MKT601: Integrated Marketing Communications

Credits: 3

Integrated Marketing Communications builds upon the fundamentals of marketing and details the analytical and strategic processes used to effectively inform and influence target market behavior. Students will assess and develop organizational and brand promotional goals in order to analyze promotional methods and channels and the optimal employment of various traditional and social media. The product of this analysis will be synthesized into a comprehensive media and promotional plan which will include the application of creative techniques, marketing ethics, and optimizing plan effectiveness through the considered use of metrics.

Master of Education

Midland University's Walker School of Education offers a Master of Education, Leadership in Teaching and Learning program, which provides classroom teachers and prospective principals with the increased knowledge, improved skills, and enhanced dispositions for leadership in the classroom, school, district, state, and nation. Masters candidates choose between two concentrations - Principal Endorsement or National Board Teacher Certification Preparation.

Walker School of Education Faculty and Staff

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HAL Graduate Endorsement
B.S., M.S., University of Nebraska-Lincoln; Gifted
Endorsement, University of Nebraska-Kearney

Kristen Job
HAL Graduate Endorsement
B.A., M.S., University of Nebraska – Lincoln; Gifted
Endorsement, University of Iowa

Janet Lowe
ESL Graduate Endorsement
B.S., M.S., California State University-Hayward

Angela Mosier
B.S., Southern Illinois University; M.A., University of
Nebraska-Omaha; Ed.D., Walden University

Carla Noerrlinger
B.S., University of Nebraska-Omaha; M.S., University of
Nebraska-Omaha

Tony Weers
B.A., Dana College; M.A., Doane College; Ed.D.,
University of Nebraska-Omaha

Janeal Zechman
B.A., Tabor College; M.Ed., Northwestern Oklahoma
State University

Master of Education

Masters candidates must hold a valid teaching certificate. Two years of teaching experience is required for the principal endorsement and the National Board Teacher certification. The Principal program is a Nebraska Department of Education approved program.

Be a principal that promotes the success and well-being of every student by:

- Sharing a vision of learning and continuous improvement;
- Developing and sustaining a culture that embraces rigorous curriculum, effective instructional practices and systemic accountability;
- Valuing and promoting equity of opportunity, culturally responsive practices, and attention to the development of the whole child;
- Managing the organization, operations, and resources;
- Providing a safe, efficient, and effective learning environment;
- Hiring and developing effective staff who build positive relationships and collaborates with colleagues, families, and community;
- Acting with fairness and integrity with a high level of professional ethics;
- Advocating for policies that promote equity and excellence in support of the school vision.

2020-2021 Graduate Academic Catalog

- OR -

Prepare to become a National Board Certified Teacher and deepen your thinking and increase your use of effective practices that results in:

- A renewed commitment to students and their learning;
- A greater knowledge of the subject you teach and how to teach the subject to students;
- Improved management and monitoring of student learning;
- Systematically thinking about your practice and learning from experiences;
- Leadership and enhanced collaboration skills with members of the learning community.

The National Board Certification preparation, application, and certification provides:

- Powerful professional development experiences;
- Advancement in the quality of teaching and learning by meeting the highest standards of the profession;
- Recognition among the most effective teachers with the highest performing students;
- Support and financial incentives for National Board certified teachers in many districts and states;
- A stronger resume and portfolio;
- Membership into a professional learning community of nationally certified teachers;
- Belong to an elite group of teachers in Nebraska. In 2016, there were only 120 National Board Certified Teachers in the state.

Master of Education Coursework (36 credits):

Course Requirements (Year 1)	Credits
EDU520: Education Law and Governance	3
EDU521: Societal Frameworks in Education	3
EDU522: Transformational Leadership	3
EDU523: Continuous School Improvement	3
EDU524: Action Research and School Improvement	3
EDU525: Trends in Curriculum, Instruction, Assessment and Programming	3

For Year 2, the candidate makes a decision on a concentration in a Master of Leadership with a Principal Endorsement OR Teacher Leadership in preparation for a National Board Professional Teacher Standards Certification.

Principal Endorsement Concentration	Credits
EDU620: Operational Leadership	3
EDU621: Strategic Leadership	3
EDU622: School-Based Experience and School Improvement Action Research	3
EDU623: Instructional Leadership for the Principal	3
EDU624: The Principal Internship	3
EDU699: School Improvement Action Research Project-Capstone	3

*Note: In order to apply for a Principal Endorsement to the Nebraska Department of Education, the candidate must successfully complete the program and obtain a passing score on the ETS Content Test ELAS #5412.

Teacher Leadership and National Board Certification Concentration	Credits
EDU630: Introduction to NBPTS Candidacy	3
EDU631: Effective Teaching	3
EDU632: Mid-Capstone - Portfolio	3
EDU633: Leading through Coaching	3
EDU634: Content Study	3
EDU698: Capstone Presentation	3

*Note: This is a preparation program for National Board Certification. The submissions for certification are the responsibility of the candidate. The submissions are evaluated by the National Board for Professional Teaching Standards and they make the final decision on certification.

Graduate Endorsement Programs

English as a Second Language Endorsement

This 15 credit endorsement can be completed at the graduate level, providing the graduate student holds a valid teaching certificate. Individuals with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared. This can be PK-12, PK-6, 4-9, 7-12 endorsement.

ESL Endorsement Courses	Credits
ESL500: Introduction to ESL	3
ESL660: Cross-Cultural Communications	3
ESL600: Methods – Assessment – and Evaluation of ESL Learners	4
ESL655: Linguistics for ESL	3
ESL698: ESL Practicum	2

High Ability Learning Endorsement

This program is 18 credits and can be completed online in one year. In order to participate, a candidate must hold a valid teaching certificate. The program includes 90 clinical hours with experiences in primary and secondary settings.

Be an educator that promotes the success and well-being of every high ability learner by:

- Understanding and implementing strategies and procedures to identify high ability learners
- Being able to guide all high ability learners, including those with complex learning situations like dual-language, twice exceptional, at risk and underachieving
- Designing cognitively complex learning experiences for high ability learners
- Supporting the professional development of other HAL educators in your school.

HAL Endorsement Courses	Credits
HAL500: Introduction to Educating High Ability Learners	4
HAL510: Psychology of Giftedness	4
HAL520: Programming for High Ability Learners	3
HAL530: Administration and Supervision of High Ability Learners	3
HAL599: HAL Practicum/Seminar	4

Graduate Education Courses

EDU520: Education Law and Governance

Credits: 3

This course is designed to provide the Principal/Teacher Candidate with knowledge about policies, laws and regulations enacted by state, local and federal authorities that impact schools. The Candidate will use skills to influence lawmakers and advocate for equitable learning opportunities and success for all students. The Candidate will understand educators, business people, politicians, media, parents and the public at large attempt to influence educational policy to degrees. The candidate will explore varying perspectives on educational improvements and use statute, policies, research, data and ethical standards in the decision-making process. The Candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU521: Societal Frameworks in Education

Credits: 3

The Principal/Teacher Candidate will understand human rights and implement guidelines that establish a school where all students, staff and community, regardless of background, are afforded equal access and opportunity to a quality education. The Candidate will understand the complexities of poverty and its influence on learning, promote the success of every student and act with integrity, fairness and in an ethical manner. The Candidate will spend a minimum of 20 clock hours in school/community-based experience(s).

EDU522: Transformational Leadership

Credits: 3

This course is designed to provide Principal/Teacher Candidates with knowledge, skills and dispositions that will enhance motivation, morale, and performance of staff and students. Candidates will know how to create a culture for learning, serve as a role model, inspire, develop leadership in others and help build and support an inviting school culture that meets the needs of students, the community being served and the staff. The candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU523: Continuous School Improvement

Credits: 3

This course is designed to help Principal/Teacher Candidates with the knowledge and skills to lead in the development, implementation, evaluation and revision of short and long term goals that promote continuous and sustainable school improvement. Candidates will know how to collect and analyze data pertinent to the educational environment that promotes learning and leads to continuous quality improvement. There will be a focus on a systematic continuous improvement process (e.g.; Nebraska Department of Education, Advanced Ed.). The Candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU524: Action Research and School Improvement

Credits: 3

This course is designed to introduce action research in support of the school improvement process and a high-quality teaching/learning environment. Emphasis will be placed on three primary areas: 1) helping candidates become critical consumers of educational research, 2) providing foundational instruction and guidance in planning, conducting, and reporting action research, and 3) applying professional writing skills. This course will provide Candidates with the knowledge and skills that help them identify and explore research issues related to leading, teaching, and learning particularly as it relates to school improvement. The Candidate will learn the requirements/framework for the Action Research Project (ARP) and begin collaborating with a School Administrator Mentor or a National Board Certified Teacher (NBCT) Mentor to identify school or classroom needs that support school improvement goals. Candidates seeking Principal Endorsement will monitor and document a minimum of 20 clock hours in field experiences related to School Improvement planning and implementation. Candidates seeking National Board Certification will monitor and document a minimum of 20 clock hours in field experiences related to exploration and planning of an Action Research study to promote high-quality classroom teaching and learning.

EDU525: Curriculum, Instruction, Assessment and Programming

Credits: 3

This course is designed to provide Principal/Teacher Candidates with an understanding that curriculum, instruction, assessment, and programming represent a set of desired goals that are activated through a developmental process and culminate in successful learning experiences for students. The Candidate will understand that comprehensive, rigorous and coherent curriculum, instruction, assessment, and program development are essential responsibilities of a school leader. The Candidate will know how to implement district, state and federal initiatives and assure legal compliance. The Candidate will understand emerging trends in education, use best practices research, establish curriculum reviews, use data to monitor student achievement and support and develop staff. The Candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU620: Operational Leadership

Credits: 3

This course is designed to provide the Principal Candidate with knowledge and skills to create systems that support the mission, vision, strategic and school improvement plans of the school with a focus on supporting quality

instruction and student learning. Principal Candidates will know the importance of having supporting systems, structures and processes to improve learning, create efficiencies and provide safe and effective learning environments. The Principal Candidate will understand the business of the school, including communication and public relations, facilities and operations, budgeting, finance and other support services. The Principal Candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU591: Special Topics in Education

Credits: 1

Study contemporary and research-based theory and practice related to Pre-K-12 education. The specific topic of this course will reflect instructional strategies, current trends and issues, curriculum and assessment, legislation, best practices, and research of interest to Pre-K-12 practitioners. Students are allowed to register for this course more than once.

Prerequisite: Bachelor's degree or Dean's permission.

EDU621: Strategic Leadership

Credits: 3

This course is designed to introduce strategic leadership in support of the school improvement process and a high-quality teaching/learning environment. Emphasis will be placed on helping candidates think about strategic leadership and the importance of relationships, credibility, and trust at all levels of school systems. This course will provide candidates with the knowledge and skills that help develop an understanding of how strategic leadership is important to mobilizing change in the organization they serve. Candidates will monitor and document a minimum of 20 clock hours in field experiences related to School Improvement planning implementation, and strategic leadership.

EDU622: School-Based Experience and School Improvement Action Research

Credits: 3

Prior to the start of the course the Principal Candidate will coordinate with the Midland Advisor/Instructor and School Administrator Mentor and develop and submit a plan for the school-based experience with a minimum of 25 clock hours preferably in his/her home school (must be accredited or approved in Nebraska). The plan should detail observations, participation and leadership in activities related to school improvement. The majority of these hours should provide experiences that are related to and will enhance the Principal Candidates action research. The Principal Candidate will work through the initial planning process for the Principal Action Research Report (PARR) including crafting a working proposal, formally seeking required support/approvals and feedback, outlining possible research questions, writing an initial review of literature, selecting the action/ intervention

including suggested methods and data collection techniques.

EDU623: Instructional Leadership for the Principal

Credits: 3

This course is designed to provide the Principal Candidate with an understanding of the strong correlation between instructional leadership, teacher effectiveness and student achievement. The Candidate will know how to analyze the critical attributes of teacher effectiveness and supervise and evaluate with an emphasis on continual growth and accountability. The Candidate will know how to observe for good instruction and provide effective feedback on instructional strategies, classroom management, curriculum and assessment. The Candidate will be familiar with the Nebraska Teacher Evaluation Framework and know the legal responsibilities when deciding for nonrenewal of a teacher contract. The Principal Candidate will spend a minimum of 20 clock hours in school-based experience(s).

EDU624: Principal Internship

Credits: 3

The Principal Candidate will coordinate with the Midland Instructor and Administrator Mentor and submit an internship plan that will engage him/her in opportunities to apply and extend leadership knowledge and skills through more intensive/authentic practice in a school setting. The Candidate will be involved minimally in observing and participating and primarily in leadership type activities. The internship is a minimum of 45 clock hours.

EDU630: Introduction to NBPTS Candidacy

Credits: 3

The Midland Teacher Candidate (MTC) will become acquainted with the process for applying for "Candidacy" for National Board of Professional Teaching Standards (NBPTS) Certification and begin to examine, in detail, each of the required NBPTS portfolio components. The MTC will learn how to organize and obtain the resources for aligning practices with the Standards and engage in meaningful discussions with the cohort/learning community about NBPTS process. The MTC will "Map each Component" and also "Map the Standards" for their chosen NBPTS Certification area. The MTC will understand the Five Core Propositions and assess readiness and commitment level for applying for National Certification and develop a personal set of goals and timeline for the application and submission process. The MTC will practice required skills for successful application to NBPTS certification.

EDU631: Effective Teaching

Credits: 3

The Midland Teacher Candidate (MTC) will demonstrate understanding of students and their learning needs and how the MTC makes decisions in response to student

needs. The MTC will demonstrate that effective teachers are also learners who draw upon theory and research to expend use of instructional and assessment strategies to effectively manage and monitor student learning. The MTC will become more confident in analyzing and reflecting on the MTC's teaching practices, including the connection between thoughts and actions in order to improve student learning. These reflections will be written and part of course discussions with feedback. The MTC will achieve writing that is consistent with the requirements of the NBPTS. The MTC will understand the requirements for Component 2; Differentiation in Instruction, Component 3; Teaching Practice and Learning Environment and Component 4; Effective and Reflective Practitioner, as they relate to effective teaching and assessment strategies. The MTC will relate their understanding of all five NBPTS Propositions to familiar and newly learned strategies.

EDU632: Differentiation in Instruction

Credits: 3

The Midland Teacher Candidate (MTC) will work on portfolio requirements for Component 2 and receive feedback on their writing throughout the course. For Component 2 work, the MTC will discuss instructional decisions for planning differentiated activities to promote student learning. The MTC is required to collect and analyze artifacts of student work that illustrate student growth in their certificate area. By the end of the course, the MTC is expected to have a complete draft of Component 2. The MTC will apply professional writing skills of description, analysis, and reflection throughout the course.

EDU633: Leading through Instructional Coaching

Credits: 3

The Midland Teacher Candidate (MTC) will understand research on the impact of instructional coaching and teacher effectiveness, know several models for coaching, and understand the principles behind coaching. The MTC will understand how coaches are leaders of change. The MTC will know how to begin a positive coaching experience, create learning conversations, know strategies and processes for implementing effective coaching including relationship building, modeling, observing, collaborating, and data analysis. The MTC will understand the significance of focusing coaching and organizing interventions around managing student behavior, enhancing content knowledge, improving direct instruction, and implementing formative assessment.

EDU634: Content Study

Credits: 3

The Midland Teacher Candidate (MTC) will continue working on NBPTS Components 2-4, in addition to preparing for Component 1 assessment center exercises that are designed for NBPTS to test content knowledge across the age range and for the specified content are

requested for national certification. The MTC will have a NBCT mentor who will support his/her continued work on NBPTS components. The MTC and NBCT mentor will correspond weekly via email, in person, or video conference call. Discussions will include feedback on written commentary for Components 2-4 and the content area assessment for Component 1.

EDU698: Capstone Presentation

Credits: 3

The Midland Teacher Candidate (MTC) will complete the requirements for Components one through four. The MTC will write a final overall reflection including a summary of the portfolio entries, an explanation of the MTC's growth through the process including; Why did the MTC decide to apply for NBPTS certification? What did the MTC learn from the process? How has this changed the MTC's teaching? What is different about the MTC's classroom and why should others pursue/support (or not) NB Certification? The MTC will identify and explain how the Five Core Propositions are inserted in the MTC's responses. The MTC will present and engage in a professional discussion with a Midland faculty panel.

EDU699: School Improvement Action Research Project-Capstone

Credits: 3

The culminating project is a Principal Action Research Report (PARR) and two presentations. The Principal Candidate will present to a Midland panel of instructors and to an authentic audience. The PARR will synthesize coursework, experiences, and research throughout the Principal Endorsement program related to his/her school's improvement plan. Candidates will have worked closely with a Midland University instructor and his or her school district mentor to plan action research that leads to school improvement.

Additional Attributes: Total Clock Hours in the Field = Minimum of 250 clock hours.

ESL500: Introduction to ESL

Credits: 3

This course examines theories of language acquisition, history, and legal implications of ESL in the United States. Students will become familiar with local and national standards of ESL. This course provides a general overview of strategies and techniques effective for teaching English Language Learners.

ESL550: Cross-Cultural Communications

Credits: 3

This course examines the implications of serving diverse cultures present in an ESL setting, including cultures of race/ethnicity, religion, and poverty. Students will identify the characteristics of different cultures and effective strategies to use when working with students and families of diverse populations. Students will examine their own cultural biases and biases of others in

educational settings. Students will interact with students and/or adults who are not native English speaking.

ESL600: Methods - Assessment - and Evaluation of ESL Learners

Credits: 4

This course provides in-depth experiences in the methods, assessment, and evaluation of ESL students. Methods of instruction will include a variety of models, techniques, and strategies that are effective with ESL students. Practice with models of sheltered instruction will prepare Teacher Candidates in the areas of planning, instruction, review, and assessment to work in classrooms with English language learners. This course includes a field-based experience of 15 hours.

ESL655: Linguistics for ESL

Credits: 3

Students will know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners (ELLs) develop language, literacy, and achieve in the content areas. Students will also use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

ESL698: ESL Practicum

Credits: 2

This course provides Candidates an opportunity to complete a practicum of 45+ hours in an ESL setting. Candidates will select from a variety of assignments related to their practicum experience. The grade levels for the practicum must correspond with field or subject endorsement the Candidate currently holds. If a Candidate is seeking a PK-12 endorsement, the practicum must be completed at the level not on the current endorsement (if applies).

HAL500: Introduction to Educating High Ability Learners

Credits: 4

The purpose of this course is to provide a comprehensive introduction to gifted education and talent development, aligned with national standards for knowledge and skills

in the field essential for successful teaching, counseling, or coordinating gifted/talented programs. The course takes advantage of a variety of sources of information and asks participants to apply new understandings and skills in practical ways. Assignments are differentiated for different roles in schools today.

HAL510: Psychology of Giftedness

Credits: 4

This course will explore theories of learning, child development, and motivation. Issues unique to the field of giftedness, such as underachievement, cognitive and affective needs, creativity, gender, and cultural issues will be examined. There is a minimum of 20 hours of practicum required in this course.

HAL520: Programming for the High Ability Learners

Credits: 3

This course will explore different programming models for high ability learners. A major focus of this course will explore curriculum concepts for the high ability learner as well as differentiation, acceleration, and advanced placement. Effective practices and research will be emphasized.

HAL530: Administration and Supervision of High Ability Learner Programs

Credits: 3

This course will investigate policy regarding high ability learner education programs. Students will be able to administer a comprehensive high ability program, including evaluation and professional development.

HAL599: HAL Practicum/Seminar

Credits: 4

This course provides candidates with a clinical experience of 90 hours in Gifted and Talented setting at both the elementary and secondary levels. Students will demonstrate, reflect, and evaluate their proficiency in many of the program outcomes. Students will provide consultation services to colleagues, parents, and other stakeholders. Students will also be involved in a book study to strengthen their understanding of high ability learners.

Master of Athletic Training

The Midland University Master of Athletic Training (MAT) Program in the School of Human Performance is a traditional full-time program that prepares students to take BOC exam in order to become a certified athletic trainer. With 31 sports and multiple off-site experiences, Midland provides a diverse educational and clinical experience.

School of Human Performance Faculty and Staff

Heather Hess
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 B.S., George Fox University; M.S., Indiana State University

Midland University's Master of Athletic Training Mission

To provide future Athletic Training professionals with the knowledge, skills, and practice to be successful in a wide range of professional settings.

Program Outcomes

At the completion of the Midland University MAT program, students are:

- Qualified for entry-level athletic training positions, upon certification from the BOC.
- Clinically proficient at the level defined by CAATE
- Competent to provide athletic training services in a wide variety of professional settings with diverse patient populations
- Able to synthesize information, make decisions, and act in ways that maximize patient outcomes
- Exhibiting behaviors consistent with those of athletic training professionals

Course Requirements: Complete the following 43 credits with no grade lower than C:

Course Requirements	Credits
MAT500: Advanced Emergency Techniques in Athletic	2
MAT501: Lower Extremity Evaluation	3
MAT502: Upper Extremity Evaluation	3
MAT503: Musculoskeletal Anatomy	1
MAT510: General Medical Conditions in Athletic Training	3
MAT511: Community Health	1
MAT512: Pathophysiology and Pharmacology	3
MAT513: Epidemiology in Athletic Training	1
MAT519: Athletic Training Practicum I	2
MAT520: Topics in Sports Medicine	2
MAT521: Research Methods and Evidence Based Practice in Athletic Training	1
MAT522: Orthopaedic Specialist Practicum	1
MAT529: Athletic Training Practicum II	2
MAT600: Therapeutic Modalities in Athletic Training	3
MAT601: Rehabilitation Methods in Athletic Training	3
MAT603: General Medical Applications	3
MAT604: General Medical Applications Practicum	1
MAT619: Athletic Training Practicum IV	2
MAT620: Organization & Administration in Athletic Training	2
MAT628: Seminar in Athletic Training	2
MAT629: Athletic Training Practicum V	2

Requirements for Completion of Degree:

In order to graduate from Midland University with a Master of Athletic Training, students will need to complete the 42 graduate credit hours of coursework within the MAT Program, including 15 semester hours of clinical practicum. Students will complete clinical practicum rotations that satisfy the CAATE requirements for clinical placements. Students must successfully complete MAT courses with an overall GPA of 2.75 with no grades of D or F. A student may earn a C- in no more than two MAT courses. Each grade of C- earned must be followed up with an A in the following semester.

MAT Courses

MAT500: Advanced Emergency Techniques in Athletic Training

Credits: 2

The course is designed to prepare students for planning, executing, initial and post care following an emergency. Emergency prevention applications will also be covered in this course. Students will be eligible to take their Professional Rescuer Certification by the American Red Cross.

MAT501: Lower Extremity Evaluation

Credits: 3

The course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the lower extremity.

MAT502: Upper Extremity Evaluation

Credits: 3

This course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the trunk and upper extremity.

MAT503: Musculoskeletal Anatomy

1 credit

This course will review the muscular and skeletal anatomy of the human body. Emphasis will be put on specific bones and their landmarks, muscles (origin, insertion, action, and innervation), and joints (types, osteokinematics, and arthrokinematics). This course will prepare students for higher order thinking skills necessary for evaluation of athletic injuries.

MAT510: General Medical Conditions in Athletic Training

Credits: 3

The course will teach students aspects of non-orthopaedic pathologies as well as inter-professional practice with other students in other Health Care disciplines.

MAT511: Community Health

Credits: 1

This course provides an understanding of the principles concerning personal, family and community health. Students will learn to apply concepts of healthcare

informatics to multiple domains of public health in order to better understand, characterize and promote health at the population level.

MAT512: Pathophysiology and Pharmacology

Credits: 3

Advanced study in the pathophysiology and pharmacology involved in injuries and conditions commonly seen in the area of sports medicine. This will include a detailed macro and microscopic analysis of underlying pathophysiologies or sports-related injuries. In addition, this course will explore the interrelationship of current therapeutic pharmacological agents and their physiological effects on the body.

MAT513: Epidemiology in Athletic Training

Credits: 1

This course provides students an overview of epidemiological methods in studying the distribution and determinants of disease in populations. Includes epidemiological methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and musculoskeletal injuries.

MAT519: Athletic Training Practicum I

Credits: 2

First semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider

MAT520: Topics in Sports Medicine

Credits: 2

The course focuses on topics in relation to Professional Development and Responsibility, Legal Concerns and Insurance issues, Fitness and Conditioning Techniques, and Nutrition and Supplements.

MAT521: Research Methods and Evidence Based Practice in Athletic Training

Credits: 1

The course covers the idea of evidence based practice (EBP), what it is and why it is important in health care professions. Clinical appraisal of EBP and application in real life scenarios are covered as well as research statistics and design.

MAT522: Orthopaedic Specialist Practicum

Credits: 1

This course introduces techniques for orthopedic casting/bracing and fitting for custom orthotics for the allied health professional. Based on feedback from radiograph imaging, students will learn the selection, application, and removal of orthopedic casting for upper and lower extremity disorders in addressed. This course is a hand-on course that involved both instruction and practical application.

MAT529: Athletic Training Practicum II

Credits: 2

Second semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider.

MAT539: Athletic Training Practicum III

Credits: 2

Third semester of supervised clinical experience in athletic training. This course is a minimum of 4 weeks and 200 hours. This course will not exceed 8 weeks or 500 hours. The course is an immersive clinical experiences, where the student will participate in a practice intensive experience (full time) to experience the totality of care provided by athletic trainers.

MAT600: Therapeutic Modalities in Athletic Training

Credits: 3

The course covers the principles and types of therapeutic modalities, evidence based practice in application, and the why and when for application using case scenarios.

MAT601: Rehabilitation Methods in Athletic Training

Credits: 3

The course includes instruction on foundational concepts in rehabilitation, rehabilitation of the spine and upper and lower extremities, and restoration of athletic performance.

MAT603: General Medical Applications

Credits: 3

In this course, students will learn concepts and apply skills of the following: 1) opening a vein for drawing blood and intravenous administration of medication, and 2) wound care and closure (including suturing methods).

MAT604: General Medical Applications Practicum

Credits: 1

This course contains the necessary hours where students will practice phlebotomy under supervision. There is a minimum of 100 hours for completion of this course to receive your phlebotomy certificate and be eligible to sit for the national phlebotomy exam.

MAT619: Athletic Training Practicum IV

Credits: 2

Fourth semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider.

MAT620: Organization & Administration in Athletic Training

Credits: 2

Students will learn concepts regarding program management, facility design and planning, reimbursement services/insurance, legal and ethical considerations, and pre-participation physical examinations and drug testing.

MAT628: Seminar in Athletic Training

Credits: 2

This course is designed to review and simulate all competencies which have been covered in the preceding semesters to help prepare graduating students to prepare for the Board of Certification (BOC) exam. Topics covered in this course include: study techniques and test taking strategies, information about the exam format, knowledge assessment of the athletic training domains and skills and critical thinking assessment through simulation.

MAT629: Athletic Training Practicum V

Credits: 3

Fifth semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider.

Academic Affairs Staff

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Finance & Facilities Planning*

Sherry Koehler
Assistant Controller

Sheri Bolton
*Student Financial
Counselor/Student Billing*

Rikkel Glosser
Accounts Payable/Student Billing

Financial Aid

Doug Watson
*Director of Financial Aid and
Express Services*

Lisa Hughes
Financial Aid Counselor

Brooke Phillips
Financial Aid Advisor

Information Technology

Shane Perrien
Chief Information Officer

Chuck Farraj
Lead Systems Architect

Lochlan Hehr
Computer Support Analyst

David McDonald
System Administrator

David Millar
Help Desk/Project Manager

Alan Shovan
Systems Analyst

Student Affairs: Residence Life, Student Development

Dr. Lawrence Chatters
Vice President for Student Affairs

Kris Dvorak
*Director of Student and Resident
Services*

Leaha Hammer
*Director of Student Counseling and
ADA Coordination*

Sidney Hirsch
*Director of Student Development,
Warrior Skills*

Rev. Scott Johnson
Director of Campus Ministries

Morgan Savio
*Assistant Director of Student
Leadership and Residence Life*

*As of May 2020 - See
www.midlandu.edu for a complete
and current listing of staff and
contact information