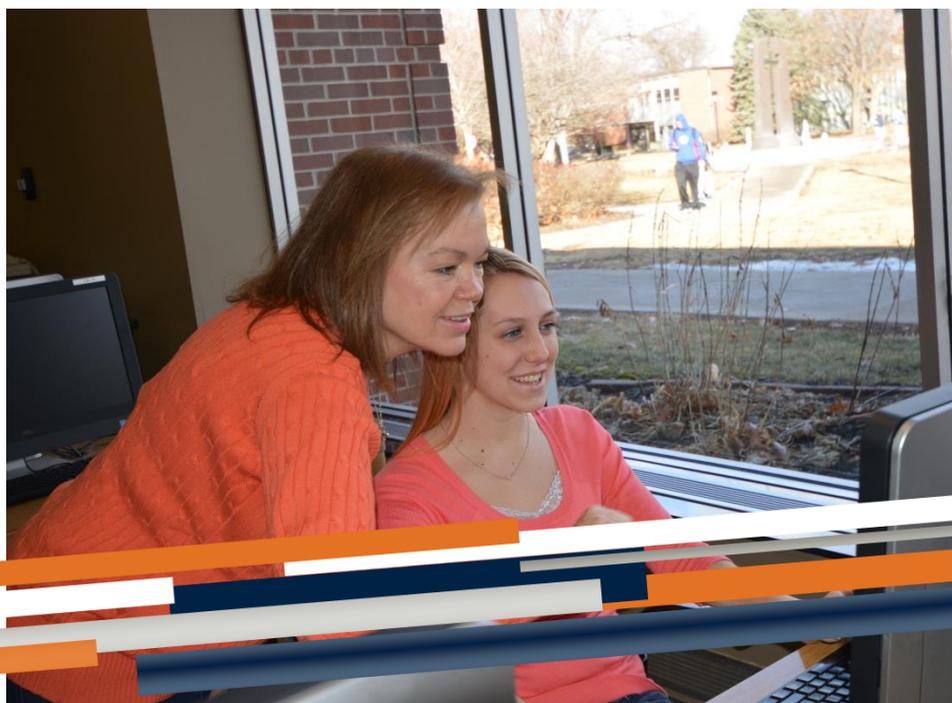


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MIDLAND AT A GLANCE |

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 Atchinson, 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 an hour drive from Lincoln, the capital of Nebraska.

Profile

Midland has approximately 1,100 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.

Leading Midland's academic program are approximately 100 full and part-time faculty members. More than half of the full-time faculty members have earned a terminal degree in their field; additionally, many of the faculty members have distinguished themselves professionally within their discipline. The student to faculty ratio is approximately 10:1, permitting a close relationship on both academic and personal levels. Midland faculty and advisors are committed to helping all students achieve their maximum potential.

Academic Programs

The University offers 23 baccalaureate majors along and two graduate programs. Within the 23 baccalaureate majors, Midland offers 27 concentrations, 16 education endorsements, and more than 20 pre-professional fields of study. In addition, independent study, interdisciplinary concentrations, compressed majors, and student designed special studies majors are also available for students.

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 Events Center for athletics and special events.

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.

Special Notice

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.

MIDLAND'S MISSION |

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.

The First-Year Experience at Midland University

Midland University believes that the first year of college is central in developing the knowledge, skills, attitudes, and behaviors necessary for the successful completion of a college degree, becoming a life-long learner, becoming an active and ethical participant in a diverse world, and in living a life of service. Therefore, Midland University provides a foundational first-year experience that allows students to lay claim to their unique gifts and talents, one in which Midland and its students share responsibility for a positive first-year experience. The University initiates the learning and the student becomes an engaged learner to lay out the foundation for student to live out our mission to learn and lead in the world with purpose and advance our core institutional values of faith, learning, quality, respect, and stewardship.

Midland:

- Respects and addresses the varied academic, personal and social development needs of all students,
- Supports curricular and co-curricular programs that promote full engagement in learning,
- Develops faculty and staff to work effectively with first-year students, and
- Assesses our comprehensive first-year experience for improvement.

Our students:

- Understand the academic expectations of the University,
- Demonstrate the foundational skills for academic success including reading, writing, speaking, and critical thinking
- Take responsibility for their own learning
- Appreciate that the role and purpose of a liberal arts education includes liberating and opening the mind, and preparing students for responsible action
- Participate in academic and co-curricular activities to experience a diversity of ideas, world views and cultures
- Are aware of and use the support resources of the University
- Develop behaviors to support a physically, spiritually and socially healthy lifestyle.

Accreditation

Midland is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504, (800) 621-7440, and the Department of Higher Education of the Evangelical Lutheran Church. Individual programs are accredited by the Nebraska State Board of Nursing, the Accreditation Commission for Education in Nursing, the Commission on Accreditation for Respiratory Care, and the Nebraska State Department of Education. Documentation of accreditation may be viewed upon request in the Office of the President.

The 4-1-4 Academic Calendar

The Four-Month Fall and Spring Terms

Midland uses the 4-1-4 calendar plan for its academic program which consists of two terms of approximately four months separated by a three-week Interterm during January. The Fall term begins in late August and is completed before the Christmas break in December. The Spring term begins in late January and ends in May.

The 120 credit hour graduation requirement is designed to be completed in four academic years by earning an average of 30-36 credits per year. Students typically carry 15-18 credit hour loads during fall term and spring term and take one Interterm course per year. The careful scheduling of heavier Fall and Spring term loads and completion of Summer courses can result in attainment of a minor or an additional major, graduation in less than four years, additional endorsement fields in teacher education and/or multiple concentrations within a major field. Specially designed compressed majors have been developed to support students earning double majors. A significant number of majors have also been planned for completion in three years.

Interterm

At the center of the academic calendar is the three-week period called Interterm. Interterm is designed to provide the student with opportunities for individual research, concentrated study in a chosen area and creative educational experiences not available during the regular term. An Interterm project may take many forms and, depending on the nature of the project, the student may work alone in independent study, with another student or faculty member in a joint project, or with a class. Some projects take the student away from campus for experiences in the city, state, across the nation or abroad. Midland participates in cooperative programs to provide the option of choosing from several hundred unique educational experiences at geographical locations across the world.

Courses taken during Interterm are granted full academic credit. Participation in Interterm is not required, although approximately 80 percent of the fall term students elect to enroll in an Interterm course. To encourage students to participate in Interterm, there is no extra tuition charge to full-time students who successfully earn credit in the fall term or those registered as new full time students for the spring term. If a new student who was registered for the spring term does not begin or complete the term, a charge will be assessed for the Interterm session. Likewise, resident students not enrolled in Interterm may not reside in a Residence Hall or eat in the Dining Hall during Interterm.

Interterm offers students a change of pace, based on the premise that it is academically sound to provide a concentrated period in which both professors and students are free from multiple class commitments and able to concentrate on a single project or topic of special interest.

Interterm is designed to fulfill seven objectives:

- Afford a depth of inquiry and freedom of method not practically obtainable within the fall or spring term.
- Provide breadth of educational opportunities via experiences outside the geographical boundaries of the Midland campus, domestically and internationally, as well as experiences on campus.
- Promote learning by doing, as well as learning from a text book.
- Promote increased student initiative and responsibility for planning and pursuing educational objectives.
- Encourage and enable students to explore study in disciplines in which they may not have an extensive background.
- Facilitate opportunities for student initiated courses.
- Facilitate curricular flexibility via team teaching and interdisciplinary study.

Summer Session

Courses are available on a limited basis during the summer months on campus and online. Summer session begins in early-June and concludes in late July/early August. During the summer session, the maximum student load without special permission is nine credit-hours.

Co-Curricular Programs

Strong, varied co-curricular programs are offered at Midland to extend student learning beyond the classroom. Programs include:

- | | |
|---|--|
| <ul style="list-style-type: none">• 27 Varsity Intercollegiate Sports• Intramural & Club Sports• Student Government• Campus Ministries• Sororities & Fraternities | <ul style="list-style-type: none">• Vocal music• Instrumental music• Drama• Student Publications• Department Clubs |
|---|--|

Student Organizations

Social & Service Organizations

Beta Sigma Psi (Social Fraternity)
Campus Crusade for Christ
Circle K International (Service Organization)
Colleges Against Cancer
Cultural Unity
Fellowship of Christian Athletes
Greek Council
Health Occupations Students of American (HOSA)
Inter-Fraternity Council/Inter-Sorority Council
Intramural Sports
Kappa Phi (Social Fraternity)
Midland Activities Crew
Midland University Gaming (M.U.G.)
Non-Traditional & Commuters Club
Phi Omega (Social Sorority)
Pi Epsilon (Social Sorority)
Short Attention Span (Improv Club)
Sigma Rho (Social Fraternity)
Student Ambassadors
Student Leadership Team (LEAD)
Student Orientation Committee
Student Senate
Tri Phi (Social Sorority)
Ultimate Frisbee Club
Warriors to Warriors

Honor Organizations

Who's Who
Alpha Lambda Delta (First Year Honorary)
Alpha Psi Omega (National Dramatic Honorary)
Blue Key (National Honor Fraternity)
Cardinal Key (National Honor Society)
Dean's List
President's List
Psi Chi (National Honor Society in Psychology)
Sigma Tau Delta (National English Honorary)
Sigma Theta Tau – International Honor Society of Nursing

Department Organizations

Band
Catalyst 4 Change
Chapel Choir
Chemistry Club
Choir
Clef Dwellers
Criminal Justice Club
Midland Association for Science and Health (MASH)
Phi Beta Lambda – Students in Free Enterprise (PBL-SIFE)
Student Art Association
Student Education Association
Student Nurses' Association



CURRICULUM |

The Undergraduate Curriculum

As an undergraduate, liberal arts college, Midland offers educational programs designed to prepare students for a future in a global and Internet-driven society. Students pursue course options in the humanities, the physical and life sciences and the social and behavioral sciences where major programs of study prepare the student for a specific vocation and/or graduate study. Midland emphasizes quality, personal attention and student involvement in learning. Students partner with the faculty as co-creators of their own knowledge, integrate, and apply learning throughout the curriculum. Students are supported as they develop into independent, lifelong learners and problem solvers.

The University's curriculum is inherently dynamic and purposely flexible. Designed around the belief that today's students can and should embrace an active and responsible role in their education, the academic structure provides a framework within which individual needs and educational goals may be met.

Midland's academic program is divided into three areas: core curriculum, program requirements, and electives. Dependent on the student's choice of major, the program is designed so about one-third of the graduation requirements fall into each of these three areas.

THE CORE CURRICULUM |

All courses taken to meet core curriculum requirements must be graded on the A-F scale, and a C- or higher earned as indicated.

WRITING REQUIREMENT: (3-9 CREDITS AT C- OR HIGHER)

Students with an English ACT score of 18 or below enroll in the following reading/writing courses, followed by the required English Composition and Humanities courses:

___ ENG 111 University Reading and Writing I

___ ENG 112 University Reading and Writing II

___ ENG 120 English Composition

**Students placed into this track are required to pass the ENG 111 and ENG 112 sequence within one academic year*

Students with an English ACT of 19 to 24 enroll in English Composition, followed by the Humanities requirements.

___ ENG 120 English Composition

REQUIRED HUMANITIES COURSES (8 CREDITS AT C- OR HIGHER)

Students with an English ACT of 25 or above or who have completed English Composition at the college level may enroll directly into the required Humanities courses.

___ MID 120 Blue Humanities (4 credit hours)

___ MID 130 Orange Humanities (4 credit hours)

HUMANITIES CHOICES (9 CREDIT HOURS TOTAL WITH 3 CREDITS FROM EACH OF THE FOLLOWING CATEGORIES)

Category A: Fine and Performing Arts (3 Credits)

Select any course from ART, MUSIC or THEATER: Examples below:

___ ART 100 Introduction to Drawing

___ ART 110 Introduction to Design

___ ART 131 Ceramics Hand-building

___ ART 132 Ceramics Wheel Throwing

___ ART 133 Empty Bowls

- ART 140 Introduction to Advertising Design
- ART 160 Introduction to Graphic Illustration
- ART 180 Introduction to Graphic Design
- ART 150 Introduction to Painting
- ART 201 Art History I
- ART 202 Art History II
- ART 219 Introduction to Sculpture
- MUS 011 Voice (1 Credit)
- MUS 021 Organ (1 Credit)
- MUS 031 Piano (1 Credit)
- MUS 041 Instrumental (1 Credit)
- MUS 080 Clef Dwellers (audition)
- MUS 160 Band (1 Credit)
- MUS 170 Choir (1 Credit)
- MUS 101 Fundamentals of Music (3 Credits)
- MUS 180 Topics in Music (3 Credits)
- MUS 210 American Music Experience (3 Credits)
- THE 111 Theatre Technology (3 Credits)
- THE 202 Fundamentals of Acting (3 Credits)
- THE 260 Musical (3 Credits)
- THE 270 Theater Practicum-Tech (1 Credit)
- THE 271 Theater Practicum-Performance (1 Credit)

Category B: Religion and Philosophy (3 Credits)

Select any course from the Religion or Philosophy department. Examples below:

- REL 120 Development of Christian Thought
- REL 130 Introduction to Old Testament
- REL 140 Introduction to New Testament
- REL 150 Lutheranism
- REL 185 Christian Communities
- REL 208 Jesus and the Prophets
- REL 230 Power, Structure and Moral Responsibility
- REL 240 Religions of the World
- REL 280 Christianity and Human Sexuality
- PHI 200 Philosophy Across the World
- PHI 250 Foundations of Moral Decision Making
- PHI 280 Critical Thinking
- PHI 290 What is Religion? Who is God?

Category C: History, English/Literature (3 Credits)

Select any course from the History or English department. Examples below:

- ENG 110 Introduction to Literature
- ENG 130 Short Story
- ENG 140 Plains Literature
- ENG 203 Making of America
- ENG 204 Development of Modern America
- ENG 210 Topics in Ethic Literature
- ENG 220 Advanced Writing
- ENG 290 Linguistics
- HIS 111 United States History to 1877
- HIS 112 United State History since 1877

- ___ HIS 153 World Civilizations I
- ___ HIS 154 World Civilizations II
- ___ HIS 212 Introduction to Political Science
- ___ HIS 213 Federal Government
- ___ HIS 240 Women in America
- ___ HIS 241 Great Plains History

MATHEMATICAL LITERACY: (3 CREDITS AT C- OR HIGHER)

- ___ MTH 100 Math for Liberal Arts
- ___ MTH 140 College Algebra
- ___ MTH 150 Pre-Calculus
- ___ MTH 210 Elementary Statistics
- ___ MTH 220 Calculus
- ___ SSC 330 Social Science Statistics

LAB SCIENCE PROFICIENCY: (4 CREDITS AT C- OR HIGHER)

- ___ BIO 100 Principles of Environmental Science
- ___ BIO 103 Principles of Biology
- ___ BIO 106 General Zoology
- ___ BIO 190 Survey of A&P
- ___ CHE 103 General Chemistry I
- ___ CHE 104 General Chemistry II
- ___ CHE 122 Chemistry for Health Sciences
- ___ ESC 101 Physical Geology
- ___ ESC 102 Historical Geology
- ___ PHY 121 Descriptive Astronomy
- ___ PHY 122 Topics in Astronomy
- ___ PHY 151 General Physics I
- ___ PHY 161 Physics for Scientists

ORAL COMMUNICATION PROFICIENCY: (3 CREDITS AT C- OR HIGHER)

- ___ SPE 110 Fundamentals of Oral Communication
- ___ SPE 210 Interpersonal Communication
- ___ SPE 250 Group Communication

INTRODUCTION TO MIDLAND (1 CREDIT)

- ___ MID 101 Introduction to Midland

*BUS 160 Business Ethics and BIO 110 Bioethics will not count in Category B

**Students may take upper-level courses but must meet pre-requisites

***Internship hours will not count in the Humanities Choices categories

****Foreign Language requirement: one full year of the same language in high school with a grade of C- or better or one semester of foreign language for college credit.

CORE CURRICULUM OUTCOMES |

<u>Core Area</u>	<u>Outcomes Assessed</u>
<p><u>Writing Requirements:</u> - English Composition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply a systematic process (prewriting, drafting, substantive revision, and editing) to writing tasks • Demonstrate the rhetorical elements of communication purpose, audience, and text • Demonstrate knowledge of conventions including structure, usage, and mechanics conforming with edited English • Using a thesis, display the ability to argue and address counterarguments and use different types of evidence (such as fact, values, intellectual and creative) • Practice writing as a recursive, collaborative and social process in which the habit and skill of revision is emphasized • Employ correct quotation and citation
<p><u>Orange Humanities</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast religions, historical events, cultural practices, and literature in China and the Islamic world. • Identify and critically analyze assumptions about other cultures. • Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. • State and describe an issue/problem comprehensively to be considered critically is stated clearly and described, delivering all relevant information necessary for full understanding.
<p><u>Blue Humanities</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate central historical figures and literary works, which have share Western thinking, practice and culture. • Identify and describe ideas that have shaped Western culture, including autonomy, justice the Christian salvation tradition and the individual’s relationship to his or her culture. • Think and write critically and creatively about concepts and moments that have transformed Western intellectual heritage. • Reach conclusions that are logical and reflect the student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.
<p><u>Humanities Choice Courses</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate a basic understanding of a central element(s) within each of the following areas: <ul style="list-style-type: none"> • History or Literature • Fine or Performing Arts • Religion or Philosophy • Analyze their own and others’ assumptions and carefully evaluate the relevance and context when presenting a position. • State and describe an issue/problem comprehensively to be considered critically is stated clearly and described, delivering all

	<p>relevant information necessary for full understanding.</p> <ul style="list-style-type: none"> • Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. • Reach conclusions that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
<u>Mathematical Literacy</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words) • Represent relevant information into mathematical forms (e.g., equations, graphs, diagrams, tables, words) and solve the problem applying appropriate mathematical models. • Make judgment and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis. • Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)
<u>Lab Science Proficiency</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of scientific principles and their interrelationships to the environment. • Apply the scientific method to design experiments, collect and analyze data from coherent conclusions. • Demonstrate the ability to assemble, evaluate and present scientific information. • Demonstrate an understanding of social, moral, and ethical implications of science.
<u>Oral Communication Proficiency</u>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Gain a theoretical and practical understanding of the basic theories, concepts and tenets of human communication. • Demonstrate a capacity to apply critical thinking skills in the creative process. • Build confidence in applying effective communicative strategies in one's own human communication behaviors. • Develop and sharpen active listening skills. • Appreciate the importance of both the verbal and nonverbal components of human communication. • Appreciate the importance, complexity, and relation of the self-concept to achieving satisfying and effective communication in both personal and professional contexts.

Note: Some outcomes based partly on the AAC&U's Valid Assessment of Learning in Undergraduate Education rubrics

Required Writing “W” Course Characteristics:

As a means of requiring and ensuring the continued development of writing skills, Midland requires that each major-granting department either offer a course with a strong writing component or designate a “W” course from another department as part of the curriculum. A “W” course will require each student to submit at least 6,000 words of graded writing (approximately 24 standard double-spaced pages) that demonstrates the learning objectives of the course. Examples of individual writing that would meet this requirement include responses (reading / journal), essays (personal or academic including drafts that undergo substantive revision), reports, proposals, abstracts, journal/literature reviews, research papers, portfolios, etc. The 6,000-word/24-page total can be comprised of multiple assignments. If collaborative writing is assigned, each student’s contribution must be calculated and applied to the student’s individual 6,000-word total.

Faculty will provide students with substantive feedback on the 6,000-word minimum of graded writing assigned. Substantive feedback includes written instructor comments and/or conferencing on issues encountered in the pursuit of the course learning objectives. Students may be given the opportunity to revise the work in accordance with that feedback.

The Writing Across the Curriculum(WAC) rubric is used as the standard form of evaluation in all “ W” courses. Faculty will introduce students to, and report a final WAC Rubric score to the Assessment Director at the end of the semester.

Faculty will provide the following information in their course materials:

- The specific writing (by way of assignment description and criteria used for assessment) students will undertake e.g., proposals, lab reports, research papers, portfolios, etc.
- The description of the writing process including a style guide IF the most recent version of preferred citation isn't being used; for MLA, it is the 6th edition style guide and for APA it is the 2010 version.
- Each course will also incorporate at least THREE of the following processes: drafting, in-class peer review, Writing Center usage, line editing with online assistance-- Microsoft Word or other system, assembling portfolios) type and frequency of instructor feedback

Major Requirements

The second one-third of the academic program offers specialized preparation in various fields of interest. A number of these fields are pre-professional in nature. Other majors prepare students for professional work in a field which they may enter upon graduation. Still others prepare students for graduate work in their field of choice. The flexibility of the curriculum provides many opportunities for a program which meets the educational and vocational objectives of the individual.

Each student must successfully complete a major field of study. Course work taken in the major subject permits the student to inquire in depth and to pursue a coordinated and intensive study within the field. Credit-hour requirements, capstone experience requirements and differ from major to major, as noted in the Course Offering section of this catalog.

GPA requirements are the same for all majors, and state that all students must obtain a 2.25 GPA to graduate, unless specified higher by a particular department.

Electives

Electives, approximately the final one-third of the academic program, complement and supplement the student’s institutional requirement and major course work. Through the use of electives, the student may choose courses in an exploratory manner to give additional breadth to the program or add a second major or minor. Students are encouraged to take courses from a variety of disciplines and departments and to use electives to broaden their exposure and interests.

Degrees Offered

Six baccalaureate degrees are designated as degrees in course at Midland. Institutional requirements are uniform across the degrees, with the student's chosen major field of study the determinant as to which degree is earned. Students with double majors declare their degree preference when completing the "Plan for Graduation." Additionally, two master-level degrees are offered at Midland.

Students who have previously earned a baccalaureate degree at another university and wish to earn a second degree at Midland may do so by completing the degree requirements enumerated in the pages that follow and meeting Midland University's Core and Distribution requirements.

Baccalaureate Degrees

The baccalaureate degree is an undergraduate program of liberal arts and sciences with specialized training in a variety of departmental major fields. To be eligible for one of the six baccalaureate degrees, the student must achieve the following requirements:

- I. The successful completion of 120 credit hours or the equivalent, including all general education requirements.
- II. Grade point averages (GPA) must be maintained as follows:
 - A minimum cumulative grade point average of 2.00.
 - A minimum grade point average of 2.25 (unless otherwise specified by each department) in work taken in the major or minor
- III. The major portion of course work applied to the baccalaureate degree must be graded on the A-F system.
 - A minimum of 86 credit hours must be graded on the A-F system.
 - A minimum of two-thirds of the credit hours in major and minor areas must be graded on the A-F system. Many majors require all courses to be graded on the A-F system.
- IV. Residence requirements stipulate that 32 of the final 40 credit hours must be completed in residence at Midland.
- V. All financial obligations to the University must be fulfilled.

Special Studies Major

In addition to the majors named, Midland students, with the assistance of their advisor and the approval of the Deans' Office, have the opportunity to develop their own program leading to learning.

The special studies major may be an interdisciplinary major or a special combination of courses within a department. It may be developed through the regular course offerings of the University as well as tutorials and independent study.

Compressed Double Majors

To assist students in being fully prepared for the rapidly changing employment opportunities of the 21st century, Midland offers compressed majors that encourage students to pursue in-depth studies in multiple disciplines. Each compressed major includes the most significant skills and knowledge for that particular discipline.

Compressed majors may not be earned as 'stand-alone' majors. Students must earn a double major by either combining two compressed majors, or combining a compressed major with a long major. Certain compressed majors are not able to be combined with each other or certain long majors or minors. *Note the restrictions under the departmental listings.

Capstone with a compressed double major

Students must work with the program coordinators for their majors to decide whether to complete a single integrated capstone that would reflect both majors or to complete separate capstone requirements for each of the two majors. This decision must be made by the end of the first semester of the junior year.

DEGREE & CORRESPONDING ACADEMIC MAJORS

Bachelor of Arts (BA)

Art

- Graphic Art

Arts Management

Criminal Justice

Education

- Elementary Education
- Early Childhood Education
- Special Education

Endorsements: Arts, Basic Business, Biology, Coaching, English, ESL, History, Mathematics, Music, Science, Physical Education, Social Science, and Vocal Music

English

- *Minor: Writing*

History

Human Services Composite

Journalism & Mass Communication

Religion/Philosophy

Human Performance

- Athletic Training
- Exercise Science
- Sports Marketing Management
- Strength & Conditioning Minor
- Coaching Minor

Psychology

- *Minor: Applied Behavioral Analysis*

Social Science Composite

Sociology

Youth & Family Ministries

Religion/Philosophy

Sociology

Youth & Family Ministry

Compressed Majors for use in Double Major:

- *Management*
- *Marketing*
- *Criminal Justice*
- *English*
- *History*
- *Mathematics*
- *Psychology*

Bachelor of Fine Arts (BFA)

Studio Arts

- Ceramics
- Drawing
- Graphic Design
- Painting
- Sculpture

Bachelor of Science (BS)

Biology

Math/Computer Science

- Mathematics
- Computer Science

Respiratory Therapy

Natural Science

- Composite
- Biology
- *Minor: Nutrition*

Bachelor of Science in Nursing (BSN)

Nursing

- Traditional BSN
- LPN/BSN
- RN/BSN

Bachelor of Science in Business Administration (BSBA)

Business Administration

- General Business
- Accounting
- Marketing
- Management
- Management Information Systems

Master of Business Administration (MBA)

Master of Education (MEd)

- Leadership in Teaching and Learning
- Principal Endorsement
- Adult and Organizational Learning

Coordinator: Tracy Shell, M.F.A.

The Art Department at Midland University offers students a wide range of career choices including comprehensive programs in fine art, commercial art and art education. Art majors may pursue either a Bachelor of Arts or a Bachelor of Fine Arts degree with a concentration in studio art or graphic art. Students in all majors study from select studio courses in ceramics, digital media, drawing, painting, photography, sculpture, art history, and printmaking.

The Bachelor of Arts degree is designed as a broad, liberal arts education. It is the recommended degree for those students who wish to pursue the K-12 teaching endorsement. It can also lead to graduate study in art history, art therapy, and fine art.

The Bachelor of Fine Art (B.F.A.) degree requires the student to choose an area of intensive studio practice. This degree is traditionally pursued by those students who wish to become professional artists or post-secondary art teachers. The BFA is considered the appropriate preparation for those wishing to pursue a Master of Fine Art and is also considered the professional design degree for those wishing to seek employment at design or advertising studios.

The Musbach Art Center is an innovative, fully-equipped building providing quality studio and gallery facilities, new equipment, state-of-the-art computers and software. The art programs are distinguished by excellent faculty providing individualized attention and accessibility.

A Midland Art Major:

- Demonstrates an aptitude for critical thinking and problem solving
- Demonstrates an aptitude for logical methodology and a work ethic
- Demonstrates a mastery of basic skills in the studio practicing of the visual arts, provides evidence of mastery skill and strength in at least one studio area, and competency in other areas of studio endeavor
- Participates in the creative process, critical evaluation and appreciation as a life-long enterprise in the visual arts
- Demonstrates an understanding of the western tradition of art history from Prehistoria to the contemporary, and understands historic cultural, political and religious diversity
- With the K-12 endorsement in Art Education, demonstrates knowledge of his/her students' capabilities, presents materials and lessons in an interesting and challenging manner, acts as a resource person and role model, and demonstrates leadership, compassion and impartiality
- With the Graphic Art concentration, demonstrates the ability to anticipate an employer's desires and requirements in illustration, advertising and graphic design, and demonstrates competence in his/her skills to propose, rework and implement projects on time and on budget
- With the Graphic Art concentration, shows competence in the following areas: illustration techniques and tools, computer use in illustration, advertising design mechanicals, layouts for proposed printing, type coordination and setting, computer use in publication, product and package design, and computer use in graphic design.

Art Major Requirements:

38-40 hours required including:

- ART 100 – Introduction to Drawing (3 hrs)
or ART 102 – Intro to Figure Drawing (3)
- ART 110 – Design (“C” Course) (3 hrs)
- ART 133 – Empty Bowls: Ceramic Art and Civic Engagement (3 hrs)
- ART 150 – Introduction to Painting (3 hrs)
or ART 151 Mixed Media Painting (3 hrs)
- ART 180 – Introduction to Graphic Design (3 hrs)
- ART 201 – Art History I (3 hrs)
- ART 202 – Art History II (3 hrs)
- ART 219 – Introduction to Sculpture (3 hrs)
- ART 499 – Art Internship (1-3 hrs)
- ART 420 – Senior Thesis (3 hrs)
- ART 421 – Thesis Exhibition (1 hr)
- COM222 – Introduction to Digital Photography (3 hrs)
- Two ART electives (6 hrs)

All courses must be graded on the A-F basis, with no grade below a C-.

Art K-12 Endorsement Requirements:

Refer to the Education section of the catalog for education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis, with no grade below a C-. This endorsement requires 52 hours including EDU 221 (1 hr), EDU 270 (2 hrs), EDU 275 (2 hrs), EDU 370 (2 hrs), and EDU 409 (2 hrs).

- ART 100 – Introduction to Drawing (3 hrs)
- ART 110 – Design (3 hrs)
- ART 133 - Empty Bowls (3 hrs)
- ART 150 – Introduction to Painting (3 hrs)
- ART 160 – Introduction to Graphic Illustration (3 hrs)
- ART 180 – Introduction to Graphic Design (3 hrs)
- ART 201 – Art History I (3 hrs)
- ART 202 – Art History II (3 hrs)
- ART 219 – Introduction to Sculpture (3 hrs)
- ART 420 – Senior Thesis (3hrs)
- ART 421 - Thesis Exhibition (1 hr)
- COM222 – Introduction to Digital Photography (3 hrs)
- ART electives (9 hrs)

Graphic Arts Concentration Requirements:

In addition to the Art Major requirements, students wishing to concentrate in graphic art should complete the following 18-20 credit hours:

- ART 140 – Introduction to Advertising Design (3 hrs)
- ART 160 – Introduction to Graphic Illustration (3 hrs)
- ART 180 – Introduction to Graphic Design (3 hrs)
- BUS 242 – Principles of Marketing (3 hrs)
or BUS 348 – Advertising (3 hrs)
or JOU 342 – Public Relations (3 hrs)

Recommended Electives:

- BUS 217 – Principles of Management
- COM230 – Visual Literacy

ART 360 – Intermediate Graphic Illustration
or ART 370 – Intermediate Advertising Design

All courses must be graded on the A-F basis, with no grade below a C-.

Art Minor Requirements:

21 credit hours including ART 100 or 102, 110,133, 150 or 151, 201, 202 and one additional ART course.

Graphic Arts Minor for Non-Art Majors Requirements:

25-27 credit hours including ART 100 or 110, 133 or 219, 140, 160, 180, 499 (1-3 credits); BUS 242 and 348; and COM222

Bachelor of Fine Arts – Studio Art Major Requirements:

41-43 credit hours including:

ART 100 – Introduction to Drawing (3 hrs)

or ART 102 – Intro to Figure Drawing (3)

ART 110 – Design (3 hrs)

ART 133 – Empty Bowls (3 hrs)

ART 150 – Intro to Painting (3 hrs)

or ART 151 Mixed Media Painting (3 hrs)

ART 180 – Intro to Graphic Design (3 hrs)

ART 201 – Art History I (3 hrs)

ART 202 – Art History II (3 hrs)

ART 219 – Intro to Sculpture (3 hrs)

ART 420 – Art Thesis (3 hrs)

ART 421 – Thesis Exhibition (1 hr)

ART 499 – Art Internship (1-3 hrs)

COM222 – Introduction to Digital Photography (3 hrs)

In addition to these 30-34 credits, Studio Arts BFA candidates will also choose an area of concentration and take an additional 9 credit hours in Drawing, Painting, Ceramics or Sculpture. To add a concentration, students must complete 6 additional hours in a medium, with requirements noted below:

Ceramics Concentration: 12 credit hours of upper level ART courses including ART 330 and ART 414

Painting Concentration: 12 credit hours of upper level ART courses including ART 350 and ART 413

Sculpture Concentration: 12 credit hours of upper level ART courses including ART 340 and ART 412

Drawing Concentration: 12 credit hours of upper level ART courses including ART 320 and ART 418

Graphic Arts Concentration: 12 credit hours of upper level ART courses including ART 380 and ART 415

*Note: Majors in Art and Studio Art may not be combined.

All courses must be graded on the A-F basis, with no grade below a C-.

Art Courses Offered:

ART 100 Introduction to Drawing (3 hrs)

Introduction to Drawing is a participation course emphasizing drawing as a creative, foundation artistic endeavor. Drawing stresses perceptual development through the use of accurate proportion, line, rendering techniques, and aerial and linear perspective. The knowledge, understanding and appreciation of past and contemporary artistic cultural achievement is integrated through lecture, image presentation, demonstration, and discussion. Drawing subjects include historical, natural, fantasy, and commercial imagery using charcoal, conte, ink, marker, pencil, and color pencil media.

ART 102 Introduction to Figure Drawing (3 hrs)

This course will provide direction to the student in the area of life drawing. Students will learn basic anatomy and will begin to develop an understanding of the way a figure inhabits space, and will be able to successfully reproduce this space in two dimensions. The outstanding goal of the course is to learn academic, realistic representation of the figure. Therefore emphasis will be on accurately rendering the figure on the page in proper proportion. However, good compositions are imperative, and conceptual matters will be taken into consideration, as well. Students will work up to developing their own personal style within the confines of academic figurative art.

ART 110: Design (3 hrs)

Design engages students in critical thinking situations involving an analytical examination of the structuring of form and the development of concise color theory in the solving of design problems. Design projects are presented through lecture, image presentation, demonstration, and discussion of specific problems and instructions, supplemented by textbook support readings and examples of basic, visual principles that students will amplify, embellish or use in combination. Critiques are done on individual design projects and portfolios involving describing, analyzing, interpreting, and evaluating works of art. Art design, as a learned skill, enables students to continue to exercise critical assessment, evaluation and appreciation of diverse visual subjects and styles.

ART 120: Art Appreciation (3 hrs)

This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is placed on the visual arts. Upon completion of this course students will demonstrate knowledge of an art related vocabulary and the historical and intercultural context of artistic styles; gain an appreciation for the aesthetics of the visual arts including the visual elements and principles of design in a two- and three-dimensional media. Students will be able to develop an informed personal reaction to the arts based upon critical analysis of various art forms and an appreciation of the artistic processes to complete such art forms. Class materials will be presented via image presentations, class discussions, hands on studio work, and outside reading assignments.

ART 131: Ceramics—Hand Building (3 hrs)

This aesthetic participation course will expose students to the basics of sculptural ceramics. Techniques covered will include coil and slab construction. Creative surfacing solutions will also be explored. Students will develop sculptural forms both abstract and representational while being introduced to historical and contemporary ceramic sculpture through slide lectures and demonstrations. Through an exploration of form and surface students will be taught how to produce creative works in clay while gaining an appreciation for the rich history of sculptural ceramics.

ART 132: Ceramics—Wheel Throwing (3 hrs)

This aesthetic participation course will expose students to the basics of making pottery using a potter's wheel. Techniques covered include throwing, trimming and surface solutions. Students will develop utilitarian forms like cups, bowls and vases while being introduced to historical and contemporary pottery via slide lectures and demonstrations. Through an exploration of form and surface, students will be taught how to produce creative works in clay while gaining an appreciation for the rich history of utilitarian ceramics.

ART 133: Empty Bowls: Ceramic Art and Civil Engagement (3 hrs)

This course explores the role of the Arts in social transformation through student involvement in the international grass roots movement, Empty Bowls. Classroom and project work will reflect the physical impact the arts and studio practice can have on bettering one's community. Through service-learning, students will design and make ceramic work, share responsibilities regarding the Empty Bowls project, and volunteer at a hunger relief organization. Students will learn the value of labor and its creative application to real-world situations.

ART 140: Introduction to Advertising Design (3 hrs)

Prerequisite: Permission of the instructor.

This course explores the role of the Arts in social Introduction to Advertising Design prepares students for the advertising and graphic design fields. Students will gain knowledge and understanding through lecture, demonstration, critique, and discussion. Experience will be gained through studio projects, including indoor and outdoor ads. Software will also be a major focus, utilizing industry standard programs Adobe InDesign, Illustrator and Photoshop. Classic and modern design methods will be incorporated into projects. Creativity and problem solving skills will also be explored. Students will also produce print ready design to develop advanced technical skills. Critical thinking that makes students understand what makes an ad creative, but also an effective marketing and advertising tool, will be used. Project critiques are done both individually and in a group. Critiques involve describing, analyzing, interpreting, and evaluating designs and artwork. Developing a lifelong appreciation of the visual commercial arts will be a focus.

ART 150: Introduction to Painting (3 hrs)

This class serves as an introduction to the fundamental concepts and techniques of painting using acrylic media. Includes painting from observation, leading to an interpretation and evaluative approach to painting, with an emphasis on color theory. Course includes vocabulary development, critical analysis activities, and reference to historic models of drawing.

ART 151: Mixed Media Painting (3 hrs)

This is an introductory course to working with paint and mixed media. Although paint will be the primary medium, we will also be using materials such as paper, fabric, images and detritus of mass consumption to incorporate into the compositions. Color theory will be used in a practical way in order to understand available pigments. There will be an emphasis on color theory, design, composition, and idea development. Students will learn the basic practice of painting from life. Students will become familiar with different types of brushes, mediums, surfaces and supports. The study of historic and contemporary practice will make up a component of the class; therefore we will cover different compositional strategies used throughout art history.

ART 160: Introduction to Graphic Illustration (3 hrs)

Prerequisite: Instructor permission.

This graphic illustration class will explore the tools and techniques of the illustrator in the graphic design and advertising fields. Students will gain knowledge and understanding through lecture, demonstration, critique, and discussion. Illustration software, will help develop advanced technical skills, including Adobe Photoshop and Adobe Illustrator. Traditional media and computer-generated methods will be explored to make a wide assortment of studio projects including book covers, character illustrations, music posters, product illustrations, and concept drawings. Project critiques are completed both individually and as a group. Critiques involve describing, analyzing, interpreting, and evaluating designs and artwork. Developing a lifelong appreciation of the visual commercial arts field will be a focus.

ART 180: Introduction to Graphic Design (3 hrs)

Prerequisite: Instructor permission.

This graphic design class will explore the tools and techniques of the graphic designer in the graphic design and advertising fields. Students will gain knowledge and understanding through lecture, demonstration, critique, and discussion. Design software used, to develop and advance technical skills, will include adobe Photoshop, InDesign and Illustrator. Computer generated methods will be explored to make a wide assortment of studio projects and layouts including logos, brochures, music posters, and product labels. Classic design rules and theories will be explored. Critiques involve describing, analyzing, interpreting, and evaluating designs and artwork. Development of a lifelong appreciation for the visual commercial arts field will be a focus.

ART 201: Art History I (3 hrs)

Art History I is a course that surveys artistic sensibilities stressing, through lecture, image presentation, video and discussion, an awareness of past artistic achievements from Prehistoric civilizations through the Baroque period. Students will develop aesthetic sensitivity and insight into the major artists and artworks, architectural structures, schools of thought and styles by analyzing, interpreting and evaluating these works of Art. The study of Art history provides the knowledge, understanding and appreciation of Art and architecture in a variety of past and cotemporary cultural contexts and stimulates appreciation and critical evaluation of creative expression.

ART 202: Art History II (3 hrs)

Art History II is a course that surveys artistic sensibilities stressing through lecture, image presentation, video and discussion, an awareness of past artistic achievements from the Baroque period through the Modern period. Students will develop aesthetic sensitivity and insight into the major artists and artworks, architectural structures, schools of thought and styles by analyzing, interpreting and evaluating these works of Art. The study of Art history provides the knowledge, understanding and appreciation of Art and architecture in a variety of past and cotemporary cultural contexts and stimulates appreciation and critical evaluation of creative expression.

ART 203: Modern Art History (3 hrs)

This course surveys modern and contemporary artistic sensibilities with emphasis on the artistic achievements from 18th Century Neo-Classicism to Contemporary Art.

ART 219: Introduction to Sculpture (3 hrs)

This aesthetic participation class is an introduction to basic sculptural processes of modeling, carving and casting. The objective of this course is to explore three-dimensional space through a variety of media and techniques. Beyond technical applications students are expected to develop personal ideas – stressing creativity and inventiveness.

ART 310: Intermediate Painting (3 hrs)

Prerequisite: ART 150.

This class is a continuing study of painting techniques that is more in-depth than those techniques mastered in ART 150 Introduction to Painting. There are four required painting projects. Students will, generally, work from their own photographs and/or drawings to guarantee the originality of the idea.

ART 320: Intermediate Drawing (3 hrs)

Prerequisite: ART 100.

Intermediate drawing is a continuing study of drawing techniques that is more in-depth than those techniques mastered in ART 100 Introduction to Drawing. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are six specific projects, although these subjects may be substituted or individualized. Students will work from their own photographs and/or sketches to guarantee originality of the idea.

ART 330: Intermediate Ceramics (3 hrs)

Prerequisite: ART 131 or 132.

Intermediate Ceramics provides a continuing study of ceramic techniques that is more in-depth than those techniques mastered in Art 131 or 132, Ceramics - Hand Building or Wheel Throwing.

ART 340: Intermediate Sculpture (3 hrs)

Prerequisite: ART 219.

This course offers a continuing study of sculpture techniques that is more in-depth than those techniques mastered in ART 219-Introduction to Sculpture.

ART 360: Intermediate Graphic Illustration (3 hrs)

Prerequisite: ART 160.

Intermediate graphic illustration is an extension of ART 160. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are six required projects. The knowledge, understanding and appreciation of contemporary and past artistic cultural achievement is integrated through demonstration and discussion. Critiques are done on individual projects and portfolios involving describing, analyzing, interpreting and evaluating works of art. Through the practice of graphic illustration students will develop aesthetic discernment and judgment, and the methodology for integrating graphic illustration arts with other content areas. An intermediate working knowledge of graphic design software is needed.

ART 380: Intermediate Graphic Design (3 hrs)

Prerequisite: ART 180.

A continued study and more in depth study of Graphic Design, this class emphasizes competency in research, production, and presentation of advanced-level projects which encompass the graphic visual communication issues addressed in earlier courses. Students will have the opportunity to begin to organize their portfolios.

ART 370: Intermediate Advertising Design (3 hrs)

Prerequisite: ART 140 and ART 160.

Intermediate advertising design is an extension of ART 140, Introduction to Advertising Design. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are two required projects. Technical skills like basic HTML are developed. The knowledge, understanding and appreciation of contemporary and past artistic cultural achievement is integrated through lecture, demonstration and discussion. Critiques are done on individual projects and portfolios involving describing, analyzing, interpreting, and evaluating works of art. Through the practice of advertising design students will develop aesthetic discernment and judgment, and the methodology for integrating design arts with other content areas. An intermediate working knowledge of graphic design software is needed.

ART 412: Advanced Sculpture (3 hrs)

Prerequisite: ART 340.

This is an advanced sculpture course with emphasis on the development of unique projects, stylization and advanced technical and conceptual skills. Projects and course of study to be established in coordination with the instructor.

ART 413: Advanced Painting (3 hrs)

Prerequisite: ART 310.

Advanced Painting is a course of study in painting with emphasis on the development of unique stylization and more advanced technical and conceptual skills.

ART 414: Advanced Ceramics (3 hrs)

Prerequisite: ART 330.

This is an advanced and independent course of study in ceramics in which the individual specializes on a particular project or group of projects established in coordination with the instructor.

ART 415: Advanced Graphic Design (3 hrs)

Prerequisite: ART 380.

Advanced Graphic Design is an advanced and independent course of study in graphic design in which the individual specializes on a particular project or group of projects established in coordination with the instructor.

ART 418: Advanced Drawing (3 hrs)

Prerequisite: ART 320.

This course of study in drawing places an emphasis on specialization in idea, media and unique stylization.

ART 420: Art Thesis (3 hrs)/ ART 421 Thesis Exhibition (1 hr) "W" Course

Thesis is an integrative year long course to be taken during the student's senior year. The content of the fall semester stresses oral and written discourse on the visual arts and preparation of students for professional goals. The spring semester will be self-directed with each student preparing for and executing their senior thesis exhibition.

ART 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

ART 450 offers an in-depth study based on techniques mastered in foundation or introductory art courses, a continuation of intermediate or advanced level courses or an opportunity to engage in an art related studio activity that is extracurricular. The course of study must be designed by the supervising professor and student. An independent study form must document this intended course of study and be approved by the Dean of the University.

ART 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

ART 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

Art internships are carefully planned, supervised work experiences with academic credit. The primary purpose is to give students an opportunity to apply and extend the theoretical knowledge that they have gained in the classroom to a practical work experience and methodology for integrating commercial art with other content areas. Evaluations of the student's performance in the work place will be done by the professor in conjunction with the supervisor involving describing, analyzing, interpreting, and evaluating works of commercial art. Secondary benefits to the students include the opportunity to test one's suitability to a vocational field, promote marketability and establish contacts with prospective employers.

ARTS MANAGEMENT |

Coordinator: Jim Logue, M.A.

An Arts Management major not only prepares individuals to organize and manage their own performance careers, but also to manage art organizations, operations, and facilities. Additionally, students who select this major are attractive to a wide range of businesses. This major combines the people skills, creativity, outgoing nature, and confidence that are nurtured by involvement in the Arts with the practical skills and knowledge gained through a business degree to create an individual who is highly marketable in the business or performance world.

Instruction will include 30 hours of training in business courses with an emphasis in general business, marketing, or management. This will be partnered with 30 hours of instruction in the Performing Arts based on one's area of emphasis – vocal, instrumental, theatre performance, or technical performing arts. Students are required to take an additional 30 hours of general education requirements and 30 hours of electives to complete the degree.

Vocal Emphasis

The core requirements of the emphasis include:

- MUS 011 – Applied Voice (4 hrs)
- MUS170 – Choir (8 hrs)
- MUS 101 – Fundamentals of Music I (3 hrs)
- MUS 210 – American Music Experience (3 hrs)
- MUS 300 – Arts Professional Seminar (0 hrs) (meets once each semester)

Electives for this emphasis include (choose 6 credits from the following):

- MUS 102 – Fundamentals of Music II (3 hrs)
- MUS 301 – Music in Western Civilization (3 hrs)
- THE 260 – Musical (3 hrs)

Select 6 additional credits from the following electives (At least 2 credits outside of the area of emphasis)

- MUS 080 – Clef Dwellers (1 hr/semester)
- MUS 399 – External Music Internship (1-3 hrs/semester)
- MUS 499 – Internal Music Internship (1-3 hrs/semester)
- MUS 160 – Band (1 hr/semester)
- MUS 123 – Acoustic Performance (1 hr/semester)
- MUS 051 – Orchestra (1 hr/semester)
- MUS 104 – Arts Omaha (1 hr/semester)
- MUS 060 – Jazz Ensemble (1hr/semester)
- THE 270 – Theatre Practicum – Tech (1-2 hr/semester, no more than 3 total)
- THE 271 – Theatre Practicum – Performance (1-2 hr/semester, no more than 3 total)
- THE 440 – Special Topics (3hrs)

Instrumental Emphasis

The core requirements for this emphasis include:

- MUS 031 – Piano
- and/or MUS 041-044 – Applied Instrumental Lessons (1 hr/semester, total of 4 hrs)
- MUS 160 – Band (1 hr/semester, total of 8 hrs)
- MUS 101 – Fundamentals of Music I (3 hrs)
- MUS 210 – American Music Experience (3 hrs)
- MUS 300 – Arts Professional Seminar (0 hrs) (meets once a semester)

Electives for this emphasis include (choose 6 credits from the following):

- MUS 102 – Fundamentals of Music II (3 hrs)
- MUS 301 – Music in Western Civilization (3 hrs)
- THE 260 – Musical (3 hrs)

Select 6 additional credits from the following electives (At least 2 credits outside of the area of emphasis)

- MUS 080 – Clef Dwellers (1 hr/semester)
- MUS 399 – External Music Internship (1-3 hrs/semester)
- MUS 499 – Internal Music Internship (1-3 hrs/semester)
- MUS 170 – Choir (1 hr/semester)
- MUS 123 – Acoustic Performance (1 hr/semester)
- MUS 051 – Orchestra (1 hr/semester)
- MUS 104 – Arts Omaha (1 hr/semester)
- MUS 060 – Jazz Ensemble
- THE 270 – Theatre Practicum – Tech (1-2 hr/semester, no more than 3 total)
- THE 271 – Theatre Practicum – Performance (1-2 hr/semester, no more than 3 total)
- THE 440– Special Topics (3 hrs)

Theatre Performance Emphasis

The core requirements for this emphasis include:

- THE 450 – Theatre Independent Study (3 hrs)
- THE 271 – Theatre Practicum – Performance (1-2 hrs/semester, Total of 9 credits)
- THE 202 – Fundamentals of Acting (3 hrs)
- THE 260 – Musical (3 hrs)
- MUS 300 – Arts Professional Seminar (0 hrs) (meets once each semester)

Electives for this emphasis include (choose 6 credits from the following):

- MUS 210 – American Music Experience (3 hrs)
- THE 270 – Theatre Practicum – Tech (3 hrs)
- THE 111 – Theatre Technology (3 hrs)

Select 6 additional credits from the following electives (At least 2 credits outside of the area of emphasis)

- MUS 080 – Clef Dwellers (1 hr/semester)
- MUS 399 – External Music Internship (1-3 hrs/semester)
- MUS 499 – Internal Music Internship (1-3 hrs/semester)
- MUS 160 – Band (1 hr/semester)
- MUS 170 – Choir (1 hr/semester)
- MUS 123 – Acoustic Performance (1 hr/semester)
- MUS 051 – Orchestra (1 hr/semester)
- MUS 104 – Arts Omaha (1 hr/semester)
- MUS 060 – Jazz Ensemble
- THE 440– Special Topics (3 hrs)

Technical Performing Arts

The core requirements for this emphasis include:

- THE 450 – Theatre Independent Study (3 hrs)
- THE 271 – Theatre Practicum – Performance (1-2 hrs/semester, Total of 9 hrs)
- THE 111 – Theatre Technology (3 hrs)
- THE 260 – Musical (3 hrs)
- MUS 300 – Arts Professional Seminar (0 hrs) (meets once each semester)

Electives for this emphasis include (choose 6 credits from the following):

- MUS 210 – American Music Experience (3 hrs)
- THE 271 – Theatre Practicum – Performance (1-2 hrs/ semester, Total of 3 hrs)
- THE 202 – Fundamentals of Acting (3 hrs)

Select 6 additional credits from the following electives (At least 2 credits outside of the area of emphasis)

- MUS 080 – Clef Dwellers (1 hr/semester)
- MUS 399 – External Music Internship (1-3 hrs/semester)
- MUS 499 – Internal Music Internship (1-3 hrs/semester)
- MUS 160 – Band (1 hr/semester)
- MUS 170 – Choir (1 hr/semester)
- MUS 123 – Acoustic Performance (1 hr/semester)
- MUS 051 – Orchestra (1 hr/semester)
- MUS 104 – Arts Omaha (1 hr/semester)
- MUS 060 – Jazz Ensemble
- THE 440– Special Topics (3 hrs)

The previous areas of emphasis must be paired with one of three business tracks (30 hrs):

General

BUS 103 – Principles of Accounting (3 hrs)
BUS 210 – Principles of Economics I (3 hrs)
BUS 208 – Business Communications “W” (3 hrs)
BUS 217 – Principles of Management (3 hrs)
BUS 230 – Global Business (3 hrs)
BUS 242 – Principles of Marketing (3 hrs)
BUS 350 – Business Presentations (3 hrs)
BUS 361 – Financial Management (3 hrs)
BUS 413 – Business Law I (3 hrs)
BUS 442 – Business Policy (3 hrs)

Marketing

BUS 103 – Principles of Accounting (3 hrs)
BUS 210 – Principles of Economics I (3 hrs)
BUS 208 – Business Communications “W” (3 hrs)
BUS 230 – Global Business (3 hrs)
BUS 242 – Principles of Marketing (3 hrs)
BUS 346 – Consumer Behavior (3 hrs)
BUS 348 –Advertising (3 hrs)
BUS 350 – Business Presentations (3 hrs)
BUS 413 – Business Law I (3 hrs)
BUS 442 – Business Policy (3 hrs)

Management

BUS 103 – Principles of Accounting (3 hrs)
BUS 210 – Principles of Economics I (3 hrs)
BUS 208 – Business Communications “W” (3 hrs)
BUS 217 – Principles of Management (3 hrs)
BUS 230 – Global Business (3 hrs)
BUS 331 – Total Quality Management (3 hrs)
BUS 350 – Business Presentations (3 hrs)
BUS 361 – Financial Management (3 hrs)
BUS 413 – Business Law I (3 hrs)
BUS 442 – Business Policy (3 hrs)

**Please see the Business, Music and Theatre sections for complete course descriptions.*

BIOLOGY |

Coordinator: Lance Johnson, Ph.D.

A Midland Biology Major:

- Demonstrates an understanding of the biological foundations of organisms.
- Demonstrates an understanding of the interrelationships of biological organisms and their environment.
- Applies the scientific method to design biological experiments, collect and analyze data and form coherent conclusions.

- Demonstrates the ability to assemble, evaluate and present scientific information.
- Demonstrates an understanding of the social, moral and ethical implications of biology.
- Acquires the skills to be a life-long learner and an advocate of biological education.

Biology Major Requirements:

41-42 credit hours from the courses below including:

Biology Core

- BIO 125 – Organismal Biology (4 hrs)
- BIO 211 – Cellular and Molecular Biology (4 hrs)
- BIO 215 – Microbiology (4 hrs)
- BIO 305 – Genetics (4 hrs)
- BIO 420 – Biology Capstone (2 hrs)
- CHE 103 – General Chemistry I (4 hrs)
- CHE 104 – General Chemistry II (4 hrs)
- CHE 201 – Organic Chemistry I (4 hrs)

Biology Branches (select one course from each branch):

Molecular Biology (3-4 hrs)

- BIO 310 – Immunology or CHE 407 – Biochemistry

Human Biology (4 hrs)

- BIO 190 – Survey of Anatomy and Physiology, or
- BIO 204 – Anatomy and Physiology I, or
- BIO 407 – General Physiology

Natural Biology (4 hrs)

- BIO 308 – General Botany or BIO 300 – Ecology and Field Biology

All courses counting towards the major must be graded on the A-F basis with no grade below a C-. Additional courses in chemistry, mathematics (calculus and statistics), and physics are strongly recommended.

Biology Major Concentrations:

Biology majors also have the option of choosing a concentration by completing the Biology core and branches along with the prescribed concentration courses. Adding a concentration does not guarantee entrance into a professional program, but its intent is to further prepare the student for professional program entrance exams (MCAT, PCAT, DAT, GRE, etc.) and the program itself.

Pre-Med Concentration (34 hrs):

- BIO 205 – Anatomy and Physiology II (4 hrs)
- BIO 304 – Developmental Biology (4 hrs)
- BIO 310 – Immunology (3 hrs)
- CHE 202 – Organic Chemistry II (4 hrs)
- CHE 407 – Biochemistry (4 hrs)
- PHY 151 – General Physics I (4 hrs)
- PHY 152 – General Physics II (4 hrs)
- MTH 220 – Calculus (4 hrs) or MTH 210 – Statistics (3 hrs)
- PSY 120 – Fundamentals of Psychology (3 hrs)

Most medical programs require at least a 3.5 cumulative GPA and competitive MCAT scores.

Pre-Physician Assistant Concentration (27 hrs):

BIO 304 – Developmental Biology (4 hrs)
BIO 310 – Immunology (3 hrs)
CHE 202 – Organic Chemistry II (4 hrs)
CHE 407 – Biochemistry (4 hrs)
MTH 210 – Statistics (3 hrs)
PSY 120 – Fundamentals of Psychology (3 hrs)
PSY 210 – Developmental Psychology (3 hrs)
PSY 333 – Abnormal Psychology (3 hrs)

Most PA programs require at least a 3.5 cumulative GPA and competitive GRE scores.

Pre-Pharmacy Concentration (42 hrs):

BIO 205 – Anatomy and Physiology II (4 hrs)
CHE 190 – Pharmacology (3 hrs)
CHE 202 – Organic Chemistry II (4 hrs)
CHE 407 – Biochemistry (4 hrs)
PHY 151 – General Physics I (4 hrs)
PHY 152 – General Physics II (4 hrs)
MTH 220 – Calculus I (4 hrs)
MTH 210 – Statistics (3 hrs)
PSY 120 – Fundamentals of Psychology (3 hrs)
PSY 210 – Developmental Psychology (3 hrs)
BUS 103 – Principles of Accounting I (3 hrs)
BUS 210 – Principles of Economics I (3 hrs)

Most Pharmacy programs require at least a 3.5 cumulative GPA and competitive PCAT scores.

Pre-Physical Therapy Concentration (27 hrs):

BIO 205 – Anatomy and Physiology II (4 hrs)
PHY 151 – General Physics I (4 hrs)
PHY 152 – General Physics II (4 hrs)
MTH 210 – Statistics (3 hrs)
PSY 120 – Fundamentals of Psychology (3 hrs)
HPM 220 – Care & Prevention of Athletic Injuries (3 hrs)
HPM 307 – Kinesiology (3 hrs)
HPM 312 – Physiology of Exercise (3 hrs)

Most PT programs require at least a 3.5 cumulative GPA and competitive GRE scores.

Pre-Dental Concentration (32 hrs):

BIO 205 – Anatomy and Physiology II (4 hrs)
CHE 202 – Organic Chemistry II (4 hrs)
CHE 407 – Biochemistry (4 hrs)
PHY 151 – General Physics I (4 hrs)
PHY 152 – General Physics II (4 hrs)
MTH 210 – Statistics (3 hrs)
PSY 120 – Fundamentals of Psychology (3 hrs)
ART 219 – Introduction to Sculpture (3 hrs)
BUS 103 – Principles of Accounting I (3 hrs)

Most Dental programs require at least a 3.5 cumulative GPA and competitive DAT scores.

Pre-Veterinary Medicine Concentration (31 hrs):

BIO 106 – Zoology (4 hrs)
BIO 205 – Anatomy and Physiology II (4 hrs)

BIO 304 – Developmental Biology (4 hrs)
CHE 202 – Organic Chemistry II (4 hrs)
CHE 407 – Biochemistry (4 hrs)
PHY 151 – General Physics I (4 hrs)
PHY 152 – General Physics II (4 hrs)
MTH 210 – Statistics (3 hrs)

Most Veterinary medicine programs require at least a 3.5 cumulative GPA and competitive GRE scores.

Pre-Occupational Therapy Concentration (24 hrs):

BIO 205 – Anatomy and Physiology II (4 hrs)
BIO 210 – Topics in Biology (3 hrs)
HPM 307 – Kinesiology (3 hrs)
PHY 151 – General Physics I (4 hrs)
PHY 152 – General Physics II (4 hrs)
MTH 210 – Statistics (3 hrs)
PSY 120 – Fundamentals of Psychology (3 hrs)

Most OT programs require at least a 3.5 cumulative GPA and competitive GRE scores.

Pre-Environmental Science Concentration (29 hrs):

BIO 100 – Environmental Science (4 hrs)
BIO 212 – Biomes (3 hrs)
BIO 210 – Topics in Biology (Ecology based) (3 hrs)
BIO 300 – Ecology/ Field Biology (4 hrs)
CHE 407 – Biochemistry (4 hrs)
ESC 101 – Physical Geology (4 hrs)
ESC 123 – Principals of Geography (4 hrs)
MTH 210 – Statistics (3 hrs)

Most Environmental Science programs require at least a 3.5 cumulative GPA and competitive GRE scores.

Electives (3 credit hours)

BIO 100 – Environmental Science (4 hrs)
BIO 106 – General Zoology (4 hrs)
BIO 110 – Bioethics (3 hrs)
BIO 190 – Survey of Anatomy & Physiology (4 hrs)
BIO 192 – Forensic Science (3 hrs)
BIO 205 – Anatomy & Physiology II (4 hrs)
BIO 207 – Normal Nutrition (3 hrs)
BIO 220 – Pathophysiology (3 hrs)
BIO 304 – Developmental Biology (4 hrs)
BIO 316 – Neurobiology (4 hrs)
BIO 210/410 – Topics in Biology (3 hrs)
BIO 412 – Aquatic Biology (3 hrs)
BIO 426 – Marine Ecology (3 hrs)
BIO 450 – Independent Study (1-3 hrs)
BIO 499 – Internship (1-3 hrs)
CHE 406 – Biochemical Methods (2 hrs)

Biology 7-12 Endorsement Requirements:

Refer to the Education section of the catalog for education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis, with no grade below a C-. This endorsement requires 36 hours of laboratory based courses in Biology and the natural sciences. Courses required for the Biology, 7-12 teaching endorsement are:

BIO 108 - General Botany (4 hrs) or BIO 300 – Ecology and Field Biology (4 hrs)

BIO 190 - Survey of Anatomy and Physiology (4 hrs)
BIO 125 – Organismal Biology (4 hrs)
BIO 211 – Cellular and Molecular Biology (4 hrs)
BIO 215 – Microbiology (4 hrs)
BIO 305 – Genetics (4 hrs)
CHE 103 – General Chemistry I (4 hrs)
CHE 104 – General Chemistry II (4 hrs)
ESC 101 - Physical Geology (4 hrs)
PHY 151 - General Physics I (4 hrs) or PHY 161 Physics for Scientists I (5 hrs)

Biology Minor Requirements:

24 credit hours including BIO 308, 125, 211, or 300; CHE 103 and 104. Remaining courses must be 300 level or higher. All courses must be graded on the A-F basis (except BIO 499) with no grade below a C-.

Nutrition Minor:

The Nutrition minor is designed to provide the student with a knowledgeable background in the basic concepts and principles of nutrition, as well as, other aspects for a healthy lifestyle. This minor is an excellent support for any health-related major. It will not only assist the student in a health-care setting, but physician clinics, wellness centers, health clubs, nursing homes, residential care facilities and public health programs.

Nutrition Minor Requirements:

16 credit hours including:

BIO 204/205, or 190, 207, 320, plus two of the following four courses: BIO 120, 306, 225, or HPM 311 Sports Nutrition.

All selected courses taken for the Nutrition minor must be graded on the A-F basis and receive at least a C-.

Biology Courses Offered:

BIO 100: Principles of Environmental Science (4 hrs)

This course exposes students to the foundations of scientific inquiry and methodology, ecology and environmental studies. The laboratory portion of the class introduces several investigative tools. Students learn a broad base of environmental science knowledge to understand and investigate environmental science issues and are challenged to become a part of the solution to current environmental challenges. Laboratory included.

BIO 103: Principles of Biology (4 hrs)

Prerequisite: Completion of a high school biology course.

Through laboratory and class experiences, students will gain knowledge of the many diverse fields of biology including cellular and molecular biology, genetics, botany, zoology, classification, ecology, evolution, and environmental science. Students will examine the areas and understand how they are interconnected in a sustainable Earth. This course is recommended for non-science majors and does not count towards the Biology major. Laboratory included.

BIO 106: General Zoology (4 hrs)

This course uses the study of animals to emphasize the interrelationship of all life forms and discusses the basic natural and physical laws which govern all life, genetic and developmental processes and evolutionary diversity, interactions of animals with one another and with the environment, and animal classification. Students learn that all living organisms are partners in the sharing of the resources of this planet and that they have special responsibilities toward their environment. The laboratory component uses the scientific method whereby students make observations, formulate hypotheses and perform tests/experiments. Laboratory included.

BIO 110: Bioethics (3 hrs)

This course in moral responsibility examines the relationship between our biological nature and realistic knowledge of the biological world and the formulation of policies designed to promote the social good. The course introduces the philosophical, moral and ethical foundations for making value judgments, emphasizing the Christian perspective. Some of the major social problems in this and the next century will have significant biological components associated with them. Possible topics include the potential uses and misuses of biotechnology, the appropriate use of natural resources and the role of the public in deciding scientific policy. Students study responses of communities, institutions and governments to these problems and formulate a personal ethic reflecting the concepts presented.

BIO 120: Contemporary Issues in Nutrition (3 hrs)

This course designed for the non-nursing major. It is a course where students will learn more about themselves and their health status and be better able to apply the information from the course to improve their health. Emphasis will be on the importance of behavior in terms of understanding one's food choices and changing one's diet.

BIO 125: Organismal Biology (4 hrs)

Prerequisite: Completion of a high school biology course.

This course introduces biology majors to study of biology as a process. Students will explore biology at the level of organisms and populations as it relates to homeostasis and physiological systems of organisms, the evolution of life, and ecology. Through lectures, problem-based learning, and inquiry-driven laboratories, students will not only learn information that will serve as a basis for their following coursework, but will become working scientists. Laboratory included.

BIO 190: Survey of Human Anatomy and Physiology (4 hrs)

Prerequisites: Sophomore standing or permission of instructor.

Overview of human anatomy and physiology designed for non-science and non-nursing majors. Emphasis is on an overview of the relationships between the structures and functions in each body system as well as the interrelationships among all body systems in the maintenance of homeostasis. Laboratory included.

BIO 192: Forensic Science (3 hrs)

Prerequisite: High school biology and chemistry recommended.

This course introduces the applied technique of identifying, collecting and analyzing potential crime scene evidence. Topics may include securing the crime scene, evidence identification and collection, latent fingerprint analysis, blood spatter analysis, DNA analysis, trace substance analysis, questioned documents analysis, ballistics analysis, forensic pathology, forensic anthropology, toxicology, serology, and computer forensics.

BIO 204: Anatomy and Physiology I (4 hrs)

Prerequisite: Sophomore standing, Nursing major, or permission of instructor.

This course presents the normal structure and function of the individual organ systems of the human body including the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems. Laboratory included.

BIO 205: Anatomy and Physiology II (4 hrs)

Prerequisites: BIO 204 or permission of instructor.

A detailed study of the normal dynamic structure and function of the major homeostatic organ-systems (circulatory, respiratory, digestive, urinary, and reproductive systems) of the human body. Laboratory included.

BIO 207: Normal Nutrition (3 hrs)

Prerequisite: BIO 190 or BIO 205.

This course is the study of the nutrients in foods and the healthy body's handling of those nutrients, including the

process of digestion, absorption, transport, and metabolism. Nutrition is viewed in the context of human need for nourishment, which sustains life, promotes growth, replaces loss, and provides energy.

BIO 210: Topics in Biology (3 hrs)

This course is designed to encompass beginning topics in biology.

BIO 211: Cell and Molecular Biology (4 hrs)

Prerequisite: BIO 125 and CHE 103.

The structure, biochemistry, physiology, and reproduction of the cell are studied. This course along with BIO 125 provides the foundational knowledge for biology majors and minors. Laboratory included.

BIO 215: Microbiology (4 hrs)

Microbiology is the study of morphology, classification, physiology, cultivation, and control of bacteria, viruses and other microorganisms. The relationship of microorganisms to the disease process and the response of individuals to infectious agents (resistance and immunity) are emphasized. Laboratory included.

BIO 220: Pathophysiology (3 hrs)

Prerequisite: BIO 205 and BIO 215 or permission of instructor.

In BIO 220, the student is introduced to the concepts of human disease. Content will cover the altered structure and function of the body, prevalence, risk factors, signs and symptoms, diagnosis, prognosis, complications, and treatment options for selected diseases.

BIO 225: Nutrition in the Community (3 hrs)

This course is designed to assist students in understanding the complexities of developing effective programs and services to improve the health and nutrition for all segment of society. Health results from the interaction of biology, behavior (lifestyle), the environment and health care. Each of the four factors provides different types of opportunities for interventions. This may involve the community nutritionist working directly with people, assisting in policy making or providing quality health care through federal, state or municipal government programs.

BIO 300: Ecology and Field Biology (4 hrs)

Prerequisites: BIO 125.

This course integrates elements of biology, mathematics, microbiology, and other sciences as students study the relationships between organisms and the abiotic and biotic components of their environment. Students conduct weekly library literature database searches to locate journal articles that are pertinent to the current discussion topic and are required to report their findings in a one page word-processed summary each week. At least two laboratory reports of four to six pages in length, using the Council of Biological Editors format, are also required. Evaluation of papers will include style and form as well as course content. Field work includes sampling techniques commonly employed in the collection and analysis of ecological data.

BIO 304: Developmental Biology (3 hrs)

Prerequisite: BIO 211.

This course investigates the cellular and molecular mechanisms of development, from the formation of germ cells and fertilization, through embryonic development, and up through post-embryonic development, senescence, and death, with an emphasis on comparisons of systems that illustrate common developmental strategies. Laboratory work will focus on invertebrate and vertebrate specimens.

BIO 305: Genetics (4 hrs)

Prerequisite: BIO 125

This course is intended to actively develop students' critical thinking skills in the application of current genetic knowledge and laboratory techniques to the study of inheritance in plants and animals, with special emphasis on

human traits. Students conduct experiments involving interpretation, problem solving, analyses, and syntheses to demonstrate molecular, genetic, and inheritance properties using yeast, bacteria and/or *Drosophila*. Laboratory exercises include classical genetic experiments with *Drosophila* and plants as well as molecular genetic experiments. Laboratory included.

BIO 306: Biology of Aging (3 hrs)

Prerequisite: BIO 190 or BIO 205

This course will include the physiological changes with aging, relationships between nutrition and disease, risk factors associated with poor nutritional status, drug-nutrient interactions, nutritional assessments, and nutritional interventions with compromised functioning of the various body systems. The role of antioxidants in aging, cancer, and abuses of supplements by the older client. This course will address the five “spheres of wellness” for longevity: physical, mental, kinship/social, spiritual, and material.

BIO 308: General Botany (4 hrs)

Prerequisite: BIO 103 or 125.

General Botany provides an introduction to the scope and diversity of photosynthetic monera, photosynthetic protista, fungi, and plants with respect to their structure, physiology, ecology and evolution. Laboratory included.

BIO 310: Immunology (3 hrs)

Prerequisite: BIO 215 or permission of instructor.

Immunology is the study of the immune response and general resistance factors that enable organisms to withstand challenges of foreign agents. Major emphasis is on the human response, but important comparative immunological studies are also discussed. Topics include innate and nonspecific resistance, antigenic properties, humeral immunity (antibody diversity), cellular immunity, immunogenetics, hypersensitivity, and other immunological disorders. There is no laboratory.

BIO 316: Neurobiology (4 hrs)

Prerequisites: BIO 211.

This course is an introduction to neurobiology emphasizing the molecular organization, chemistry, and physiology of the neuron, how neurons are organized into functional circuits, and how these functional circuits process information and control both normal and abnormal behavior. Laboratory included.

BIO 320: Nutrition Throughout the Life Span (3 hrs)

Prerequisite: BIO 207

This is a course focusing on one of those influential pieces of the lifestyle that impacts the developmental process at every stage from conception to death. The course will contribute to the preparation of professionals who work in both individual and community health programs. Nutritional needs are resented on the basis of both physical growth and psychosocial development.

BIO 407: General Physiology (4 hrs)

Prerequisites: BIO 211, and CHE 104 or 122; or permission of instructor.

Students will study the metabolic functions of animals emphasizing the chemical and physical mechanisms that operate in living organisms at all levels. Students will also note the evolutionary adaptations that enable organisms to overcome environmental challenges. Critical thinking skills are developed by requiring students to evaluate research journal articles and to apply the information to the information presented in class. Discussion develops the students' ability to organize and present their ideas to others. The laboratory emphasizes the scientific method of gathering, evaluating and presenting material.

BIO 410: Topics in Biology (3 hrs)

Prerequisite: Permission of instructor.

This course is designed to encompass advanced topics in biology.

BIO 420: Biology Capstone Experience (2 hrs)

Prerequisite: Senior status or permission of the instructor.

The Biology Capstone Experience involves students understanding the process of performing hypothesis -driven research by evaluating a topic and devising a testable hypothesis, writing a National Science Foundation (NSF) style grant, performing the proposed research project, and creating a poster presentation of the research. A substitution may be granted for this course by completing an external research project with presentation approved by the Biology Department.

BIO 426: Marine Ecology (3 hrs)

Prerequisites: BIO 100, 103, 125 or 211; BIO 106 or 108; CHE 103, 104.

Marine ecology is the study of the physics, chemistry and ecology of the world's oceans, marine harbors and ocean shorelines. This course will focus on the ecology of rocky and sandy shores, diverse coral reefs, mangrove islands, and off shore islands. This course will provide intensive field observations via wading, snorkeling and scuba diving.

BIO 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

BIO 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

BIO 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

BUSINESS ADMINISTRATION |

Coordinator: Thomas R. Adamson, M.B.A.

The Business Administration major is designed to give students the skills and knowledge necessary to gain entry level positions in small and large business organizations, and the general abilities to succeed in their careers over time. The major emphasizes broad business education as well as detailed skills and knowledge within the business discipline. Students experience a comprehensive major when earning the Bachelor of Science in Business Administration degree.

All Business Administration Majors are required to complete both a common core of business courses as well as the requirements from one of the specific concentration areas. All business majors take a comprehensive senior business exam during their final year.

A Midland Business Major:

- Demonstrates knowledge of basic business principles necessary to react to broad business problem and situations.
- Demonstrates the ability to utilize quantitative methods and tools necessary in today's business world.
- Demonstrates effective communication skills for success in the business world.
- Demonstrates the ability to react responsibly to ethical and social situations encountered in the business

world.

- Demonstrates the ability to apply critical thinking skills using qualitative and quantitative data to analyze business problems and propose solutions.

Business Administration Core Requirements:

Only two courses in the core and concentration area may be taken P-PM-NC. Required courses include:

BUS 103 – Principles of Accounting I (3 hrs)
BUS 104 – Principles of Accounting II (3 hrs)
BUS 160 – Business Ethics (3 hrs)
BUS 208 – Business Communications (3 hrs)
BUS 210 – Principles of Economics 1 (3 hrs)
BUS 217 – Principles of Management (3 hrs)
BUS 230 – Global Business (3 hrs)
BUS 242 – Principles of Marketing (3 hrs)
BUS 413 – Business Law I (3 hrs)
BUS 442 – Business Policy (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)

In addition to the core requirements, each major in business must complete one of the following concentration areas. The careful scheduling of electives may allow for the completion of two concentrations.

Accounting Concentration Requirements:

This concentration prepares students for careers in private accounting, banking, government agencies, and public accounting. Those taking the Certified Public Accountant (CPA) exam are required to have completed a bachelor's degree in business, certain business and accounting courses, and 150 credit hours. While graduation requirements at Midland are 120 credit hours, accounting students are urged to complete the 150 credit hours upon graduation to be prepared to take the CPA exam at any time.* The core requirements and the following accounting concentration requirements provide students with all necessary business and accounting courses within the 150 credit hour requirement. In addition to the core requirements, the student planning to concentrate in accounting will need to complete the following 42 credit hours:

BUS 211 – Principles of Economics II (3 hrs)
BUS 203 – Intermediate Accounting I (3 hrs)
BUS 204 – Intermediate Accounting II (3 hrs)
BUS 209 – Governmental Accounting (3 hrs)
BUS 303 – Cost Accounting I (3 hrs)
BUS 311 – Quantitative Methods (3 hrs)
BUS 361 – Financial Management (3 hrs)
BUS 402 – Cost Accounting II (3 hrs)
BUS 403 – Federal Taxes I (3 hrs)
BUS 404 – Federal Taxes II (3 hrs)
BUS 405 – Advanced Financial Accounting (3 hrs)
BUS 406 – Auditing (3 hrs)
BUS 407 – Accounting Information Systems (3 hrs)
BUS 414 – Business Law II (3 hrs)

General Business Concentration Requirements:

This concentration is designed for students who want a broad background in business with diversity of course offerings, such as those planning to start a small business or entering a family business after graduation. Those students who wish to prepare themselves in the field of business, but do not want a more concentrated major, complete the core requirements plus:

BUS 361 – Financial Management (3 hrs)
12 additional hours with the BUS prefix

Management Concentration:

This concentration is designed for students who want to prepare for a career in the field of management. In addition to the required core business courses, the student planning this concentration completes the following 19-21 credit hours:

BUS 201 – Managerial Cost Accounting (3 hrs)
or BUS 303 – Cost Accounting I (3 hrs)

BUS 311 – Quantitative Methods (3 hrs)

BUS 350 – Business Presentations (3 hrs)

BUS 361 – Financial Management (3 hrs)

BUS 417 – Organizational Behavior (3 hrs)

Three courses selected from:

BUS 211 – Principles of Economics 2 (3 hrs)

BUS 326 – Entrepreneurship (3 hrs)

BUS 331 – Total Quality Management (3 hrs)

BUS 334 – Labor Relations (3 hrs)

BUS 370 – Global Finance (3 hrs)

BUS 380 – Topics in Contemporary Finance (3 hrs)

BUS 499 – Business Internship (1-3 hrs)

HPM 421 – Management of Human Performance (3 hrs)

And courses approved by the Business Department

Management Information Systems Concentration Requirements:

There are many job opportunities in information processing within the business community. Likewise, many job opportunities in business require a strong background in computer science. This concentration is designed for students who want to combine the two areas. In addition to the required core business courses, the student planning this concentration must complete the following 24 credit hours:

CSC 160 – Object Oriented Programming (3 hrs)

CSC 180 – Visual Basic I (3 hrs)

CSC 220 – Data Structures (3 hrs)

CSC 250 – Computer Organization/Assembler (3 hrs)

CSC 270 – Web Page Development (3 hrs)

CSC 360 – Computer Networks & Data Com (3 hrs)

CSC 440 – Systems Analysis & Design (3 hrs)

BUS 201 – Managerial Cost Accounting (3 hrs)

Marketing Concentration Requirements:

The marketing concentration is designed for students who want to prepare for a career in the area of marketing. In addition to the required core business courses, the student planning this concentration completes the following 19-21 credit hours:

BUS 343 – Retail Marketing (3 hrs)

BUS 346 – Consumer Behavior (3 hrs)

BUS 348 – Advertising (3 hrs)

BUS 409 – Principles of Selling (3 hrs)

BUS 434 – Marketing Research (3 hrs)

Plus three courses from:

BUS 211 – Principles of Economics 2 (3 hrs)

BUS 326 – Entrepreneurship (3 hrs)

BUS 350 – Business Presentations (3 hrs)

BUS 499 – Business Internship (1-3 hrs)

COM 230 – Visual Literacy (3 hrs)

COM 342 – Public Relations (3 hrs)

COM 420 – Promotional Strategies and Techniques (3 hrs)

And courses approved by the Business Department.

Basic Business, 6-12 Subject Education Endorsement Requirements:

Refer to the Education section of the catalog for education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis, with no grade below a C-. This endorsement requires 37 hours of business administration and information technology systems including EDU 204 (3 hrs), EDU 275 (2 hrs), EDU 370 (2 hrs)

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 104 – Principles of Accounting II (3 hrs)
- BUS 122 – Office Procedures (3 hrs)
- BUS 160 – Business Ethics (3hrs)
- BUS 208 – Business Communications (3 hrs)
- BUS 217 – Principles of Management (3 hrs)
- BUS 230 – Global Business (3hrs)
- BUS 242 – Principles of Marketing (3 hrs)
- BUS 413 – Business Law I (3 hrs)
- BUS 414 – Business Law II (3 hrs)
- BUS 210 – Principles of Economics I (3 hrs)

Compressed Majors

The compressed business major is offered only in conjunction with a second non-business major. The goal is to have a double major that will give the students an enriching and more marketable set of communication, analytical and business skills to compete successfully in a demanding business world. Students who complete compressed majors in Business will earn a Bachelor of Arts degree.

Compressed majors in General Business, Marketing, Management or Finance may not be combined with each other. Only two courses in a compressed major may be taken P-PM-NC. Students who complete compressed majors in Business will earn a Bachelor of Arts degree.

There are four tracks a student may choose from:

General Business Compressed Major Requirements:

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 160 – Business Ethics (3 hrs)
- BUS 208 – Business Communications (3 hrs)
- BUS 210 –Principles of Economics1 (3 hrs)
- BUS 217 – Principles of Management (3 hrs)
- BUS 230 – Global Business (3 hrs)
- BUS 242 – Principles of Marketing (3 hrs)
- BUS 350 – Business Presentation (3 hrs)
- BUS 413 – Business Law I (3 hrs)
- BUS 442 – Business Policy (3 hrs)

Marketing Compressed Major Requirements:

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 160 – Business Ethics (3 hrs)
- BUS 208 – Business Communications (3 hrs)
- BUS 230 – Global Business (3 hrs)
- BUS 242 – Principles of Marketing (3 hrs)
- BUS 346 – Consumer Behavior (3 hrs)
- BUS 348 – Advertising (3 hrs)
- BUS 350 – Business Presentation (3 hrs)
- BUS 413 – Business Law I (3 hrs)
- BUS 442 – Business Policy (3 hrs)

Management Compressed Major Requirements:

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 160 – Business Ethics (3 hrs)
- BUS 208 – Business Communications (3 hrs)
- BUS 210 – Principles of Economics 1 (3 hrs)
- BUS 217 – Principles of Management (3 hrs)
- BUS 230 – Global Business (3 hrs)
- BUS 331 – Total Quality Management (3 hrs)
- BUS 350 – Business Presentation (3 hrs)
- BUS 413 – Business Law I (3 hrs)
- BUS 442 – Business Policy (3 hrs)

Finance Compressed Major Requirements:

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 104 – Principles of Accounting II (3 hrs)
- BUS 160 – Business Ethics (3 hrs)
- BUS 208 – Business Communications (3 hrs)
- BUS 216 – Financial Well Being (3 hrs)
- BUS 361 – Financial Management (3 hrs)
- BUS 370 – Global Finance (3 hrs)
- BUS 380 – Topics in Contemporary Finance (3 hrs)
- BUS 413 – Business Law I (3 hrs)
- BUS 442 – Business Policy (3 hrs)

Business Administration Minor Requirements:

27 credit hours including BUS 103, 104, 208, 210, 217, 242; plus nine additional hours with the BUS prefix. Only one course in the minor may be taken P-PM-NC.

Business Courses Offered:**BUS 103: Principles of Accounting I (3 hrs)**

This course introduces the student to the important role of accounting in today's business world through the study of basic accounting principles. Topics include journals, ledgers, financial statement preparation, adjusting entries, inventory, financing, internal control, and long-term assets.

BUS 104: Principles of Accounting II (3 hrs)

Prerequisite: BUS 103.

This course is a study of the application of accounting principles in partnerships, corporations and the manufacturing industry. Topics include partnership and corporate transactions, investments, long-term liabilities, cash flows, budgeting, and costing systems.

BUS 160: Business Ethics (3 hrs)

This course draws from a variety of ethical sources, including Christianity, Humanism, Kantian, Utilitarian, and Existentialism, to create a decision metric for moral and ethical decision-making in business activities. This metric is applied at the Societal, Organizational, and Individual level. Both theoretical and actual cases are used to illustrate various moral dilemmas in the business world.

BUS 201: Managerial Cost Accounting (3 hrs)

Prerequisite: BUS 103 and 104 or equivalent.

This course is an introduction to cost accounting and analysis tools utilized by business managers. The course is designed for business students concentrating in management or marketing. Topics include cost behavior, cost-profit-volume analysis, budgets, capital budgeting, and other decision making tools.

BUS 203: Intermediate Accounting I (3 hrs)

Prerequisites: BUS 103 and 104, or equivalent.

Intermediate Accounting provides a basic review of accounting processes and statements. The course includes detailed study of current assets, current liabilities, investments in productive resources, corporate accounting and analysis, and interpretation of accounting data.

BUS 204: Intermediate Accounting II (3 hrs)

Prerequisite: BUS 203.

As a continuation of BUS 203, this course covers the reevaluation of plant and equipment, intangible assets, liabilities, stockholders' equity, statement of changes in financial condition, financial statement analyses, statements from incomplete records, correction of errors, and price level change effects.

BUS 208: Business Communications (3 hrs) "W" Course

Methods and procedures in communication are covered in this course. Practice in developing abilities to handle business communications and business reports as well as study of the communication problems in business organizations are included. Students are given numerous writing assignments throughout the course. Evaluation of written work is based on style, form and content.

BUS 209: Governmental Accounting (3 hrs)

Prerequisites: BUS 103 and 104 or equivalent.

This course studies the accounting principles and methods utilized by state/local governments and other non-profit entities. The course focuses on recording transactions using fund accounting and the preparation and interpretation of governmental financial statements.

BUS 210: Principles of Economics I (3 hrs)

This course deals with the national economy, including the monetary system, financial markets, labor markets, and the government. Students learn how economists measure the volume of interaction with the various economic agents and institutions and how these interactions affect people and their potential for fulfillment within society. Particular attention is given to inflation, unemployment and standards of living.

BUS 211: Principles of Economics II (3 hrs)

This class will cover the basic principles of microeconomic analysis, including a survey of the theories that attempt to explain individual consumer demand and supply, and the determination of price and output. The principles of production theory and resource allocation between alternative uses, as determined by the price system, are also emphasized. We will use many current economic issues that affect the individual making economic choices in the real world today.

BUS 216: Financial Well-Being (3 hrs)

This personal well-being course relates the basics of financial planning to the holistic well-being of the individual. The students become aware of the impact of personal budgets, long- and short- term financial planning, including health and retirement concerns, on a person's mind, body and spirit. The students gain skills in financial planning as a means toward personal stability and stewardship toward others.

BUS 217: Principles of Management (3 hrs)

Principles of Management is a foundation course for the beginning student of business administration with emphasis on conceptual framework and empirical findings. Both the traditional and behavioral viewpoints are studied.

BUS 230: Global Business (3 hrs)

This is a survey course of International Business covering business/government relations, social and cultural boundaries on business, and historical and economic trends affecting global business. The goal of the class is to

enhance the student's appreciation of business as a force for change (both good and bad) in the world today.

BUS 242: Principles of Marketing (3 hrs)

This is a basic course in the nature and operation of the marketing structure. Students will study methods of marketing consumer goods, both domestically and globally, with an emphasis on marketing functions and current marketing issues in today's dynamic and turbulent markets.

BUS 244: Management Procedures and Information Processing (3 hrs)

This course provides students with a basic understanding of the principles and applications of business management procedures in the office while equipping them with the critical thinking skills to make decisions and to solve job related problems. Specific activities and assignments involving critical thinking skills are completed throughout the course. Students engage in actual office situations under simulated conditions and use critical thinking skills to: (1) define the problem; 2) collect relevant data to solve the problem; 3) recognize assumptions regarding the situation; 4) select several alternatives for possible solutions; 5) evaluate and select the most appropriate solution; and 6) justify their decision.

BUS 303: Cost Accounting I (3 hrs)

Prerequisites: BUS 103 and 104, or equivalent.

This course examines the cost accounting techniques used by management accountants. Topics include cost-volume-profit analysis, job costing systems, activity based costing, flexible budgeting, variance analysis, inventory costing methods, and management decision making.

BUS 311: Quantitative Methods (3 hrs)

Prerequisite: MTH 210.

BUS 311 provides an application of quantitative methods to the solution of business problems and decision making. Such topics as marginal analysis, price demand functions, production control, cost, revenue, and operations management for business decisions are discussed.

BUS 326: Entrepreneurship (3 hrs)

This course is designed to help students learn the "full-cycle" process of turning an idea into a product, with emphasis on the various methods of intelligently evaluating start-up opportunities.

BUS 331: Total Quality Management (3 hrs)

Prerequisite: BUS 217.

This course takes a look at Total Quality Management as a continuous, seamless process in which all aspects of the successful business venture are involved. Tools and techniques in the management and measurement of quality, productivity and competitiveness will be emphasized.

BUS 334: Labor Relations (3 hrs)

Labor Relations is a study of practical and theoretical knowledge of the relations that exist between management and unions. Major areas of inquiry center around the historical, legal and administrative aspects of collective bargaining.

BUS 343: Retail Marketing (3 hrs)

Prerequisite: BUS 242.

This course provides an overview of retailing requirements, buying and selling, store management and organization, policy establishment, customer service, and various problems found in retailing.

BUS 346: Consumer Behavior (3 hrs)

Prerequisite: BUS 242.

Consumer behavior offers a qualitative and quantitative analysis of the behavior of the consumer and the

consumer decision-making process.

BUS 348: Advertising (3 hrs)

Prerequisite: BUS 242.

This course will cover the study of the significance of advertising and promotion as it relates to marketing. Such topics as media selection, test markets, government regulations affecting advertising and publicity are covered.

BUS 350: Business Presentations (3 hrs)

Prerequisite: Successful completion of speech proficiency core requirement.

Business Presentations offers an introduction is given on the nature, function and scope of public speaking as a means of communication. Emphasis will be placed on learning strategies and tools to plan, develop and deliver dynamic business presentations. This is a laboratory type student participation course with emphasis on learning-by-doing.

BUS 361: Financial Management (3 hrs)

Prerequisites: Junior standing, BUS 103 and 104.

Financial Management builds on accounting knowledge by requiring students to use accounting information in financial decision-making situations. Topics include leverage, ratio analysis, forecasting, time value of money, capital budgeting, cost of capital, capital structure, sources of financing, and working capital measurement. Stock market and "efficiency" theories of stock prices will be emphasized.

BUS 370: Global Finance (3 hrs)

Prerequisite: BUS 361

This course provides a comprehensive understanding of the mechanics and policy implications of financial market linkages between countries by examining exchange rate determination, exchange rate systems and speculative attacks, and appropriate policy choices and their effects. The intent is to provide the knowledge and skills needed for managers of firms engaged in sales, direct investments or financing in today's turbulent global market.

BUS 380: Topics in Contemporary Finance (3 hrs)

This course will stimulate interest and critical thinking in current issues in finance, including corporate governance policies, market efficiency, and the growth and implications of government-owned sovereign wealth funds.

BUS 402: Cost Accounting II (3 hrs)

Prerequisite: BUS 303.

This course uses previously learned material as well as new concepts and tools to apply critical thinking skills to business situations. Students work with business problems such as motivation, rewards, capacity constraints, budgeting, and product costing to develop potential courses of action, scrutinize data and test and justify conclusions.

BUS 403: Federal Taxes I (3 hrs)

Prerequisite BUS 103 and 104

This course is a study of the theory of income taxes from the accounting standpoint, accounting principles involved in laws and regulation, preparation of federal, individual, fiduciary and partnership returns, and administrative procedures.

BUS 404: Federal Taxes II (3 hrs)

Prerequisite: BUS 403.

BUS 404 covers federal tax problems on withholding, inventories, installment sales, partnerships, estates and trusts, corporations, filing tax returns, getting refunds, social security tax, federal estate tax, and federal gift tax.

BUS 405: Financial Accounting (3 hrs)

Prerequisite: BUS 103 and 104

This course is a study of partnership accounting and financial statement preparation, accounting for mergers and acquisitions including consolidated financial statements, accounting for transactions with foreign vendors and customers, and a review of SEC reporting requirements.

BUS 406: Auditing (3 hrs)

Prerequisites: BUS 103 and 104

The duties and responsibilities of auditors, methods of conducting various kinds of audits, audit working papers, the preparation of the audit report, the auditor's certificate and special problems in the audit of different kinds of enterprises are covered in this course.

BUS 407: Accounting Information Systems (3 hrs)

Prerequisite: BUS 103 and 104

This course includes a review of tax, accounting and audit software packages in use for the accumulation of necessary financial information. In addition, the paper flow of information throughout an organization before entering the software and the internal controls necessary to ensure that the information is reliable and relevant, are reviewed.

BUS 409: Principles of Selling (3 hrs)

Prerequisite: BUS 242 Marketing.

Fundamentals of selling from prospecting for potential customers to the follow up process after the sale are presented. The connection between Relationship Selling and Relationship Management will be emphasized. Communication, selling and negotiation techniques will be taught, and through class presentations, demonstrated by students.

BUS 413: Business Law I (3 hrs)

An introduction to law, social forces and legal rights, contracts, agency and employment, commercial paper and personal property, and bailment are present in the course.

BUS 414: Business Law II (3 hrs)

Sales, security devices and insurance, partnerships, corporations, real property and environment, estates and bankruptcy, and government and business are included in this course.

BUS 417: Organizational Behavior (3 hrs)

Prerequisite: BUS 217.

This course consists of an analysis of organizational behavior from the behavioral science viewpoint. Stress is placed on the following areas: theories of motivation, social exchange, interaction, leadership, political behavior within the organization, and organizational change.

BUS 434: Marketing Research (3 hrs)

Prerequisite: BUS 242.

Market Research is a study of the basic concepts and techniques of marketing research used by marketers in solving problems of marketing policies, products, promotions, distribution, and price. Research techniques, including instrument construction, determination of market potentials, analysis, and interpretation of findings and reporting of data, are studied.

BUS 442: Business Policy (3 hrs)

Prerequisite: Senior standing Business major.

This capstone course is required of all business administration majors with either a marketing, management or accounting concentration as well as economics majors.

The course is designed to strengthen the students' ability to conceptualize, analyze and synthesize information, and apply their conclusions in a variety of business scenarios. Case study methodology is the primary teaching method used, requiring the student to: 1) identify the problem, extracting it from irrelevant "noise" or mere symptoms; 2) determine the relevant information that will lead to a solution; 3) highlight all assumptions (both implied and explicit) flowing from the relevant information; 4) generate a list of focused solutions and make a selection from this list; and 5) anticipate the impact of their choice on the business operations, judging both their conclusions and the validity of their steps 1-4.

BUS 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

BUS 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

BUS 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

It is highly recommended that a business student participate in an internship at some point in their collegiate career at Midland University.

CHEMISTRY |

Coordinator: Evangeline Rukundo, Ph.D.

A Chemistry major is not offered.

The study of chemistry is important for students pursuing a major in any of the sciences and is vital for students pursuing a career in the medical fields. Midland's faculty take advantage of the small class sizes and integrate "upper-level" laboratory techniques and concepts into the lower levels of chemistry.

Chemistry Minor Requirements:

24 credit hours in chemistry including:

CHE 103 – General Chemistry (4 hrs)

CHE 104 – General Chemistry II (4 hrs)

CHE 201 – Organic Chemistry I (4 hrs)

CHE 202 – Organic Chemistry II (4 hrs)

CHE 407 – Biochemistry (4 hrs)

*CHE 122 may not be applied to the minor.

Chemistry Courses Offered:

CHE 103 General Chemistry I (4 hrs)

This course surveys the theories and models of the inorganic component of chemistry, including atomic structure, bonding, review and application of gas laws, and basic thermochemistry. In the laboratory component of the course, the students learn scientific methodology, environmental testing and analytical techniques. Students examine their potential roles as scientifically literate citizens with responsibility for sustaining the universe.

CHE 104: General Chemistry II (4 hrs)

Prerequisite: CHE 103.

As a continuation of Chemistry 103, kinetics, equilibrium and solutions, electrochemistry, nuclear chemistry, qualitative analysis, and an introduction to organic chemistry are studied. Laboratory included.

CHE 122: Chemistry for the Health Sciences (4 hrs)

Prerequisites: High school chemistry and 2 years of high school mathematics.

This scientific literacy course surveys the practical aspects of inorganic, organic and biochemistry as they relate to life processes. Particular attention is given to the application of chemical principles to human physiology, environmental issues and the role of scientifically literate citizens. In the laboratory, students learn scientific methodology relating chemistry to health and the environment.

CHE 190: Pharmacology (3 hrs)

Prerequisites: CHE 122 or CHE 103, and at least one biology course recommended

This course introduces the principles of pharmacology, including: drug classification and mechanism of action, kinetics, toxicology, drug interactions, and therapeutic efficacy in disease states. Drug standards and legislation are also stressed.

CHE 201: Organic Chemistry I (4 hrs)

Prerequisite: CHE 104, or permission of the instructor.

This course is an introduction to the compounds of carbon, their nomenclature, properties, reactions and reaction mechanisms of alkanes, alkenes, alkynes, alkyl halides, and alcohols. Laboratory includes physical separation techniques and synthesis.

CHE 202: Organic Chemistry II (4 hrs)

Prerequisite: CHE 201.

This course, which is a continuation of CHE 201, focuses on the functional group chemistry of aldehydes, ketones, acids, amines, and amides, as well as an introduction to spectroscopy and synthesis and contains a brief introduction to biochemistry. In the laboratory, students pursue more complicated synthetic techniques and instrumentation and write at least two formal, technical reports, and a research paper totaling at least 12 pages, using the prescribed professional format for chemical journals. Evaluation of the papers includes style and form as well as content.

CHE 301: Inorganic Chemistry (2 hrs)

Prerequisites: CHE 104 is required and CHE 202 is recommended.

This course is an introduction to inorganic chemistry with a heavy emphasis on the “d” and “f” block elements. Study will include group theory considerations, energies, electronic and bonding structures, and reactivities. The laboratory work will include inorganic synthesis and spectroscopy.

CHE 302: Quantitative Analysis (2 hrs)

Prerequisite: CHE 104.

The principles, theory and methods of gravimetric, volumetric and electro-analytical methods of analyzing samples will be studied. Laboratory work will put principles learned into practice.

CHE 407: Biochemistry (4 hrs)

Prerequisites: CHE 202 and one biology course, or permission of the instructor.

This course describes the molecular basis of life. The structure and function of proteins, nucleic acids, lipids, and carbohydrates as well as an introduction to metabolism are discussed. Special attention is given to the universality of molecular patterns and common principles in biochemistry. The laboratory will give students an introduction to many of the important techniques currently used by practicing biologists and chemists, including spectroscopic methods, electrophoresis, chromatographic separation, and isolation and characterization of biological macromolecules.

CHIROPRACTIC |

Coordinator: Lance Johnson, Ph.D.

Midland University has a formal agreement with Palmer College of Chiropractic (PCC) for a Dual Degree Program leading to an undergraduate liberal arts degree in either Biology or Natural Science: Medical Arts Concentration and a Doctor of Chiropractic degree upon completion of approximately three years of study at Midland and five academic years (of eight months) or three and one third consecutive years at Palmer. The chiropractic curriculum contains a minimum of 4,620 classroom hours of instruction, which must be completed within eight calendar years. Students complete 95 credits while at Midland, including all Core and Distribution requirements, as well as the prerequisite requirements for the Doctor of Chiropractic degree at Palmer. Students must earn a minimum 2.50 cumulative GPA while at Midland, receive a positive recommendation of the Chair (or designee) of the Biology Program at Midland and submit all application materials to Palmer. Upon successful completion of the first year of studies at Palmer, a maximum of 33 Palmer credit hours may be transferred toward completion of either the Bachelor of Science in Biology or Natural Sciences at Midland. Upon completion of the remaining PCC credit hours, the student is awarded the Doctor of Chiropractic from Palmer. While at Midland, students are required to take one year each of general biology, inorganic chemistry, organic chemistry and physics; all core and distribution requirements; and additional coursework to meet either the Natural Science: Medical Arts Concentration requirements or the Biology requirements. All major courses must be taken for letter grade and earn a C or better except BIO 499. Contact the coordinator for details.

Additionally, Midland University has a formal agreement with Cleveland College of Chiropractic (Kansas City and Los Angeles) for a Dual Degree Program leading to an undergraduate liberal arts degree in either Biology or Natural Science: Medical Arts Concentration and a Doctor of Chiropractic degree upon completion of approximately three years of study at Midland and four academic years (of three trimesters) or 10 trimesters at Cleveland. The chiropractic curriculum contains a minimum of 4,575 classroom hours of instruction, which must be completed within eight calendar years. Students complete 95 credits while at Midland, including all Core and Distribution requirements and the prerequisite requirements for the Doctor of Chiropractic degree at Cleveland. Students must earn a minimum 3.0 cumulative GPA while at Midland, receive a positive recommendation of the Chair (or designee) of the Biology Program at Midland and submit all application materials to Palmer. Upon successful completion of the first year of studies at Cleveland, a maximum of 33 Cleveland credit hours may be transferred toward completion of either the Bachelor of Science in Biology or Natural Sciences at Midland. Upon completion of the remaining Cleveland credit hours, the student is awarded the Doctor of Chiropractic from Cleveland. While at Midland, students are required to take one year each of general biology, inorganic chemistry, organic chemistry and physics; all core and distribution requirements; and additional coursework to meet either the Natural Science: Medical Arts Concentration requirements or the Biology requirements. All major courses must be taken for letter grade and earn a C or better. Contact the Biology Program Coordinator for details. See

details under Natural Science: Medical Arts Concentration.

CRIMINAL JUSTICE |

Coordinator: Scott Sasse, Ph.D.

The Criminal Justice major is offered for students who desire preparation for work in the field of criminal justice and related areas. The Criminal Justice major recognizes the importance of applying a liberal arts education, with its holistic approach and emphasis on problem solving and communication skills, to prepare students for entry level positions in criminal justice agencies. The major will give them the tools for continuing personal and professional growth to face new challenges and take advantage of new opportunities in their field of interest.

A Midland Criminal Justice Major:

- Demonstrates thorough knowledge and understanding of all aspects of the American criminal justice system. Students will learn its origins, history, operations, as well as the social, personal, political, cultural and economic influences, and the values and principles upon which it is based by applying and exploring a scientific approach to Criminal Justice based on empirical information, scientific methodology and evidence-based practice.
- Demonstrates an appreciation of the value of and ability to apply a holistic, liberal arts approach to gaining knowledge of and understanding the role of the Criminal Justice system in society, the interaction among the agencies that comprise the Criminal Justice system, their organization and alternatives in responding to certain categories of crime and anti-social behavior through crime control systems;
- Demonstrates preparation to be a competitive candidate for entry-level openings in the field of criminal justice and related careers;
- Demonstrates the ability to adapt to and succeed in professional work roles in criminal justice
- Demonstrates the ability to be a competitive candidate for admission to quality graduate programs or professional schools.

Criminal Justice Major Requirements:

43 credit hours including:

- CJU 205 – Survey of Criminal Justice (3 hrs)
- SSC 330– Social Science Statistics (3 hrs)
- CJU 307 – Criminology (3 hrs)
- CJU 310 – Juvenile Justice (3 hrs)
- CJU 323 – Police and Society (3 hrs)
- CJU 337 – Corrections (3 hrs)
- CJU 499 – Criminal Justice Internship (1-3 hrs)
- SOC 130 – Principles of Sociology (3 hrs)
- SOC 220 – Minorities and Cultural Diversity (3 hrs)
- SOC 425 – Social Research Methods (“C”) (4 hrs)

12-14 elective hours must be from:

- CJU 314 – Criminal Law (3 hrs)
- CJU 350 – Domestic Violence (3 hrs)
- CJU 360 – Criminal Procedure (3 hrs)
- CJU 440 – Seminar in Selected Topics (3 hrs)
- CJU 450 – Independent Study (3 hrs)
- SOC 212 – Introduction to Human Services (3 hrs)
- SOC 370 – Sociology of Addictions (3 hrs)
- BIO 192 – Forensics (3 hrs)

HIS 313 – US Constitutional History (3 hrs)

PSY 333 – Abnormal Psychology (3 hrs)

Students who plan to enter graduate programs should consult with the department coordinator for recommended courses.

Criminal Justice Compressed Major Requirements:

31 credit hours including:

CJU 205 – Survey of Criminal Justice (3 hrs)

CJU 307 – Criminology (3 hrs)

CJU 323 – Police and Society (3 hrs)

CJU 337 – Corrections (3 hrs)

SOC 130 – Principles of Sociology (3 hrs)

SOC 220 – Minorities and Cultural Diversity (3 hrs)

SOC 425 – Social Research Methods (“W”) (4 hrs)

9 Elective hours must be from:

CJU 310 – Juvenile Justice (3 hrs)

CJU 314 – Criminal Law (3 hrs)

CJU 350 – Domestic Violence (3 hrs)

CJU 360 – Criminal Procedure (3 hrs)

CJU 440 – Seminar in Selected Topics (3 hrs)

CJU 450 – Independent Study (3 hrs)

CJU 499 – Criminal Justice Internship (3 hrs maximum)

BIO 192 – Forensics (3 hrs)

PSY 333 – Abnormal Psychology (3 hrs)

Students may choose to double major in criminal justice and sociology as well as criminal justice and human service. Students who plan to enter graduate programs should consult with the department coordinator for recommended courses.

Criminal Justice Minor Requirements: 18 credit hours of CJU courses, including CJU 205. BIO 192 may be also taken for the minor. CJU 499 cannot be taken to fulfill the minor.

Criminal Justice Courses Offered:

CJU 205: Survey of Criminal Justice (3 hrs)

This course provides a survey of the nature, history, structure and effectiveness of the American criminal justice system as our society’s major response to the perennial social problem of crime and deviance, with an emphasis on investigating myths of the separate parts of the criminal justice process as a mechanism of social control.

CJU 307: Criminology (3 hrs)

Prerequisites: SOC 130; CJU 205 or permission of instructor.

Criminology is a survey of the nature and extent of crime in American society, including the study of the relationship of criminal activity to social variables such as social class, age and gender within social structures and the study of theories of crime causation and prevention.

CJU 310: Juvenile Justice (3 hrs)

Prerequisites: SOC 130; CJU 205 or permission of instructor.

Juvenile Justice provides a detailed examination of the American juvenile justice system, its origins, components, goals, operating principles, and relationships to other social institutions, with an emphasis on the nature, causes, consequences, and responses to juvenile delinquency and other forms of juvenile misbehavior.

CJU 314: Criminal Law (3 hrs)

Prerequisite: CJU 205 or permission of instructor.

This course offers an examination of substantive criminal law, with an emphasis upon the elements, characteristics and problems inherent in the definitions of crimes as enumerated and interpreted by statutes and court cases.

CJU 323: Police and Society (3 hrs)

Prerequisites: SOC 130, CJU 205 or permission of instructor.

This course presents an overview of the role of the police in American society, the origins of policing, the nature of police organizations, and the patterns of relationships between the police and the public.

SSC 330 Social Science Statistics (3 hrs)

This course is a survey of the basics of social statistics—techniques that criminologists, psychologists, sociologists and other social scientists use to summarize numeric data obtained from censuses, government data sets, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. Students will learn how to test hypotheses for group differences in means (z test, t test), for association between two variables (correlation, chi-square test), and for the basics of regression analysis.

This course is also a pre-requisite for SOC 425 and PSY 398.

CJU 337: Corrections (3 hrs)

Prerequisite: CJU 205 or permission of instructor.

Corrections offers a study of the origins, history, development, framework, methodologies, objectives, and issues of institutional and community-based efforts by the criminal justice system to respond to persons convicted of criminal law violations.

CJU 350: Domestic Violence (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

This course provides an overview of research and policy issues for considering privatized violence. The focus is on violence in families and dating relationships in the United States, although comparative profiles and international policies international will be discussed. A primary theme will be to identify and understand the patterned use of violence within families and intimate relationships and roles of other institutions (political/legal, educational, economic) in addressing such violence.

CJU 360: Criminal Procedure (3 hrs)

Prerequisite: CJU 205 or permission of instructor.

CJU 360 is a study and analysis of the basic provisions of the United States Constitution, with an emphasis on individual rights and liberties protected by the first 10 and the 14th amendments, including a study of the fundamental principles of criminal procedure.

CJU 440: Seminar in Selected Topics (3 hrs)

Prerequisite: Criminal Justice , Human Services, or Social Science major, or permission of instructor.

This course is offered to students who are majoring in criminal justice, sociology, human services, or social science, or who are otherwise invited by the faculty. The topic is selected by the professor conducting the course. The course may be repeated for credit with change in topic.

CJU 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

CJU 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

CJU 499: Criminal Justice Internship (1-6 hrs)

Prerequisite: CJU 205; SOC 212 and permission of instructor.

EARTH SCIENCE |

Coordinator: Dean's Office

An Earth Science major is not offered.

Earth Science Minor Requirements:

18 credit hours from the following listed courses. Interested students are encouraged to meet with the department coordinator early in their college planning.

Earth Science Courses Offered:**ESC 101: Physical Geology (4 hrs)**

This course deals with the structures of the earth and the theories of volcanism, plate tectonics, weathering and soil, mass wasting, streams, glaciation, deserts, oceanography, and earthquakes. The students examine their potential roles as scientifically literate citizens with responsibility for sustaining the earth. In the laboratory, particular emphasis is given to scientific methodology. Field trips enhance the students' understanding of the principles of geology and the need for a sustainable existence.

ESC 102: Historical Geology (4 hrs)

This course presents the history of the Earth as defined by plate tectonics, the evolution of the atmosphere, organic evolution, oceanography and, specifically, the development of the North American continent. Students examine their potential roles as scientifically literate citizens and understand the fragile nature of the world around them and the significance of their roles in sustaining that world. In the laboratory, particular emphasis is placed upon the scientific method.

ESC 123: Principles of Geography (3 hrs)

Principles of Geography offers a systematic examination of the basic principles of geography with emphasis on the physical elements. Topics include: cartography, mapping, seasons and time, climatology and climatic regions, plant geography, and soils. Recommended for elementary and secondary education majors.

ESC 126: Human Geography (3 hrs)

This course offers students the opportunity to gain an in-depth understanding of some of the interactions of the world's people with locales, physical environments, historical constructs and contemporary characteristics. Example topics studied in the course include culture, agriculture, natural resources, urban geography and population.

ESC 130: Geography of Contemporary Global Issues (3 hrs)

This course examines global concerns and issues affecting today's society through the writings of some of the best scientists, practitioners, researchers, and media commentators. Issues are drawn into new perspectives as

accepted theories and viewpoints are called into question. Examples of topics covered include concerns such as population, sustainable use of tropical forests, landscape of hunger and the electronic superhighway. Students examine the evidence supporting various positions and suggest possible responses and solutions.

ESC 410: Topics in Earth Science (1-3 hrs)

Prerequisite: Permission of instructor.

Topics in Earth Science provides individual research or study in an area of the student's interest. The course may be taken for more than one term.

ESC 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

ESC 499: Earth Science Internship (1-3 hrs)

Prerequisite: Permission by application.

EDUCATION |

Administrative Director: Susan Evanich, Ed.D.

At Midland, preparation of teachers is philosophically grounded in the liberal arts and aligned with the University Mission: To learn and lead in the world with purpose. The Teacher Education Program mission is as follows: The Teacher Education Program prepares educators who demonstrate the knowledge, skills and dispositions needed to plan and deliver effective instruction, build learning communities, model professionalism, understand their content and support all learners.

In order to fulfill these Missions, courses of study include general liberal arts courses, core educational coursework and endorsement specific coursework. Students will have field experiences in many of their beginning courses and throughout their program. They will have a culminating clinical experience for each area of endorsement.

A student's experiences at Midland are designed to develop the knowledge, skills, and dispositions to necessary become an effective teacher. Our program is comprised of five central themes - Effective Instruction, Learning Communities, Professionalism, Content Knowledge, and that ALL Students Can Learn.

A Midland University Teacher Candidate:

Plans and Delivers Effective Instruction...

- Using multiple formal and informal methods to assess learner needs and progress and using assessment data to inform future instruction.
- Developing and utilizing a variety of instructional approaches, active learning, tools of inquiry and digital and interactive technologies to meet curricular goals and standards.
- Expecting students to think critically, creatively and to problem solve.
- Accessing resources to build global awareness and understanding.

Builds Learning Communities...

- Recognizing how student development, behavior, self-esteem, and motivation impacts learning.
- Demonstrating a variety of strategies for managing behaviors, promoting positive social interactions, and fostering collaboration within the school environment.

- Creating a classroom community that considers and respects individual differences, adapting to meet diverse learning and socialization needs, promoting positive social interaction and helping all students feel safe and included.

Models Professionalism...

- Demonstrating responsibility, preparedness, engagement, respect, courtesy, concern, commitment, reflection, strong ethical and moral decision-making, readily seeking and accepting feedback, and shaping positive change.
- Using effective communication techniques to build productive relationships with students, parents, colleagues, and the community.
- Continuously seeking opportunities to advance their own learning while promoting education of the mind, body and spirit.
- Being a passionate advocate for children and the profession.

Understands Content...

- Demonstrating knowledge and understanding of concepts, skills and principles of the discipline in order to create meaningful teaching and learning experiences.
- Utilizing central themes, tools of inquiry and thinking models to structure and guide the learning process.
- Including the vocabulary within the discipline.
- Knowing how learning progresses in order to help the struggling or the advanced learner.
- Aligning teaching with the content standards.
- Providing students with meaningful applications.

Support ALL Learners...

- Knowing that all students have the capacity to learn.
- Setting high expectations for every student.
- Ensuring all students can reach their learning goals.
- Collaborating with families, educators and the community to provide the appropriate resources.

For those students pursuing an education major, the four-year guarantee includes completion of one endorsement for Elementary, Secondary or Special Education. Additional endorsements may be added at the discretion of the Teacher Education and are largely dependent upon the required coursework as noted by the Nebraska Department of Education.

The Midland Teacher Education Program is approved by the Nebraska Department of Education. A copy of Midland’s current Title II Institutional Report on the Quality of Teacher Preparation is available from the Midland Teacher Education Program upon request.

Midland complies with Nebraska Department of Education Rule 24 requirements and offers teaching endorsements in the following field and subject areas:

Field Endorsements

Art	K-12
Elementary	K-8
Mathematics	6-12
Music	K-12
Science	7-12
Social Science	7-12
Special Education	K-12, K-6, 7-12

Subject Endorsements

Basic Business	6-12
Biology	7-12
English	7-12
History	7-12
Physical Education	K-6, 7-12
Vocal Music	K-8, 7-12

Supplemental Endorsements

Early Childhood	B-3
Coaching	7-12
English as a Second Language (ESL)	K-12

Teacher certification is not automatic. Upon successful completion of the approved Teacher Education Program Midland University graduates are eligible to be recommended for initial Nebraska teacher certification. Since certification requirements vary, students planning to teach in a state other than Nebraska should inquire about specific requirements for that state. If the State of Nebraska mandates changes in teacher education, Midland University will move toward compliance with these mandates and work to inform students of any resulting changes in the program that may be necessary.

Starting in the first year, students are encouraged to carefully plan course schedules in consultation with their advisor. Students are expected to follow the course sequence carefully and to regularly consult with their advisor to assure timely fulfillment of graduation and certification requirements.

Admission to the Midland University Teacher Education Program is not automatic and is determined by the Midland University Teacher Education Committee (TEC). This committee also monitors student progress, ongoing eligibility for retention within the program, and approves placements for student teaching. Students wishing to appeal a TEC decision regarding requirements for program admission, program retention, admission to student teaching, or recommendation for certification should send a written request to the TEC within 10 calendar days of the decision date. The TEC will then meet to consider the student appeal. If, following this process, the issue is not resolved, the TEC decision, as with any academic decision, may be appealed by filing a petition in writing with the Deans' Office of the University.

Program standards are described below and are also outlined in the Midland University Teacher Education Handbook available from the Midland University Teacher Education Program. As with all Midland University programs, the Teacher Education Program does not discriminate against any individual for reasons of age, race, national origin, physical handicap, religion, or gender.

Freshman Year:

1. Join Student Education Association of Nebraska (SE AN) (Pre-candidates are responsible for costs)
2. Complete a background check in compliance with the Education Department Requirements (pre-candidates are responsible for all costs)

Requirements for Program Admission: (More detailed information can be found in the Teacher Education Program Handbook.)

1. Completion of EDU 190 (Topics in Education) with a grade of C- or better or transfer of its equivalent
2. Achievement and maintenance of a minimum cumulative grade point average (gpa) of 2.5
3. Classification as a sophomore (credits equal to 28 or above)
4. Attendance at EDU201-Sophomore Seminar
5. Successful completion of the CORE Basic Skills Test (As required by the Nebraska Department of Education (NDE), each teacher candidate must provide MU with an official institutional passing score report. All costs associated with this testing requirement are the responsibility of the MU candidate.)

6. Completion and submission of the application for acceptance (This application includes a confidential recommendation from an MU community member and an updated background check. The MU candidate is responsible for all costs associated with a background check.)
7. A professional interview with the Teacher Education Committee (TEC) and acceptance by the TEC.
8. Membership in SE A/N (responsible for all costs)

Requirements for Program Retention: (More detailed information can be found in the Teacher Education Program Handbook.)

1. Progress from a minimum 2.5 cumulative GPA toward the minimum 2.75 cumulative GPA and 3.0 endorsement coursework GPA that must be achieved when application is made for acceptance into student teaching.
2. Steady movement through coursework required for the Teacher Education major; Elementary, Special Education, Secondary, K-6/7-12 subject, or K-12 concentration; and subject/field endorsement(s).
3. Attainment of a 2.75 cumulative GPA and a 3.0 endorsement coursework GPA. All courses in the Midland University Teacher Education major; the Elementary, Secondary, K-6/7-12, or K-12 concentration; and the field/subject endorsement(s) must be graded on the A-F basis with no grade below C-.
4. Development of state-mandated professional competencies listed below through completion of the following courses with all grades earned no lower than C-: Student Development (PSY210); Learning Differences (EDU296); Learning Environments (EDU 275); Assessment (EDU370); Planning for Instruction (EDU270); Instructional Strategies (EDU204, EDU270); Professional Learning and Ethical Practice and Leadership and Collaboration (Student Teaching); Human Relations (EDU220); and Special Education (EDU296). Development of professional competencies regarding Content Knowledge and Application of Content Knowledge is ensured through standards-driven endorsement coursework, successful completion of the Student Teaching experience and a required Praxis Content test.
5. Completion of a minimum of 100 hours of field-based experience by the end of the semester in which application is made for student teaching.
6. Completion of all EDU methods coursework and 75% of other major coursework must be completed prior to student teaching within the Teacher Education major; the Elementary, Secondary, K-6/7-12, or K-12 concentration; and the field/subject endorsement(s). These courses must be graded on the A-F basis with no grade below C-.
7. Maintenance of the physical and mental fitness necessary for the demands of the P-16 classroom.
8. Written documentation of ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. A background check is required. All costs associated with this requirement are the responsibility of the Midland candidate.
9. Enrollment in the Student Education Association of Nebraska (SEA/N) during the junior and senior year. All costs associated with SEA membership are the responsibility of the Midland candidate.

Requirements for Student Teaching Admission:

1. Completion of all requirements for acceptance and retention in the Midland University Teacher Education Program.
2. Attainment of a 2.75 cumulative GPA and a 3.0 endorsement coursework GPA. All courses in the Teacher Education major; the elementary, secondary, K 6/7-12, or K-12 concentration; and the field/subject endorsement(s) must be graded on the A-F basis with no grade below C-.
3. Completion of all Education methods coursework and 75% of other major coursework must be completed prior to student teaching within the Teacher Education major; the elementary, secondary, K-6/7-12, or K-12 concentration; and the field/subject endorsement(s). Exceptions will be considered on a case by case basis. These courses must be graded on the A-F basis with no grade below C-.
4. Required attendance at EDU 401 Student Teaching Application Seminar. Application policy and procedures will be reviewed and due dates provided.

Requirements for Initial Nebraska Teacher Certification Recommendation:

1. Completion of all requirements for the Bachelor's degree within the semester following student teaching.
2. Completion of all Midland Teacher Education Program requirements including appropriate standards set forth in Nebraska Department of Education Rules 20, 21, 23, 24, and 27.
3. Complete and pass the appropriate Praxis II Content Test. Costs associated with those tests are the responsibility of the candidate.
4. Submission of application for initial Nebraska certification and payment of required fees by the deadline specified by the Midland Teacher Certification Officer. Candidates who have not continuously lived in Nebraska for five years preceding the date of application for certification will be required to complete a criminal history check including a fingerprint requirement. Costs associated with the process are the responsibility of the Midland candidate.

General Education Requirements:

The Nebraska Department of Education requires all candidates for Teacher Education degrees to meet general education course requirements. This requirement is compatible with Midland University's liberal arts program and can be met successfully by completing core/distribution requirements previously listed in this catalog.

Teacher Education Major Requirements:

Completion of the following 24 credit hours of core education courses required by all Teacher Education majors with all courses graded on the A-F basis with no grade below C-:

- EDU 190 – Topics in Education (3 hrs)
- EDU 201 – Teacher Education Orientation Seminar (0 hrs)
- EDU 204 – Technology for Teachers (3 hrs)
- EDU 220 – Multicultural Education (3 hrs)
- EDU 296 – Introduction to Special Education (3 hrs)
- EDU 270 – Instructional Design (2 hrs)
- EDU 275 – Classroom Management (2 hrs)
- EDU 370 – Assessment for Learning (2 hrs)
- EDU 401 – Student Teaching Application Seminar (0 hrs)
- EDU 410 – Student Teaching Seminar (0 hrs)
- PSY 200 – Psychology of Learning (3 hrs)
- PSY 210 – Developmental Psychology (3 hrs)

Concentration Requirements:

In addition, all Teacher Education majors are required to complete the professional Education coursework listed below in the endorsement seeking area, with all courses graded on the A-F basis and no grade below C-

Elementary, K-8:

- EDU 221 – Art Methods-Elementary and Middle Grades (1 hr)
- EDU 235 – Music Methods-Elementary and Middle Grades (1 hr)
- EDU 237 – Physical Education Methods-Elementary and Middle Grades (1 hr)
- EDU 250 – Literature for Children & Adolescents (2 hrs)
- EDU 294 – Language Arts-Elementary and Middle Grades (2 hrs)
- EDU 307 – Science Methods-Elementary and Middle Grades (3 hrs)
- EDU 340 – Developmental Reading (3 hrs)
- EDU 341 – Diagnostic and Remedial Reading (3 hrs)
- EDU 388 – Social Studies Methods-Elementary and Middle Grades (3 hrs)
- EDU 393 – Mathematics Methods-Elementary and Middle Grades (3 hrs)
- EDU 420 – Student Teaching Elementary (7-14 hrs)

An additional 32 hours of academic coursework is required. A minimum of nine semester hours is required in English, six hours in mathematics, seven to eight hours in science and nine hours in social sciences.

Secondary, 6-12, 7-12, K-6/7-12 and K-12:

Content course requirements for subject and field endorsements are listed in this catalog by department. In addition, the following Secondary Education coursework is required:

- EDU 260 – Introduction to Middle and Secondary Schools (3 hrs)
- EDU 381 – Teaching Reading and Writing in the Content Area (3 hrs)
- EDU 409 – Special Methods (2 hrs)
- EDU 430 – Student Teaching Secondary (14 hrs) or
EDU 436 – Student Teaching K-6, 7-12 (14 hrs)

Special Education – K-12:

- SPD 233 – Technology, Methods & Materials (4 hrs)
- SPD 242 – Collaboration and Inclusive Learning Environments (4 hrs)
- SPD 247 – Early Childhood Special Education (3 hrs)
- SPD 252 – Speech Language and Learning Disabilities (3 hrs)
- SPD 353 – Assessment and Behavior Interventions (4 hrs)
- SPD 355 – Lifelong Planning for Exceptional Learners (3 hrs)
- SPD 356 – K-6 Mild/Moderate Practicum (1 hr)
- SPD 357 – 7-12 Mild/Moderate Practicum (1 hr)
- SPD 358 – Legal Issues and Program Development (3 hrs)
- SPD 365 – Multi-Disciplinary Process and IEP Development (3hrs)
- SPD 368 – Autism and Social Development (3 hrs)
- MTH 121 – Understanding the Math You Teach (3 hrs)
- EDU 250 – Literature for Children and Adolescents (2 hrs)
- EDU 294 – Language Arts—Elementary and Middle Grades (2 hrs)
- EDU 340 – Developmental Reading (3 hrs)
- EDU 341 – Diagnostic and Remedial Reading (3 hrs)
- EDU 393 – Mathematics Methods-Elementary and Middle Grades (3 hrs)
- FLA 100 – Introduction to ESL (3 hrs)
- EDU 438 - Student Teaching K-12 (14 hrs)

Special Education – K-6

This endorsement is offered only in combination with the Elementary, K-8 endorsement.

The following courses are required in addition to the Elementary, K-8 courses listed above:

- SPD 233 – Technology, Methods & Materials (4 hrs)
- SPD 242 – Collaboration and Inclusive Learning Environments (4 hrs)
- SPD 247 – Early Childhood Special Education (3 hrs)
- SPD 252 – Speech Language and Learning Disabilities (3 hrs)
- SPD 353 – Assessment and Behavior Interventions (4 hrs)
- SPD 356 – K-6 Mild/Moderate Practicum (1 hr)
- SPD 358 – Legal Issues and Program Development (3 hrs)
- SPD 365 – Multi-Disciplinary Process and IEP Development (3 hrs)
- SPD 368 – Autism and Social Development (3 hrs)
- MTH 121 – Understanding the Math you Teach (3 hrs)
- EDU 250 – Literature for Children and Adolescents (2 hrs)
- EDU 294 – Language Arts (2 hrs)
- EDU 340 – Developmental Reading (3 hrs)
- EDU 341 – Diagnostic and Remedial Reading (3 hrs)
- EDU 393 – Mathematic Methods – Elementary and Middle Grades (3 hrs)
- EDU 440 – Student Teaching Special Education, K-6 (7 hrs)

Special Education – 7-12

This endorsement is offered only in combination with the any Secondary field or subject endorsement (i.e.

History, Math)

The following courses are required in addition to the Secondary field or subject courses listed:

- SPD 233 – Technology, Methods & Materials (4 hrs)
- SPD 242 – Collaboration and Inclusive Learning Environments (4 hrs)
- SPD 252 – Speech Language and Learning Disabilities (3 hrs)
- SPD 353 – Assessment and Behavior Interventions (4 hrs)
- SPD 355 – Lifelong Planning for Exceptional Learners (3 hrs)
- SPD 357 – 7-12 Mild/Moderate Practicum (1 hr)
- SPD 358 – Legal Issues and Program Development (3 hrs)
- EDU 365 – Multidisciplinary Process and IEP Development (3 hrs)
- EDU 368 – Autism and Social Development (3 hrs)
- SPD 442 – Student Teaching Special Education, 7-12 (7 hrs)

Supplemental Endorsements: The following endorsements are offered only in combination with any field or subject endorsement. Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-.

Early Childhood, B-3:

This supplemental endorsement is offered only in combination with Elementary K-8.

In addition to Elementary concentration requirements, complete:

- ECE 155 – Child, Family and Community (2hrs)
- ECE 247 – Early Childhood Special Education (3 hrs)
- ECE 255 – Introduction to Early Childhood Education (3 hrs)
- ECE 257 – Preschool Methods (3 hrs)
- ECE 376 – Early Childhood Assessment (2hrs)
- ECE 386 – Kindergarten Methods (3 hrs)
- ECE 299 – Practicum (1 hr)
- ECE 399 – Practicum (1 hr)
- ECE 499 – Practicum (1 hr)

Coaching, 7-12:

This endorsement requires 13 hours of the following coursework:

- HPM 162 - Foundations of Coaching (2 hrs)
- HPM 210 - First Aid, CPR, AED (2 hrs)
- HPM 220 - Care and Prevention of Athletic Injuries (3 hrs)
- HPM 200-222 Theory coursework (select three courses for a total of 6 hrs)

English as a Second Language (ESL), K-12:

This endorsement requires 15 hours of the following coursework:

- ESL 100 – Introduction to ESL (3 hrs)
- ESL 150 – Cross-Cultural Communications (3 hrs)
- EDU 381 – Teaching Reading/Writing in the Content Areas (3 hrs)
- ESL 300 – Methods, Assessment, and Evaluation of ESL (4 hrs)
- EDU 498 – ESL Practicum (2 hrs)

Nebraska Special Services Coaching Certificate:

The certificate is for non-certified personnel to serve as assistant coaches in NSAA sponsored activities. Coursework required include; HPM 162 Foundations of Coaching (2 hrs), HPM 210 First Aid-CPR-AED, EDU220 Multicultural Education (3 hrs) OR EDU207 Human Relations (1 hr).

English as a Second Language Courses Offered:

ESL 100: Introduction to ESL (3 hrs)

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.

ESL 150: Cross-Cultural Communications (3 hrs)

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.

ESL 300: Methods, Assessment, and Evaluation of ESL Learners (4 hrs)

Prerequisite: ESL 100 and ESL 150.

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 ELL 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 10 hours.

Teacher Education Courses Offered:

EDU 190: Topics in Education (3 hrs)

This course is a general introduction to the field of P-12 teacher education. At the completion of this course, pre-candidates will be able to discuss the historical and philosophical development of American education, identify a variety of challenges and rewards related to teaching careers, recognize contemporary educational issues, and demonstrate use of entry-level educational technology skills. Policies and procedures of Midland's Teacher Education program contained in the Midland Teacher Education Handbook are reviewed during this course. This course includes minimum 10 hours of field-based experience in area schools.

EDU 121: Understanding the Science You Teach (3 hrs)

This course examines the science content that teacher candidates will need as they transition into classrooms after graduation. Upon completion of this course, teacher candidates will understand why it is important to study science content and how content knowledge influences teaching in general; how to find and use resources for learning science content beyond the course; and their own science misconceptions.

EDU 155: Children, Family and Community (2 hrs)

This course introduces the importance of collaboration among early childhood teachers, families, and the community. Content will include characteristics of various family structures and their possible impact on young children; ways to support and engage families; community resources available to families; building respectful, reciprocal relationships; and strategies to involve families in a child's development and learning.

EDU 201: Teacher Education Orientation Seminar (0 hrs)

Co-requisites: EDU 190 and sophomore standing

This seminar will include an overview of Midland University's Teacher Education program including the program's conceptual framework, program standards, required basic skills (CORE) testing, and checkpoints for acceptance into the program. Also included will be information regarding LiveText, Student Education Association (SEA) memberships/activities and other requirements to gain acceptance into Teacher Candidacy.

EDU 204: Technology for Teachers (3 hrs)

This course explores current trends and best practices in P-12 classrooms. Upon completion of this course students will be able to develop an understanding of and discuss technology as a tool to enhance personal and professional productivity. Students will describe current issues/trends affecting instruction within

American schools and explain how they may impact the daily work of teachers. Students will further develop and demonstrate personal computer literacy and basic skills. Topics may vary by semester.

EDU 220: Multicultural Education (3 hrs)

Prerequisites: Sophomore standing or instructor permission.

This course examines the history, lifestyles, contributions, and values of a pluralistic society. Upon completion of this course pre-Candidates will be able to articulate personal and societal beliefs/attitudes toward non-majority groups; discuss how biases may impact the work of the schools; and demonstrate human relations skills in areas of communication, educational technology, and community building. This course meets the Nebraska Department of Education human relations requirement. This course includes 20 hours of field-based experience in area schools and/or community settings.

EDU 221: Art Methods-Elementary and Middle Grades (1 hr)

Prerequisites: Sophomore standing, EDU 190

Upon completion of this course, pre-candidates will be able to discuss the philosophy of arts integration; plan lessons focusing on fundamentals of teaching art to children; and integrate multicultural and art appreciation experiences within the elementary curriculum. This course includes a minimum of 10 hours field-based experiences in area schools for pre-candidates pursuing an Art, K-12 endorsement.

SPD 233: Technology, Methods & Materials (4 hrs)

Prerequisite: Sophomore standing, EDU 190 or instructor permission.

This course reviews K-12 instructional strategies that meet the needs of all exceptional learners as identified by the Individualized Educational Plan (IEP). Upon completion, Candidates will be able to identify and use specialized curriculum, equipment, materials and assistive technology. Candidates will have an understanding of inclusion and the use of research-supported strategies and practices that allow participation and access to the general education curriculum including strategies for maintenance and generalization. This course includes 15 hours of field-based experience.

EDU 235: Music Methods-Elementary and Middle Grades (1 hr)

Prerequisites: Sophomore standing, EDU 190

This course provides the elementary teacher with fundamental musical skills and the knowledge of learning theory, methods, and materials of music education in order to effectively create and lead musical activities in the classroom.

EDU 237: Physical Education Methods-Elementary and Middle Grades (1 hr)

Prerequisites: Sophomore standing, EDU 190

This course is an overview of the role of organized physical education in the elementary setting. Upon completion of this course pre-candidates will be able to discuss the benefits of organized physical education on the learning processes of the brain and body, and integrate physical education into the various subjects within the elementary curriculum

SPD 242: Collaboration and Inclusive Learning Environments (4 hrs)

Prerequisites: EDU 190

This course will provide a comprehensive review of the tools and techniques needed to develop inclusive school

environments for all students. The pre-candidate will examine the aspects of developing collaborative teams and collaborative environments to enhance the learning of an increasingly diverse student population. There are 15 hours of field-based experience in this course.

ECE/SPD 247: Early Childhood Special Education (3 hrs)

This course provides an overview of all aspects of Early Childhood Special Education (ECSE). Upon completion of this course, candidates will be able to: 1) demonstrate knowledge of legal requirements/timelines/services for special education 2) demonstrate knowledge of appropriate assessment measures, intervention strategies, and curricular programming 3) demonstrate skills to build positive relationships with parents while using coaching techniques 4) understand the various disability categories in ECSE. Candidates will be able to use what they learn to create positive outcomes for all young children knowing that children with special needs are more like than unlike children who do not have special needs.

EDU 250: Literature for Children and Adolescents (2 hrs)

Prerequisites: Sophomore standing, EDU 190 or instructor permission.

This course is an introduction to the various genres of literature for children and young adults. Candidates are familiarized with contemporary authors and illustrators of children's and young adult literature in a variety of genres. Upon completion of this course Candidates will be able to demonstrate skills in evaluating, selecting and utilizing various types of literature across the curriculum. Books earning the Caldecott, Newbery and Golden Sower Awards are emphasized. This course includes minimum five hours field-based experience in area schools.

SPD 252: Speech Language Impairment and Learning Disabilities (3 hrs)

Prerequisite: Sophomore standing, EDU 190, EDU 296, or instructor permission.

This course provides in-depth study of development of speech language impairment and specific learning disabilities. At the completion of this course, pre-candidates will understand appropriate interventions and strategies so that students identified as SLI or SLD are able to benefit and learn from the entire educational experience, including both general education and remediation.

ECE 255: Introduction to Early Childhood Education (3 hrs)

Prerequisites: Sophomore standing, EDU 190 or instructor permission.

This course provides an introduction to early childhood care and education for children birth to age five. Early childhood history, development and learning theories, various programs and curricula, are key topics. This course includes 10 hours of field-based experience in various settings.

ECE 257: Preschool Methods (3 hrs)

Prerequisites: Sophomore standing, EDU 190, ECE 155, ECE 247, ECE 255, or instructor permission.

This course provides intensive study and practice with the theories and best practices for teaching preschool aged children. Students will engage in the study of current research on effective practices for preschool education, including learning environments, development domains, developmentally appropriate practice (DAP) and curricula. Students enroll and complete ECE 299 Practicum while enrolled in this course.

EDU 260: Introduction to Middle and Secondary School Education (3 hrs)

Prerequisite: Sophomore standing, EDU 190, or instructor permission.

This course is designed to investigate connections between middle and secondary school teaching. Pre-candidates will explore cultural and societal influences the middle and secondary schools, and their impact on teaching and learning historical trends and current issues in middle and secondary classrooms. Pre-candidates will develop relevant standards-based lessons/learning activities and craft personal writings reflecting on course content and professional growth. Candidates will complete a minimum of 15 hours field-based experience in area schools.

EDU 270: Instructional Design (2 hrs)

Prerequisite: Sophomore standing, EDU 190 or instructor permission.

This course examines the foundations of instructional design for P-12 students. Upon completion of this course, pre-candidates will understand how to design effective instruction that (1) is aligned to learning outcomes and developmentally appropriate; (2) engages learners through a variety of approaches; and (3) applies achievement enhancing techniques. Topics will include analyzing learning outcomes; designing direct instruction; sequencing lesson and unit activities; and accommodating learner needs.

EDU 275: Classroom Management (2 hrs)

Prerequisite: Sophomore standing, EDU 190 or instructor permission.

This course will introduce the pre-candidate to classroom management in K-12 classrooms. Topics to cover include beginning the school year, setting up the environment, procedures/rules, building relationships, working with families, and a variety of management models.

EDU 294: Language Arts Methods: Elementary and Middle Grades (2 hrs)

Prerequisite: Sophomore standing, EDU 190 or instructor permission.

This course provides an introduction to curriculum, instruction and assessment in K-8 language arts classrooms. Emphasis will be placed on planning lessons for reading (word study, comprehension and fluency), writing (process, traits of quality writing, grammar, spelling, and handwriting), and communication (speaking, listening, visually representing, and viewing). This course includes a minimum of 10 hours of field-based experience in area schools.

EDU 296: Introduction to Special Education (3 hrs)

This course is an introduction to the challenges and rewards of working with learners who have special needs. Upon completion of this course pre-Candidates will be able to describe the historical and philosophical perspectives of service delivery systems; provide classification and characteristics of exceptional learners; demonstrate how accommodations can support all learners; and discuss family issues and future trends related to education of at-risk, handicapped, and high ability learners. This course meets the Nebraska Department of Education special education requirement. This course includes a minimum 15 hours field-based experience in area schools.

ECE/EDU 299: Practicum in Teacher Education (.5-1 hrs)

Prerequisite: Sophomore Standing

This experience allows pre-candidates the opportunity to intern in a professional education setting. Candidates will be able to select from a variety of assignments a project of interest related to their practicum and show growth in classroom instruction/management skills. This experience does not satisfy the Nebraska Department of Education student teaching requirement for certification.

EDU 307: Science Methods: Elementary and Middle Grades (3 hrs)

Prerequisite: Junior standing, EDU 190, EDU 204, EDU 220, 250, 294, 296, and acceptance into Midland Teacher Education program, or TEC permission.

This course introduces Candidates to curriculum, instruction and assessment in process and inquiry science for K-8 learners. Science content areas, approaches for hands-on activities, the basics of experimental design, reading and writing in science, and standards-aligned lesson and unit planning are key topics. This course includes a minimum of 10 hours of field-based experience in area schools.

EDU 340: Developmental Reading (3 hrs) "W" Course

Prerequisite: Junior standing, EDU 250, 294, 296, and acceptance into Teacher Education program, or TEC

permission.

This course introduces the Candidate to the reading process and the principles/theories of children's literacy development from the emergent stage through the conventional, accomplished reading stage. Topics Include: an examination of the Nebraska State Language Arts standards, approaches to the teaching of reading, phonemic awareness, phonics, vocabulary, fluency, comprehension, working with diverse learners, differentiated instruction, family involvement, and an overview of assessment measures designed for reading. Candidates will engage in large and small group discussion, hands-on activities and peer teaching. A 15 hour field-based experience component will be included.

EDU 341: Diagnostic and Corrective Reading (3 hrs)

Prerequisite: Junior standing, EDU 250, 294, 296, 340, and acceptance into Teacher Education program, or TEC permission.

This course introduces the Candidate to the processes, techniques, and materials used in the identification, diagnosis, and remediation of reading problems typical of elementary learners. Both formal and informal assessment tools will be addressed as well as a variety of strategies a teacher can use in his/her classroom with struggling readers. A 15 hour field-based experience is a requirement of this course.

SPD 353: Assessment and Behavior Interventions (4 hrs)

Prerequisite: Junior standing, EDU 296, SPD 233, and acceptance into Teacher Education program, or TEC permission.

This course examines the components of successful behavior intervention programs as well as positive behavior supports for students with challenging behaviors. Instructional strategies, classroom environments and legal implications for serving challenging students will be studied. A 15 hour field-based experience is a requirement in this course.

SPD 355: Lifelong Planning for Exceptional Learners (3 hrs)

Prerequisite: Junior standing, EDU 296, SPD 233, and acceptance into Teacher Education program, or TEC permission.

This course examines the development and design of programs for lifelong learning for students with mild, moderate and severe disabilities. Candidates will know how to sequence, implement and evaluate instructional and life goals with the student and family. The candidate will understand the role responsibilities and legal requirements in planning transition to adulthood which includes employment, community participation and independent living.

SPD 356: K-6 Mild/Moderate Practicum (1 hr)

Prerequisites: Junior standing, EDU 296, SPD 233, and acceptance into Teacher Education program, or TEC permission.

This course provides field experience in Special Education Mild/Moderate at the K-6 level. Candidates will select from a variety of assignments a project of interested related to their practicum

SPD 357: 7-12 Mild/Moderate Practicum (1 hr)

Prerequisites: Junior standing, EDU 296, SPD 233, and acceptance into Teacher Education program, or TEC permission.

This course provides field experience in Special Education Mild/Moderate at the 7-12 level. Candidates will select from a variety of assignments a project of interested related to their practicum

SPD 358: Legal Issues and Program Development (4 hrs)

Prerequisites: Junior standing, EDU 296, SPD 233, and acceptance into Teacher Education program, or TEC permission.

This course reviews legal issues pertinent to special educations and implications for program development.

Candidates will examine legal case studies that have set the tone for implementation of special education mandates and services. Careful study of federal and state requirements will be included.

SPD 365: Multi-Disciplinary Process and IEP Development

Prerequisite: Admission to the Teacher Education Program.

This course will study the special education evaluation process from referral to placement. The candidate will examine state and federal requirements for the process, timelines, MDT participation and structures for all disability categories. The IEP development process will also be examined. All aspects of a quality IEP will be studied in order to guarantee a free and appropriate education in the least restrictive environment for students with disabilities.

SPD 368: Autism and Social Development (3 hrs)

Prerequisite: Admission to the Teacher Education Program.

This course comprehensively examines the needs of all students on the autism spectrum. Upon completion of this course the candidate will understand the instructional needs pertinent to emotional and cognitive development and appropriate strategies. Additionally, the social needs of autistic students and appropriate interventions for addressing those needs will be studied.

EDU 370: Assessment for Learning (2 hrs)

Prerequisite: Junior standing, EDU 270, acceptance into Midland Teacher Education program, or TEC permission.

This course examines the importance of assessment in P-12 classrooms. Upon completion of this course Candidates will understand that effective assessment measures student learning and informs planning, instruction and reporting. Topics will include exploring the role of assessment in curricular planning; developing, selecting and using a variety of assessments. Candidates will interpret assessment data to inform instructional decisions and improve student learning.

ECE 376: Early Childhood Assessment (2 hrs)

Prerequisite: ECE 155, ECE 255, ECE 257 and Admission to the Teacher Education Program.

This course examines the importance of using a variety of assessments to evaluate early childhood environments and individual children. Both formal and informal assessment used in early childhood will be studied. The purposes, benefits, and proper uses of assessment and assessment tools, including technology, will be studied.

EDU 381: Teaching Reading and Writing in the Content Area-Secondary (3 hrs) "W" course

Prerequisites: Junior standing, EDU 260, 296, acceptance into Midland Teacher Education program, or TEC permission.

This course examines the use of reading and writing to effectively teach content. Topics/Activities include: development of a content learning unit, participation in an English Language Learner (ELL) case study, vocabulary strategies, the use of graphic organizers to support learning, reading comprehension strategies, the use of a variety of texts to support content learning, the writing process and using writing as a means of assessment. Upon completion of this course, teacher candidates will be able to write effective lesson plans that include strategies essential to her/his content area. Candidates will complete a minimum of 25 hours of field based experience in area schools.

ECE 386: Kindergarten Methods (3 hrs)

Prerequisites: Junior standing, EDU 250, 296, ECE 155, 247, 255, 257, PSY200, 210, acceptance into Midland Teacher Education program, or TEC permission.

This course provides intensive study and practice with the theories and best practices in kindergarten. Students will engage in the study of current research on effective practices for kindergarten education, including learning environments, development in each domain, developmentally appropriate instruction and assessment, and the integration of literacy in all areas of the curriculum. Students must enroll in ECE 399 when taking this course.

EDU 388: Social Studies Methods- Elementary & Middle Grades (3 hrs)

Prerequisites: Junior standing, EDU 250, 294, 296, acceptance into Midland Teacher Education program, or TEC permission.

This course provides an examination of the history of social studies instruction. Upon completion of this course Candidates will be able to identify scope and sequence techniques, select appropriate instructional materials, discuss trends in teaching social studies, and identify strategies and activities appropriate for social studies instruction. Candidates will create an integrated one-week unit.

EDU 393: Mathematics Methods: Elementary and Middle Grades (3 hrs)

Prerequisites: Junior standing, EDU 250, 294, 296, acceptance into Midland Teacher Education program, or TEC permission.

This course provides Candidates an introduction to curriculum, instruction and assessment in student-centered math for K-8 students. Competencies in math concepts, use of math manipulatives for teaching for understanding, critical thinking and problem solving, and standards-aligned activities and lesson planning are key topics. This course includes a minimum of 10 hours of field-based experience in area schools.

ECE 399: Early Childhood Practicum (1 hr)

Prerequisite: ECE 155, ECE 255, ECE 247, ECE 257 and admission to the Teacher Education Program.

This practicum will focus on specific FBE requirements for the endorsement. Students enroll and complete ECE 386: Kindergarten Methods.

EDU 401: Student Teacher Application Seminar (0 hrs)

Prerequisites: Admission into Midland Teacher Education program.

This seminar will review the Student Teaching Application process. Information regarding the Teacher Candidate Portfolio (TCP), LiveText use, Student Education Association, Student Teaching Seminar and Student Teacher/Cooperating Teacher Training will be included.

EDU 409: Special Methods (2 hrs)

Prerequisites: Junior standing, EDU 260, 296, and acceptance into the Midland Teacher Education program or TEC Permission.

This course is designed to enhance conversation among teacher candidates across secondary content areas focusing on the following topics: the impact of national, state, and local standards on teaching and learning; effective instructional and assessment strategies related to content areas; developing and maintaining an effective learning environment for all learners; and ethics, professionalism, and collaboration essential to the teaching profession. Candidates will complete a minimum of 15 hours of field-based experience in area schools.

EDU 410: Student Teaching Seminar (0 hrs)

As a support to the student teaching experience, this required seminar will provide opportunities for professional dialogue and mentoring. Topics that will be addressed include certification; credentials, job applications and interview skills; ethics of the profession and the school improvement process. An opportunity for a mock interview experience will be provided. In addition, guidance will be provided regarding the Student Teaching Professional Portfolio and the Teacher Work Sample, two required elements of the Student Teaching Experience.

EDU 420: Student Teaching-Elementary, K-8 (7-14 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other elementary concentration, Midland Teacher Education major, and field endorsement requirements.

This experience provides 10 to 16 weeks supervised, full-time teaching within a selected elementary setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet

learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

EDU 430: Student Teaching-Secondary, 7-12 (14 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other secondary Midland Teacher Education major, and field/subject endorsement requirements.

This experience provides 16 weeks full-time, supervised teaching within a selected secondary setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

EDU 436: Student Teaching K-6/7-12, K-12 (Art, Physical Education, Music, Vocal Music) (7-14 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other, K-6/7-12 or K-12 concentration, Midland Teacher Education major, and field/subject endorsement requirements.

This experience provides 16 weeks of full-time K-6/7-12 or K-12 supervised teaching, half within in an elementary setting and half within a secondary setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

SPD430, SPD438: Student Teaching, Special Education K-12 (14 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other K-12 concentration, Midland Teacher Education major, and field/subject endorsement requirements.

This experience provides 16-20 weeks of full-time K-12 supervised teaching dependent upon endorsements sought, Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

SPD 440: Student Teaching-Special Education K-6 (7 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other elementary concentration, Midland Teacher Education major, and field endorsement for requirements.

This experience provides a 10 week supervised, full-time teaching within a selected special education elementary

setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

SPD 442: Student Teaching-Special Education 7-12 (7 hrs)

Prerequisites: Application and formal approval by the TEC; minimum 2.75 cumulative GPA; 3.0 GPA in Endorsement Coursework; completion of all other secondary concentration, Midland Teacher Education major, and field endorsement for requirements.

This experience provides a 10 week supervised, full-time teaching within a selected special education secondary setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the cooperating teacher, and respond to periodic evaluations by the Midland supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

EDU 450: Independent Study (1-3 hrs)

Prerequisites: Junior standing, permission by application.

This experience allows students to research an area related to teaching. Upon completion, students will be able to discuss professional literature related to the related to the area of study and share knowledge gained with teacher education faculty and upper level majors. Application forms are available from the Registrar's Office.

EDU 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

ESL 498: ESL Practicum (2 hrs)

Prerequisite: ESL 100, ESL 150.

This course provides Candidates an opportunity to complete a practicum of 90 hours in an ESL setting. Candidates will select from a variety of assignments a project of interest related to their practicum. This experience does not satisfy the Nebraska Department of Education student teaching requirement for certification.

EDU 499: Practicum in Teacher Education (1-3 hrs)

Prerequisite: Junior standing, permission by application.

This experience allows Candidates the opportunity to intern in a professional education setting. Candidates will be able to select from a variety of assignments a project of interest related to their practicum and show growth in classroom instruction/management skills. This experience does not satisfy the Nebraska Department of Education student teaching requirement for certification. (Registration forms are available from the Teacher Education Office.)

ECE 499: Early Childhood Practicum (1 hr)

Prerequisite: ECE 155, ECE 255, ECE 247, ECE 257, ECE 376, ECE 386, ECE 299, ECE 399, and admission to the Teacher Education Program.

Candidates will complete a variety of assignments related to their practicum. Students will enroll in this practicum

in the fall or spring of their senior year. Practicum placement will be determined individually.

ENGLISH |

Coordinators: Henry E. Krusiewicz, Ph.D. and Susan Wood, Ph.D.

The English Department serves the Midland University mission through offering a wide variety of language and literature courses which enhance human understanding, aesthetic sensitivity and intellectual development. The program also serves the Midland University mission by providing a rigorous major for the future teacher, graduate student and/or liberal arts student.

Objectives of the Major

All Midland English majors will be able to:

- Analyze a variety of literary texts and film
- Recognize the function of language to manipulate and shape reality
- Apply rhetorical devices appropriate to the audience

English Courses have, as additional goals:

- Apply critical theory and literary criticism
- Evaluate language structure in literary and critical texts
- Design a serious work of literary criticism
- Identify similarities and differences among genres
- Interpret literary figures of speech
- Write in a variety of genres

English Major Requirements:

This major is intended to prepare the student to enter a graduate English program.

36 credit hours plus two semesters (8 credit hours) of Blue and Orange humanities courses including:

- ENG 110 – Introduction to Literature (3 hrs)
- ENG 203 – Making of America I (3 hrs)
- ENG 204 – Development of Modern America II (3 hrs)
- ENG 220 – Advanced Writing (3 hrs)
- ENG 290 – Linguistics (3 hrs)
- ENG 315 – British Literature I (3 hrs)
- ENG 316 – British Literature II (3 hrs)
- ENG 350 – Shakespeare (3 hrs)
- ENG 380 – Literary Criticism (3 hrs)
- ENG 460 – Senior Thesis (3 hrs)

Two additional English courses (6hrs), one of which should be a creative writing course: English 230, 234, or 240. Students may substitute ENG 237 – World Voices for ENG 203, 204, 315, or 316.

English Compressed Major Requirements:

This major is an invitation to the student interested in studying English along with other disciplines as well. The classes to be taken are largely of the student's own choosing and thus serve the more specific interests of the student. This major is not intended to prepare the student to enter a graduate English program.

30 credit hours with ENG prefix, including ENG 220 and ENG 380. ENG 120 (Composition) does not count toward the major. Students must take nine credit hours at the 300 level or higher. Students may opt to take a course from

another department with English Department approval (these credits do not count towards the 30 credit hours of ENG courses).

English 7-12 Subject Endorsement Requirements:

Refer to the Education section of the catalog for education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires a minimum of 36 hours in writing, language, and literature coursework including EDU 409 - (2 hrs)

- ENG 110 – Introduction to Literature (3 hrs)
- ENG 203 – Making of America I (3 hrs)
- ENG 204 – Development of Modern America II (3 hrs)
- ENG 205 – Adolescent Literature (3 hrs)
- ENG 220 – Advanced Writing (3 hrs)
- ENG 230 – Introduction to Creative Writing (3 hrs) or
- ENG240 – Wordsmiths (3 hrs)
- ENG 237 – World Voices (3hrs)
- ENG 290 – Linguistics (3 hrs)
- ENG 315 – British Literature I (3 hrs)
or ENG 350 - Shakespeare (3 hrs)
- ENG 316 – British Literature II (3 hrs)
- ENG 380 – Literary Criticism (3 hrs)
- ENG 460—Senior Thesis (1 hr)

English Minor Requirements:

Beyond two semesters (8 credit hours) of Blue and Orange humanities (MID 120 and MID 130), students will take 18 credit hours from the ENG course listing, including at least two courses at the 300 level.

All courses for the major, minor or endorsement must be graded on the A-F basis with no grade below a C-.

Writing Minor Requirements:

The minor in Writing is an interdisciplinary program designed for students contemplating careers emphasizing writing and/or the teaching of writing or who merely wish to enhance their written communications skills.

In addition to MID120 and MID130, which are required within the core curriculum and ENG 220 (Advanced Writing) and English 460(Senior Thesis), students are required to earn 9 credit hours from the following:

- BUS 208 – Business Communications (3 hrs)
- ENG 234 – Creative Non-Fiction (3 hrs)
- ENG 240 – Wordsmiths (3 hrs)
- ENG 290 – Linguistics (3 hrs)
- ENG 230 – Introduction to Creative Writing (3 hrs)
- HIS 340 – Historical Research and Writing (3 hrs)
- COM121 – Writing for Media (3 hrs)
- SOC 425 – Social Research Methods (3 hrs)

Students must earn a minimum of B in all courses applied toward the Writing Minor.

English Courses Offered:

ENG 110: Introduction to Literature (3 hrs)

This aesthetic appreciation course provides a general background in the various genres of literature, including poetry, short story, drama, and the novel, and equips students with the basic tools and vocabulary for reading and interpreting literature independently. Students read a variety of works reflecting the past contributions of the literary imagination in preparation for lifelong sensitive and informed reading. *Recommended for majors in the first year.*

ENG 111: University Reading/Writing I (3 hrs)

Reading: This course introduces effective college-level reading and inferential thinking skills in preparation for Reading II. The reading component places emphasis on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas, supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context.

Writing: This course introduces the writing process and stresses effective sentence and paragraph usage in preparation for Writing II. The writing component places emphasis on applying the conventions of written English that reflect standard usage and mechanics. Upon completion, students should understand writing as a complex recursive process and be able to write correct sentences and unified coherent paragraphs that follow a thesis (main idea).

ENG 112: University Reading/Writing II (3 hrs)

Reading: This course continues the practice of reading you would have started in Reading I. The course places emphasis on increasing reading speed and reading vocabulary, improving critical reading comprehension and critical thinking skills, along with connections to study skills. Upon completion, students should understand reading as a complex process and be able to read and understand academic writings on both a literal as well as metaphorical level. In short, students should be able to read with more confidence and efficiency.

Writing: This course introduces the writing process and stresses effective sentence and paragraph usage in preparation for future academic writing. The course places emphasis on applying the conventions of written English that reflect standard usage and mechanics. Upon completion, students should understand writing as a complex recursive process and be able to write correct sentences and unified coherent paragraphs that follow a thesis (main idea).

ENG 120: English Composition (3 hrs)

This course provides instruction and practice in the writing process, with assignments ranging from narratives based on personal experience to thesis driven essays. The emphasis is on developing an individual voice and on learning—through reading, discussion, and writing—to shape experience, discover ideas, and communicate effectively in a variety of rhetorical situations. In the context of the student's own writing, matters of grammar, punctuation, and usage will be reviewed as necessary. Research skills and citation use will also be covered.

ENG 140: Plains Literature (3 hrs)

This course focuses upon the diverse literary voices found in the Plains region (for example, Cather, Neihardt, Erdrich, and Sandoz) as well as responses to the Plains geography by those from other areas. Both fiction and non-fiction will be studied. The course will foster an understanding of Plains history, those who settled here, and how the region affects who we are.

ENG 180: Ethics and Film (3 hrs)

This course in moral responsibility, which uses the medium of film for the presentation of ethical issues, is concerned both with how an individual recognizes and confronts moral issues as they arise in the normal course of living and how one becomes virtuous. Among the ethical positions presented are utilitarianism, egoism, Kantian deontology, and relativism. Attention is given to the unique nature of Christian morality and its applicability to daily life. The situations presented in the films confront the students with case studies which are used to recognize and analyze ethical situations. The course is meant to encourage moral behavior in the individual student as imperative to responsible living.

ENG 190: Ethics and Literature (3 hrs)

This course in moral responsibility, which uses literature for the presentation of ethical issues, is concerned with how an individual recognizes and confronts moral issues as they arise in the normal course of living. Various ethical positions are clarified so that the students are aware of methodology in ethics. Specific emphasis is given to the unique nature of Christian morality and its applicability in daily life. The situations presented in the literary works confront the students with case studies which are used to recognize and analyze ethical situations, to

demonstrate the significance of individual moral responsibility and its social consequences, and to encourage moral responsibility in the individual student. The students also come to understand how to approach and analyze a literary text.

ENG 203: Making of America I (3 hrs)

This course investigates the formation and the transformation of American literature from the writings of largely British expatriates to what we now call American writing and literature. It is a survey of American literatures from the Colonial Period to the Civil War Era, focusing on Puritan and Quaker writings, captivity narratives, American Romanticism, Transcendentalism, and the burgeoning Women's Suffrage and Abolition movements. Students examine a variety of authors such as Bradstreet, Rowlandson, Mather, Emerson, Poe, Hawthorne, Fern, Melville, Dickinson, Jacobs, and others. These readings expose students to a diverse body of authors, traditions and cultural perspectives as we seek to identify and define the complexities of the American experience through its literary endeavors.

ENG 204: Development of Modern America II (3 hrs)

This course surveys the diversity of American heritage as recorded in literature from the Civil War to the present. Students read a variety of authors such as Whitman, Twain, James, Gilman, Faulkner, Porter, Ellison, and Morrison. The literary periods studied include Realism, Naturalism, Modernism, and Post-Modernism. These periods illustrate the unique vitality, diversity and multiple traditions, which continue to define the American identity. Exposure to them provides the students with greater respect for and appreciation of the diversity of that identity.

ENG 205: Adolescent Literature (3 hrs)

This course will cover the characteristics of literature for adolescents, the rationale for using adolescent literature, and the methods of promoting engagement. The course will also offer an introduction to the various genres of literature for young adults. Students will be introduced to classic and contemporary authors of young adult literature in a variety of genres. Upon completion of this course, students will demonstrate skills in evaluating, analyzing, selecting, and utilizing various types of literature.

ENG 210: Topics in Ethnic Literature (3 hrs)

This course surveys several of the United States' major ethnic groups — African Americans, Asian Americans, Native Americans, Latinos, and Jewish Americans, and their literary contributions. The course allows students to observe the diversity of American cultural and aesthetic experiences as well as the problem of identity within the larger American culture and literary establishment. Recommended for English majors planning graduate coursework.

ENG 220: Advanced Writing (3 hrs) "W" course

Prerequisite: two semesters (8 credit hours) of Blue and Orange Humanities

This course ensures and encourages continued development of writing skills. Advanced Writing provides study of and practice in the various rhetorical patterns or strategies (e.g., definition, cause and effect, and comparison) traditionally used in expository writing as well as Aristotle's three modes of persuasion (logos, ethos, and pathos) and academic argumentation. It includes extensive use of peer response and evaluation as part of the writing, revising, and editing process. The course also covers grammar and revision.

ENG 230: Introduction to Creative Writing (3 hrs)

This aesthetic participation course enables students to develop techniques for creating their own works in a variety of genres — dramatic monologue, poetry, and fiction. Students learn about their relationship with language by exploring the imagination, by experimenting with the written word, and by being exposed to the world of practicing writers. Students actively engage in generating ideas, sharing drafts, offering critiques, and revising and assessing their own works, all of which encourage them to become lifelong patrons of the arts.

ENG 234: Creative Nonfiction (3 hrs)

Introduction to Creative Nonfiction is a course that exposes students to the multi-faceted genre of creative nonfiction. Students will read a variety of short works that focus on personal writing including essays from the CNF subgenres of the familiar essay, autobiography, memoir, nature, and travel writing. Students will learn to analyze the rhetorical strategies of creative nonfiction writers, to read like a writer, and also to learn how to use these strategies in their own writing.

ENG 237: World Voices (3 hrs)

This course approaches the world through the literature of its writers. The course will cover at least five cultures (for example: East Asian, South Asian, European, Middle Eastern, African, and Latin American) through literary works such as fiction, poetry, drama, and prose. Although recent literature (the last 100 years) will be privileged, several classic works (Dante's *Inferno*, Confucius' *Analects*, etc.) may be included. Through reading, discussion, writing, and research, the student will come to see similarities and differences between cultures and how those cultures perceive and practice the art of literature.

ENG 240: Wordsmiths (3 hrs)

This aesthetic participation course engages students in the art of poetry through reading, writing and discussion, preparing them to become lifelong patrons of the arts. Special emphasis is placed on the student's own involvement in the creative process and on particular demands of the genre — its techniques, forms, and traditions, etc. Through poesies, or "making," students discover the power of the word in shaping reality.

ENG 315: British Literature I (3 hrs)

This course surveys representative works from the early British period, extending from Anglo-Saxon writings to works composed around 1789, including authors of the Middle Ages, Renaissance and 18th Century. Students will study the historical context that surrounds these works, the literary movements and fashions that authors participated in or responded to, and a selection of recent criticism about some of the major authors and movements. Works will include epics, plays, poems and satires, as well as early novels.

ENG 316: British Literature II (3 hrs)

This course surveys British literature from the Romantic Age to the present, including the Victorian, Modern and Post-Modern periods. A primary emphasis will be on important literary circles and movements, and how 19th century literature influenced 20th century literature. The readings will include poetry and novels. Students will be asked to read a novel on their own for presentation to the class. Possible authors include Wordsworth, Tennyson, Arnold, George Eliot, Yeats, Woolf, World War One poets, Greene.

ENG 350: Shakespeare (3 hrs)

This course engages the student in intensive textual analysis of plays and a critical study of the artistic and dramatic techniques of Shakespeare. Students read at least six representative plays from the comedies, tragedies, histories, and romances or problem plays. Students will thus be exposed to the richness of Shakespeare's imagery, the depth of his imagination, and the profundity of his examination of human nature. Students also become acquainted with the Elizabethan mind as reflected in the works of Shakespeare.

ENG 355: Linguistics (3 hrs)

The major thrust of this societal structures course is sociolinguistics. The course begins with an introduction to the study of human language in general and English in particular, examines the nature of language and some of its structural and biological aspects, and explores the origins, development, and worldwide significance of the English language. Its objectives are to help students: 1) understand how language relates to such diverse societal structures as one's community, region or nation, social situation, culture, and gender; 2) demonstrate the social consequences of any linguistic variation as well as the prejudicial and manipulative uses of language; and 3) discuss intelligently the significance and social implications of current social and cultural issues that are inseparable from language

ENG 380: Literary Criticism (3 hrs)

Course is cross-listed as SOC 420

In this course, students learn the critical thinking skills appropriate to interpretation of literary texts by examining the trends in literary criticism and theory from classical authors such as Plato and Aristotle to modern critical movements such as structuralism, Marxism, feminism, deconstruction, and multiculturalism. Students reach beyond mere fact-gathering to analytical assessment of texts and critical writing about texts.

ENG 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

ENG 460: Senior Thesis (1-3hrs)

Prerequisite: ENG 220

Completion of an English major or endorsement requires that students complete a senior thesis. The thesis is optional for the compressed major. All thesis students 1) define an area of inquiry, formulate a thesis, gather and arrange materials to demonstrate the validity of the thesis 2) meet frequently with the approved faculty readers; and 3) formally present their findings to the Department of English. The senior thesis is “independent,” and the student determines its exact course. Students have the option of choosing either a critical or a creative track. All students must petition the Department for permission in the spring of their junior year.

For those earning an English education endorsement, a “Senior Essay” version of the course is offered for one credit hour.

ENG 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean’s office.

ENG 499: English Internship (1-3 hrs)

Prerequisites: Permission by application.

HISTORY |

Coordinator: Teresa Houser, M.A.

The History program provides a variety of political, social and cultural frameworks that encompass the events of United States, European and non-western history. Majors explore the nature of historical developments within required history courses and also develop their own interests by selecting from a number of elective support courses.

A Midland History Major:

- Has a general understanding of United States, European and non-western history;
- Has knowledge of important historical events allowing students to communicate with others in society;
- Is aware of the interaction between the factors which shape or have shaped human events, including cultural, economic, political, religious, and social;
- Recognizes the significance both of cultural diversity in the world also of the commonalities of human experience;

- Demonstrates the ability to research and understand historical problems and draw conclusions from collected and presented data.

History Major Requirements:

36 credit hours, including:

- HIS 111– United States History to 1877 (3 hrs)
- HIS 112– United States History since 1877 (3 hrs)
- HIS 153 – World Civilizations I (3 hrs)
- HIS 213 – Federal Government (3 hrs)
- HIS 240 – Women in America (3 hrs)
- HIS241 – Great Plains History (3 hrs)
- HIS 340 – Historical Research and Writing (3 hrs)

Students must take 6 additional credit hours at the 300 or 400 level:

- HIS 420 series – at least one of the following is required
 - HIS 422—Seminar: American Exceptionalism (3 hrs)
 - HIS 423—Seminar: From Empires to Nations (Europe) (3 hrs)
 - HIS 424—Seminar: Decolonization (3 hrs)
 - HIS 421 – Seminar: New Deal Era (3 hrs)
- HIS 498 – Thesis option (3 hrs)
- HIS 499 – Internship (3 hrs)

The remaining credit hours must be chosen from the remaining HIS offerings. A grade of “C-” or better must be earned in required courses

History Compressed Major Requirements:

The compressed History major is intended for all interested in the world around them and how the history of the world has developed. The intent is to provide a solid basis of historical understanding along with the freedom to explore personal interests. For those considering a graduate program in History, it is recommended that students take the long major and relevant courses outside the department. Consult with an advisor on the best program.

30 credit hours, including:

- HIS 111– United States History to 1877 (3 hrs)
- HIS 112– United States History since 1877 (3 hrs)
- HIS 153 – World Civilizations I (3 hrs)
- HIS 154 – World Civilizations II (3 hrs)
- HIS 213 – Federal Government (3 hrs)

Only One Seminar Needed:

- HIS 422—Seminar: American Exceptionalism (3 hrs)
- HIS 423—Seminar: From Empires to Nations (Europe) (3 hrs)
- HIS 424—Seminar: Decolonization (3 hrs)
- HIS 421 – Seminar: New Deal Era (3 hrs)
- HIS 340 – Historical Research and Writing (3 hrs)

The remaining 9 credit hours from the remaining HIS offerings.

A grade of “C-” or better must be earned in HIS 420 and HIS 440.

History 7-12 Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary

for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires 36 hours of history and social science courses including PSY 200 (3 hrs) and PSY 210 (3 hrs).

- HIS 111– United States History to 1877 (3 hrs)
- HIS 112– United States History since 1877 (3 hrs)
- HIS 153 – World Civilizations I (3 hrs)
- HIS 154 – World Civilizations II (3 hrs)
- HIS 212 –Introduction to Political Science (3 hrs)
- HIS 213 – Federal Government (3 hrs)
- HIS 313 – U.S. Constitutional History (3 hrs)
- HIS 241 – Great Plains History (3 hrs)
- HIS 331 – Political Philosophy I or HIS 332 Political Philosophy II (3 hrs)
- HIS 340 – Historical Research and Writing (3 hrs)

History 420 Series: Senior Seminar -- Choose one:

- HIS 422—Seminar: American Exceptionalism (3 hrs)
- HIS 423—Seminar: From Empires to Nations (Europe) (3 hrs)
- HIS 424—Seminar: Decolonization (3 hrs)
- HIS 421 – Seminar: New Deal Era (3 hrs)

6 credit hours of one of the other Social Science Area – Choose two:

- HIS 221: Special Topics
- HIS 240: Women in America
- HIS 311: America and the World
- HIS 313: U.S. Constitutional History
- HIS 331 or HIS 332: Political Philosophy I or II (if not taken above, cannot be counted twice)
- HIS 498: Thesis option OR
- HIS 499: Internship

History Minor Requirements:

18 credit hours in history, with at least half of these hours being completed in the upper division courses. *A grade of C- or better is required in history courses for minors.*

History Courses Offered:

HIS 111 United States History to 1877 (3 hrs)

This course surveys the history, creation, and development of the United States from pre-European contact through the Reconstruction Era.

HIS 112 United States History since 1877 (3 hrs)

This course surveys the history, creation, and development of the United States since the Reconstruction Era.

HIS 153 World Civilizations I (3 hrs)

This course explores the historical development of human diversity on the national scale, beginning with the earliest records of social communities and ending at 1500. Students are exposed to the emergence, dominance, decline, and reemergence of various cultures, western and non-western, and come to see how they created their own political, economic, and technological institutions. Students learn how contacts with other nations have positively and negatively influenced their development and resulted in historically defined interdependence.

HIS 154 World Civilizations II (3 hrs)

This course investigates the development of humanity on the national scale, beginning with 1500 Common Era (C.E.) and continuing to the present. Students are exposed to the emergence, dominance, decline, and realignment of various cultures, western and non-western, and come to realize how these cultures have created their own political, economic, and social institutions and practices, often in conjunction with, or in opposition to, other cultures. Students will learn how the various cultures have cross-fertilized each other and how interdependence is a hallmark of modern world civilization.

HIS 212 Introduction to Political Science (3 hrs)

This course enables students to understand the different forms of government present through history and the theoretical underpinnings of the systems. The course examines the early practices of democracy in the ancient world, the rise of absolutism, the evolution of modern republican structures, and the rise, fall, and lasting effects of the twentieth century totalitarian regimes. Students will become acquainted with the basic structures of different government systems, and the historical relationships involved in present international relations.

HIS 213 Federal Government (3 hrs)

This course enables students to understand the relationship between citizenship and government. The course will examine the electoral process, the role of states within the political structure, the impact of special interests, and the relationship between congress, the presidency, and the U.S. Supreme Court. The student becomes acquainted with the basic working of the federal government, the uniqueness of the American system, and the interactive relationship of individual citizens with the government.

HIS 221 Special Topics (3 hrs)

This course investigates the historical evolution of current event political topics. Students will review scholarship and opposing views of the selected topic.

HIS 240 Women in America (3 hrs)

This course surveys the public and private lives of American women of diverse class, racial, ethnic, and regional heritage from colonial times to the present. The course examines the gender roles in the family, work place and community, and the bonds that unite women of multiple cultural traditions. Students learn to examine human experience from a historical perspective and become aware of the complexity of historical thought. Through historical analysis and examination of the various experiences of the specific women selected for consideration, students gain an appreciation and respect for the common bonds that unite women of multiple traditions, how their experiences have shaped the greater American experience, and the importance, in general, of cooperation in democratic societies.

HIS 241 Great Plains History (3 hrs)

This course comparatively examines the geography, history, and peoples that populate the Great Plains Region. Students will explore the history of Native American nations and states that make up this area. The course reviews the economic, political, and social history of the region as well as race, class, and gender issues. Students also will consider the region's unique history within the context of larger developments of the United States, such as World War I, the Great Depression, and current events.

HIS 311 America and the World (3 hrs)

This course explores how the United States became a major global power. Topics will include America's emergence as a global power, involvement in World Wars I and II, and an in-depth investigation of Cold War policies, the arms race, and military covert actions. Students also will consider the contributions of, and effects on, the home front as part of these historical developments. It is helpful, though not required, for the student to have taken HIS 112 or 154 prior to enrolling in this course.

HIS 313 U.S. Constitutional History (3 hrs)

This course studies the creation of the United States Constitution, and its evolution throughout United States history. Students examine its drafting, amendment, and the changing concepts of constitutional government. Students will review and critically consider U.S. Supreme Court decisions and their impact on American society. It is helpful, though not required, for the student to have taken one of the following prior to enrolling in this course: HIS 111, 112, 212, or 213.

HIS 331 Political Philosophy I (3 hrs)

This course considers the writings of different philosophers who addressed political concepts such as democracy, liberty, and the relationship between rulers and the ruled. Students will track the evolution of thought on these ideas from the ancient world through the eighteenth century. Students will benefit from having taken at least one course in history or politics prior to enrolling in this course.

HIS 332 Political Philosophy II (3 hrs)

This course considers the writings of different philosophers who addressed political concepts such as democracy, liberty, race, class and gender and the role of government in these issues. Students will track the evolution of thought on these ideas from the nineteenth century to the present. Students will benefit from having taken at least one course in history or politics prior to enrolling in this course.

HIS 340 Historical Research and Writing (3 hrs) "W"

This course explores what is involved in the professional study of history, and it is most beneficial for students to take it toward the end of their second year of study. Through weekly assignments, students gain exposure to numerous methods and skills involved in developing a historical narrative, including different approaches to researching, writing, and presenting history. Each student will conduct original research for the primary research paper and present a mini-lecture on their topic.

HIS 420 Selected Topics (3 hrs)

"Selected Topics" is a generic title for history courses which require critical inquiry into various historical periods. For example, the course topic might be the History of the Presidency or World War I. In each case, students critically assess the data pertinent to the topic in a number of historical works. Students also identify a specific historical problem of their own choosing and write a seminar paper evaluating historians' reactions to that problem.

HIS 421 Seminar: New Deal Era (3 hrs)

This course considers the developments that led to the Great Depression, political ideology underpinning New Deal programs, and examines the Roosevelt Administration's programs in detail. Students also will comparatively examine differences in New Deal experiences among different geographic regions, races, and socio-economic classes. Students also will place New Deal programs and U.S. entry into World War II in the larger context of international relations during this period. Students will benefit from having taken HIS 112 and at least one other history course before enrolling in this course.

HIS 422 Seminar: American Exceptionalism (3 hrs)

This course considers the notion of "American Exceptionalism," its origins, and its evolution through the course of U.S. history. Students will review the U.S. role in the world, particularly during the twentieth century, and critically consider the impact of U.S. foreign policy, including domestic implications, to determine if actions proved or disproved "exceptionalism." Students will benefit from having taken HIS 112 or HIS 154 and at least one other history course before enrolling in this course.

HIS 423 Seminar: From Empires to Nations - Europe (3 hrs)

This course reviews the rise and fall of European empires during the nineteenth and twentieth centuries. Students will consider the rise and fall of the Habsburg, Nazi, and Soviet empires, and the populations in Central, Southern, and Eastern Europe affected by their imperial control. Students also will study the emergence of

independent nations throughout this area after the collapse of the Soviet Union, as well as current events related to this region to better understand the legacy of empire. It is recommended that students have successfully completed HIS 154 and at least one other history course before enrolling in this course.

HIS 424 Seminar: Decolonization (3 hrs)

This course reviews European colonization of Africa and Asia during the nineteenth and early twentieth centuries. Different models of imperial control are explored, and their implications on indigenous populations. Students also undertake a comparative review of the decolonization of some of these nations, and the resulting complications to present day. The course also considers current events related to this region to better understand the legacy of empire. It is strongly recommended that students have successfully completed HIS 154 and at least one other history course before enrolling in this course.

HIS 450 Independent Study (1-3 hrs)

Prerequisite: Permission by application.

HIS 498 Thesis (1-3 hrs)

Prerequisite: Permission by application.

HIS 499 Internship (1-3 hrs)

Prerequisite: Permission by application.

HUMAN PERFORMANCE |

Coordinators: Jef E. Field, M.A. and Mark Snow, M.A., ATC

The Human Performance Major of Midland University allows students to identify the relationships of mind, body and spirit in the holistic health and well-being of the individual and to provide students with opportunities to develop basic knowledge, understanding and skills necessary for careers in physical education, fitness and sport management, exercise science, athletic training, and athletic coaching.

A Midland Human Performance Major Demonstrates:

- Verbal, written and critical thinking skills necessary to perform responsibilities and assume leadership roles in Human Performance careers and/or degree studies.
- Knowledge and application of professionalism, ethical behavior and personal responsibility in the field of human performance.
- Preparedness for entry level positions in Human Performance careers.
 - Personal Trainer (certifications included)
 - Strength and Conditioning (certifications included)
 - Health Fitness Specialist (certifications included)
 - Physical Education Teacher
 - Coaching
- Preparedness to make baseline criteria for acceptance into graduate school for the following careers
 - Physical Therapy (PT)
 - Athletic Training (ATC)

Human Performance Major Core Requirements:

24 credit hours including:

- HPM 161 – Intro to Human Performance (3 hrs)
- HPM 180 – Health & Wellness (2 hrs)
- BIO 190 – Survey of Anatomy & Physiology (4 hrs)

or BIO 204 – Anatomy & Physiology I (4 hrs)
HPM 210 – First Aid, CPR & AED (2 hrs)
HPM 307 – Kinesiology (3 hrs)
HPM 310 – Principles of Strength & Conditioning (2 hrs)
HPM 311 – Sports Nutrition (2hrs)
HPM 312 – Physiology of Exercise (3 hrs)
HPM 406 – Assessment of Human Performance (3 hrs)

In addition to the core requirements the Human Performance major must also complete one of the following concentrations. All courses must be graded A-F with no grade below C-.

Athletic Training Concentration Requirements:

This concentration prepares students for careers as a physical therapy assistant, personal fitness trainer, strength coach, or entrance into a graduate athletic training or a health related programs. Admission requirements for the continued program of choice should be checked and fulfilled for acceptance into the graduate/professional program. All courses must be graded A-F with no grade below C-.

The objectives of the Human Performance major with a concentration in Athletic Training include:

- Prepare the student with the proper course requirements for admission to a graduate entry level Masters in Athletic Training program.
- Preparation as defined by the National Athletic Trainers Association's Performance Domains (Athletic Training Educational Competencies, 5th Edition) in:
 - Evidence Based Practice
 - Prevention and Health Promotion
 - Clinical Examination and Diagnosis
 - Acute Care of Injury and Illness
 - Therapeutic Interventions
 - Psychosocial Strategies and Referral
 - Healthcare Administration
 - Professional Development and Responsibility

In addition to the required Human Performance core hours, the Athletic Training concentration requires 23 hours including:

HPM 100 – Introduction to Athletic Training (1 hr)
BIO 103 – Principles of Biology (4 hrs)
BIO 205 – Anatomy & Physiology II (4 hrs)
CHE 122 –Chemistry for Health Sciences (4 hrs)
HPM 220 – Care & Prevention of Athletic Injuries (3 hrs)
HPM 223 – Motor Learning (2 hrs)
HPM 321 – Athletic Training: Injury Evaluation and Assessment (2 hrs)
HPM 322 – Athletic Training: Rehabilitation Techniques & Therapeutic Modalities (2 hrs)
HPM 440 – Advanced Athletic Training (3 hrs)
HPM 225 – Movement (2 hrs)
PSY 151 – Physics I (4 hrs)
HPM 299/399/499 – Internship (6 hrs)

**Plus 800 hours of practical experience under the supervision of an NATABOC certified athletic trainer.*

Pre-Professional Exercise Science Concentration Requirements:

This concentration prepares students for careers in wellness programs, rehabilitation programs, physiatrist, health marketing, pharmaceutical sales, clinical research orthotics or entrance into professional allied health programs in physical therapy, physician assistant, cardiac rehabilitation, physical therapy assistant, occupational therapy, or

chiropractic medicine. Admission requirements for the continued program of choice should be checked and fulfilled for acceptance into the graduate/professional program. All courses must be graded A-F with no grade below C-. Recommended minors are Chemistry, Biology, and/or Nebraska Special Services Coaching Certificate.

The objectives of a Human Performance major with a concentration in Exercise Science include:

- Prepare the student with the proper course requirements for admission into a Master's degree program in Physical Therapy or Exercise Science.
- Prepare students to meet the requirements for admission for post graduate degrees in Exercise Science and Physical Therapy. The following objectives are from the American Physical Therapy Association (<http://www.apta.org/PTCareers/RoleofaPT/>).
 - Diagnose and manage movement dysfunction and enhance physical and functional abilities.
 - Restore, maintain, and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health.
 - Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

In addition to the required Human Performance core hours, the Exercise Science Concentration requires 45 hours including:

- CHE 103 – General Chemistry I (4 hrs)
- CHE 104 – General Chemistry II (4 hrs)
- BIO 125 – Organismal Biology (4 hrs)
- PHY 151 – General Physics I (4 hrs)
- PHY 152 – General Physics II (4 hrs)
- BIO 205 – Anatomy & Physiology II (4 hrs)
- MTH 210 – Elementary Statistics (3 hrs)
- PSY 120 – Fund of Psychology (3 hrs)
- PSY 210 – Developmental Psychology (3 hrs)
- BIO 211 – Cellular and Molecular Biology (4 hrs)
- HPM 220 – Care and Prevention of Athletic Injuries (3 hrs)
- HPM 223 – Motor Learning (2 hrs)
- HPM 299/399/499 – Internship (6 hrs)

*Must take BIO 204 in Core

Sports Management and Marketing Concentration Requirements:

This concentration provides students course work to prepare for management and marketing tasks that exist within the sports realm. This concentration is meant to prepare students for careers that exist within high school and collegiate athletic departments related to the finances, budgeting, and the promotion of those programs. It could also potentially lead to entry level opportunities within college and professional sports organizations related to the management and marketing of their athletic programs.

The objectives of a Human Performance major with a concentration in Sports Marketing Management include:

- Students will understand the role that business knowledge plays in realm of high school, collegiate, and professional sports.
- Students will understand how financial practices are connected to athletics and athletic organizations.
- Students will learn basic management and marketing techniques for creating financial strength for athletic based organizations.
- Students will understand budgeting processes for athletic organizations.
- Students will understand the importance of financial security for athletic organizations as well as how financial security impacts the success of those organizations.
- Students will gain hands on experience in marketing and promotion of athletic events
- Students will learn the fundamentals of managing and marketing a sports related business.

In addition to the required Human Performance Core Requirements, the Sports Marketing Management Concentration requires 31 hours including:

- BUS 103 – Principles of Accounting I (3 hrs)
- BUS 104 – Principles of Accounting II (3 hrs)
- BUS 122 – Office Procedures (3 hrs)
- BUS 210 – Principles of Economics (3 hrs)
- BUS 217 – Principles in Management (3 hrs)
- BUS 242 – Principles of Marketing (3 hrs)
- BUS 361 – Financial Management (3 hrs)
- HPM 421 – Management of Human Performance (3 hrs)
- HPM 430 – Ethics & Law in Human Performance (2 hrs)
- HPM 299/399/499 – Internship (6 hrs)

Strength and Conditioning Concentration Requirements:

The Strength and Conditioning concentration prepares students for possible careers as a personal trainer, strength coach, and special populations specialist. This concentration also prepares students for post graduate study in strength and conditioning.

The objectives of the Human Performance major with a concentration in Strength and Conditioning include:

- Provide students course content and certifications needed that, upon graduation, can attain entry level positions to coach and educate individuals and groups towards achieving their health and fitness goals. These include the following:
 - Strength Training
 - Cardiovascular Training
 - Athletic Development and Performance
 - Total Health Objectives
 - Special Populations
- Certifications
 - Students achieve their Certified Personal Trainer Certification from the National Strength and Conditioning Association (NSCA-CPT) by the end of their sophomore year.
 - Students achieve their Functional Movement Screen Certification (FMS) by the end of their sophomore year.
 - Students achieve their Certified Strength and Conditioning Specialist Certification (CSCS) or their Certified Special Population Specialist (CSPS) by the National Strength and Conditioning Association by graduation.

Course content covers all of the following domains:

- Client Consultation/Fitness Assessment
- Exercise Implementation and Programming
- Legal, Professional, Business, and Marketing in Fitness
- Client Education & Professional Development
- Exercise Science

In addition to the required Human Performance core requirements, the Strength and Conditioning concentration requires 34 hours including:

- HPM 140 – Lifetime Fitness (1 hr)
- HPM 112 – Dance Exercise (1 hr)
- HPM 223 – Motor Learning (2 hrs)
- HPM 225 – Human Movement Patterns and Screening (2 hrs)
- HPM 323 – Advanced Strength and Conditioning (2 hrs)

HPM 421 – Management of Human Performance (3 hrs)
HPM 430 – Ethics and Law in Human Performance (2 hrs)
BUS 103 – Principles of Accounting (3 hrs)
BUS 242 – Principles of Marketing (3 hrs)
BUS 361 – Financial Management (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)
PSY 120 – Fund of Psychology (3 hrs)
PSY 200 – Psychology of Learning (3 hrs)
HPM 299/399/499 –Internship (6 hrs)

Physical Education K-6 and 7-12 Endorsement Requirements:

This concentration prepares students to teach Physical Education K-6 and 7-12. Recommended minors are Coaching Endorsement and/or Nutrition.

The objectives of the Physical Education endorsement include:

1. Professional development in the field of Physical Education including:
 - a) Effective communication skills with students, colleagues, families and community.
 - b) Mastery of concepts and skills necessary to promote the education of mind, body and spirit
 - c) Application of critical thinking skills to identify information in the classroom situation and implement a valid hypothesized solution
 - d) Pursuit of life-long learning opportunities in the field of physical education.
2. Capacity to effectively plan and implement instruction including:
 - a) Development and application of NASPE (<http://nlcs1.nlc.state.ne.us/epubs/E2420/H107-2006.pdf>)
 - i. THEME: Physical Education Literacy
 - ii. THEME: Physical Activity and Fitness
 - iii. THEME: Physical Activity Behavior
 - b) Implementation of multiple assessment tools to determine student needs and progress
 - c) Creation of a classroom environment which meets the needs of a diverse student population
 - d) Application of multiple strategies to manage behavior

Refer to Education Department for Education course requirements for Nebraska certification. This endorsement requires 42 hours of coursework. *All courses must be graded A-F with no grade below C-*.

In addition to 22 hours of Human Performance core requirements (including BIO190) the K-6, 7-12 Physical Education Endorsement requires the following coursework:

HPM 223 – Motor Learning (2 hrs)
HPM 360 – Methods of Teaching Elementary Physical Education (3 hrs)
HPM 361 – Methods of Teaching Secondary Physical Education (3 hrs)
HPM 403 – Adapted Physical Education (2 hrs)
HPM 421 – Management of Human Performance (3 hrs)
HPM 430 – Ethics & Law in Human Performance (2 hrs)

Four Activity Hours from the following:

HPM 110 – Social Dance (1 hr)
HPM 131 – Social Recreation Activities (1 hr)
HPM 140 – Lifetime Fitness (1 hr)
HPM 142 – Lifeguard Training (1 hr)

4 Additional Activity Hours choose from the following:

HPM 112 – Dance Exercise (1 hr)
HPM 115 – Outdoor Leisure Activities (1 hr)
HPM 130 – Beginning Swimming (1 hr)
HPM 150 – Racquet Sports (1 hr)

HPM 160 – Intermediate Swimming (1 hr)
HPM 190 – Lifetime Sports (1 hr)
Any intercollegiate athletic participation (1 hr)

Coaching Supplemental Endorsement Requirements:

13 credit hours including HPM 162, 210 and 220, plus six credit hours of electives from HPM 200, 201, 202, 203, 205, 206, and 222. All courses must be graded on the A-F basis with no grade below a C-. Requirements must also be completed for an Education subject or field endorsement.

Coaching Minor:

The minor is for non-Education majors. 13 credit hours including HPM 162, 210 and 220, plus six credit hours of electives from HPM 200, 201, 202, 203, 205, 206, and 222. All courses must be graded on the A-F basis with no grade below a C-.

Nebraska Special Services Coaching Certificate:

The certificate is for non-certified personnel to serve as assistant coaches in NSAA sponsored activities. Courses required are HPM 162 and 210, and EDU 220 or 207 (offered summer session only).

Human Performance Courses Offered:

HPM 100: Athletic Training (1 hr)

This course introduces students to careers associated with the profession of athletic training. Practical experience is gained working with Midland staff and student trainers in the treatment and rehabilitation of Midland athletic teams. A minimum of 100 clinical hours are required, with additional course work. This course is a prerequisite to apply for a student trainer position on the Midland athletic training staff.

HPM 110: Social Dance (1 hr)

Social Dance teaches fundamental skills and techniques of square dance, ballroom, folk, and country line dance.

HPM 112: Dance Exercise (1 hr)

Dance Exercise teaches fundamental skills and techniques of yoga, tae-bo, pilates, and step aerobics.

HPM 115: Outdoor Leisure Activities (1 hr)

HPM 115 is designed to teach fundamental skills and techniques of archery, ice-skating, roller blading, and cycling. (\$25.00 course fee)

HPM 130: Beginning Swim (1 hr)

Beginning Swimming is designed for non-swimmers to learn the beginning skills and techniques of swimming as required by the American Red Cross. (Test-out option not available)

HPM 131: Social Recreation Activities (1 hr)

This course is designed to teach get-acquainted activities, ice breaker activities, recreational sport activities, mixers, and rhythmical activities.

HPM 140: Lifetime Fitness (1 hr)

Lifetime Fitness is designed to teach fundamental skills and techniques of weight training, walking, jogging, and aerobic activities.

HPM 142: Lifeguard Training (1 hr)

A course designed to provide lifeguard Candidates with the skills and knowledge to prevent and respond to aquatic emergencies. Certification through the American Red Cross.

HPM 150: Racquet Sports (1 hr)

HPM 150 is designed to teach fundamental skills and techniques of tennis, badminton, racquet ball, and table tennis.

HPM 160: Intermediate Swimming (1 hr)

This swimming course is designed to teach the intermediate skills and techniques of swimming as required by the American Red Cross (P/PM/NC credit only).

HPM 161: Introduction to Human Performance (3 hrs)

HPM 161 is an introductory course which studies the relationship of human performance to exercise science, fitness and sport management, physical education, and athletic training. Includes historical foundation of human performance, orientation to the professions and consideration of issues and trends in the field. (Students will begin development of professional web portfolios.)

HPM 162: Foundations of Coaching (2 hrs)

HPM 162 is a course designed for students interested in becoming athletic coaches. Includes philosophy and objectives, organizational skills, management skills, marketing, issues and trends in coaching interscholastic athletics.

HPM 180: Health and Wellness (2 hrs)

This is a course which focuses on combining fitness and wellness concepts to promote holistic health. Topics include substance abuse, nutrition, weight control, lifetime fitness, sexuality, injury/disease prevention, stress management, and self-assessment to develop personal well-being programs which interact mind, body and spirit.

HPM 190: Lifetime Sports (1 hr)

Lifetime Sports is designed to teach fundamental skills and techniques of golf, bowling, recreational volleyball, and basketball. (\$25.00 Course Fee)

HPM 200: Theory, Practice and Coaching Swimming (2 hrs)

HPM 200 offers a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a swimming program. Students earn American Red Cross WSI certification upon successful completion of the course.

HPM 201: Theory, Practice and Coaching Basketball (2 hrs)

This course offers a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a basketball program.

HPM 202: Theory, Practice and Coaching Baseball (2 hrs)

HPM 202 is a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a baseball program.

HPM 203: Theory, Practice and Coaching Football (2 hrs)

Theory of football is a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a football program.

HPM 205: Theory, Practice and Coaching Volleyball (2 hrs)

This course is a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a volleyball program.

HPM 206: Theory, Practice and Coaching Track and Cross Country (2 hrs)

HPM 206 is a study of the theory, methods, techniques, rules, and strategies of the sport as well as the

organization and administration of a cross country, track and field program.

HPM 210: First Aid, CPR, AED (2 hrs)

This course provides students with the skills and knowledge in the administration of first aid. Students will have the opportunity to earn American Red Cross Certification in Standard First Aid, CPR and AED.

HPM 214: Theory, Practice and Coaching Wrestling (2 hrs)

This course is designed to help prepare the future wrestling coach in the teaching of fundamental skills, technical aspects, strategy, training, and rules of the sport. This class will also help prepare students for organizational techniques, equipment needs, organizing tournaments/competitions and other basic wrestling coaching duties. Students will learn how to present technique and will function as clinicians for the other members of the class.

HPM 215: Sports Officiating I (2 hrs)

Sports Officiating is a study of the principles, philosophy, mechanics, interpretation, and application of rules pertinent to football and volleyball.

HPM 216: Sports Officiating II (2 hrs)

A continuation of Sports Officiating I, this course is a study of the principles, philosophy mechanics, interpretation, and application of rules pertinent to baseball and basketball.

HPM 220: Care and Prevention of Athletic Injuries (3 hrs)

Care and Prevention is designed to cover procedures in prevention, care, treatment, management, and rehabilitation of athletic injuries.

HPM 222: Theory, Practice and Coaching Soccer (2 hrs)

HPM 222 is a study of theory, methods, skill techniques, rules, and strategies involved in coaching soccer.

HPM 223: Motor Learning (2 hrs)

Motor Learning is the fundamental study of growth and perceptual motor development in children, and the role of play in learning. Special emphasis is placed upon analyzing games and activities, which may enhance academic skills and the development of perceptual motor skills.

HPM 225: Human Movement Patterns and Screening (2 hrs)

Prerequisites: HPM 161 and HPM 190 or 204

This course investigates a functional approach to movement. Upon completion of this course students will be able to assess human movement for imbalances or asymmetries which may effect injury risk and movement efficiency. Certification included upon completing course and passing online certification examination.

HPM 299: Internship (1 hr)

Prerequisites: Sophomore year status

This internship is primarily observational hours. 45 contact hours are required.

HPM 307: Kinesiology (3 hrs)

Prerequisites: BIO 190 or 204

Kinesiology is a study of the structural determinants of human motion including the bones, muscles, and joints. Includes the application of basic biomechanical principles to human motion.

HPM 310:Principles of Strength and Conditioning (2 hrs)

Prerequisites: BIO 190 or BIO204

A course designed to provide students with theoretical and practical knowledge of the physiological, biomechanical and administrative aspects of designing and supervising strength and conditioning programs for various populations.

HPM 311:Sports Nutrition (2hrs)

This course develops students' understanding of the relationship among essential nutrients, energy metabolism and optimal sports performance while helping them obtain the tools they need to properly educate and motivate athletes.

HPM 312: Physiology of Exercise (3 hrs)

Prerequisites: BIO 190 or 204

Physiology of Exercise is a physiological study of the major systems of the human body, and their response to exercise and exercise programs. The course includes the application of physiological concepts to physical training and conditioning. This course serves as the department "C" course.

HPM 321:Athletic Training: Injury Evaluation and Assessment (2 hrs)

Prerequisites: Completion of HPM 100, 220 and BIO 204, with a grade of "C-" or above, and permission of the instructor and supervising certified athletic trainer.

HPM 321 offers classroom and clinical experience, with emphasis on the prevention, recognition, evaluation, management, and treatment of athletic injuries.

HPM 322:Athletic Training: Rehabilitation Techniques & Therapeutic Modalities (2 hrs)

Prerequisites: Completion of HPM 100, 220 and BIO 204, with a grade of "C-" or above and permission of the instructor and supervising certified athletic trainer.

HPM 322 offers classroom and clinical experience, with emphasis on therapeutic and rehabilitative exercises, program organization and administration, and counseling of the injured.

HPM 323: Advanced Strength and Conditioning (2 hrs)

Prerequisites: HPM 225 and 310

This course prepares students for a Certified Strength and Conditioning Specialist (CSCS) certification by the National Strength and Conditioning Association. This course provides application of scientific knowledge to train individuals for the primary goal of improving athletic performance. Objectives include conducting activity-specific testing sessions, designing and implementing safe and effective strength training and conditioning programs and providing guidance regarding nutrition and injury prevention.

HPM: 360 Methods of Teaching Elementary Physical Education (3 hrs)

Prerequisites: Junior Standing and 2.75 GPA

This course introduces students to a variety of movement activities, instructional theories, techniques, and trends in elementary physical education which are applied to school situations. Issues of gender equity, adapted programs, discipline mainstreaming, competitive athletics, multi-disciplinary instruction and multicultural activities are addressed. The course introduces students to teaching/learning situations with opportunities to develop, organize, instruct, and assess elementary physical education programs. Class management skills are included in terms of curriculum development; lesson plans, teaching styles, discipline, strategies, and legal liability.

HPM 361: Methods & Materials in Teaching Secondary Physical Education (3 hrs)

Prerequisites: Junior status and 2.75 GPA

This course introduces students to a variety of activities, instructional theories, techniques, issues, and trends in secondary physical education which are applied to school situations. Issues of discipline, class management, athletic liability, teaching styles, cultural and religious differences, and mainstreaming are addressed. Students

develop, organize, instruct, and assess secondary physical education programs.

HPM 399: Internship (2 hrs)

Prerequisites: Junior status

This internship allows students to begin practicing skills related to their profession under direct supervision. 95 contact hours are required.

HPM 403:Adapted Physical Education (3 hrs)

Adapted Physical Education is a study of orthopedic, sensory, developmental, emotional, speech/language, and multi-handicapping conditions which limit human performance. The course surveys body mechanics, motor development, and physical assessments, and provides suggested planning and institutional techniques for physical educators working with special needs population.

HPM 406: Assessment of Human Performance (3 hrs) "W" course

This course develops an understanding and appreciation for the importance of evaluation and assessment in human performance. Includes a study of test diagnosis and construction to interpret and prescribe programs in physical fitness, motor skills, cognitive knowledge, and affective behavior.

HPM 421:Management of Human Performance (3 hrs)

This course introduces students to a variety of management theories, techniques, issues and trends which are applied to human performance concentrations. Topics such as objectives, marketing, ethics, public relations, legal issues, curriculum, budgets and facilities, time management, and technology are addressed.

HPM 430: Ethics & Law in Human Performance (2 hrs)

Prerequisite: Junior standing

A study of ethical procedures and behaviors in areas of human performance and the impact of the legal process. This course covers topics including diversity, stereotypes, media, career development, liability, risk management, and collective bargaining agreements.

HPM 440:Advanced Athletic Training (3 hrs)

Prerequisites: Permission of the instructor and supervising certified athletic trainer.

HPM 440 offers a more in-depth classroom and clinical study of the diagnostic and evaluative techniques of physical therapy, therapeutic and rehabilitative exercises, legal aspects of sports medicine, professional procedures, nutrition, and ethics of athletic training.

HPM 450: Independent Study (1-3 hrs)

Prerequisites: Junior standing, human performance major approved by Division chair.

Independent Study is an opportunity to engage in advanced, supervised individual field, lab or library research in human performance concentration areas. Independent study may not duplicate catalog course offerings.

HPM 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

HPM 499:Internship (3 hrs)

Prerequisites: Senior status

This internship is a leadership internship which allows students to practice their skills under direct and indirect supervision as well as provide services to the organization and assist in educating and supervising other interns. 135 contact hours are required for the completion of the internship.

Varsity Sports (1 credit hour)

Varsity Sports, taken for college credit are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. Course recorded on transcript maximum of four times in each sport (P/PM/NC only).

- HPM 138 – Dance Team (Women)
- HPM 141 – Volleyball (Women)
- HPM 144 – Softball (Women)
- HPM 145-01 – Soccer (Men)
- HPM 145-02 – Soccer (Women)
- HPM 146 – Basketball (Women)
- HPM 147 – Hockey (Women)
- HPM 148 – Hockey (Men)
- HPM 151 – Football (Men)
- HPM 152 – Track & Field (Men and Women)
- HPM 153 – Cross Country (Men and Women)
- HPM 154 – Baseball (Men)
- HPM 156 – Golf (Men)
- HPM 157 – Golf (Women)
- HPM 158 – Tennis (Men and Women)
- HPM 164 – Cheerleading (Men and Women)
- HPM 166 – Lacrosse (Women)
- HPM 168 – Basketball (Men)
- HPM 172 – Wrestling (Men)
- HPM 173 – Wrestling (Women)
- HPM 175 – Bowling (Men)
- HPM 176 – Bowling (Women)
- HPM 177 – Shooting Sports (Men and Women)

HUMAN SERVICE COMPOSITE |

Coordinator for Psychology: Connie Taylor, Ph.D.

Coordinator for Sociology: Megan Nielsen, Ph.D.

The Human Services major is offered by the Psychology and Sociology departments for students who desire study in the areas of psychology and sociology in preparation for agency work in the human services field. In addition to classroom study, students have the opportunity through internships to gain job-relevant skills, knowledge of the field, and clinical experiences while working with local educational and human services agencies such as Head Start, Probation Office, Department of Health and Human Services, and Masonic Eastern Star Home for Children, among others.

A Midland Human Service Major Demonstrates:

- Knowledge of the concepts, theories and principles in the areas of general psychology and sociology, human development, communication skills, human services, and social policy
- Ability to apply critical thinking analysis to issues of psychological and sociological concern using a variety of theoretical perspectives
- Ability to understand professional reports and to write according to appropriate professional style of the field
- Preparation to be a competitive candidate for entry level openings in human services agencies

- Ability to succeed in professional work roles in agency settings

Human Services Major Requirements:

The student must have a C- or better in PSY 120 and SOC 130 to pursue the major. All required courses must be graded on the A-F scale. The human services major or minor may not be combined with a major or minor in psychology or sociology.

40 credit hours including the following courses:

- PSY 120 – Fundamentals of Psychology (3 hrs)
- PSY 210 – Developmental Psychology (3 hrs)
- PSY 370 – Introduction to Counseling (3 hrs)
- SOC 130 – Principles of Sociology (3 hrs)
- SOC 212 – Introduction to Human Services (3 hrs)
- SOC 370 – Sociology of Addictions (3 hrs)
- MTH 210 – Elementary Statistics (3 hrs)
- SOC 342 – Social Inequality (3 hrs) AND SOC 425 – Social Research Methods (4 hrs)
- OR PSY 398 – Behavioral Research Methods (4 hrs) AND PSY 498 – Advanced Experimental Psychology (3 hrs)

One of the following:

- PSY 420 – Theories of Learning (3 hrs)
 - PSY 434 – Personality Theory (3 hrs)
 - SOC 420 – Social Theory (3 hrs)
- Plus 6 additional hours at the 300 level excluding 499 courses, from CJU, PSY and/or SOC courses.
Plus a minimum of 3 credit hours of PSY 499 or SOC 499.*

Human Services Minor Requirements:

21 credit hours, including PSY 120, SOC 130, 212, and at least six credit hours of upper division courses from criminal justice, psychology or sociology (300 level or above, but not 499). All 21 credit hours must be graded on the A-F scale.

INTERDISCIPLINARY |

Coordinator: Deans' Office

Interdisciplinary courses are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. Through a topical focus, they foster understanding of methods of analysis and creativity.

MASS COMMUNICATION |

Coordinator: Deans' Office

This Mass Communications major is designed for students interested in the study of Mass Communication with an emphasis in Public Relations. The major requires 36 credit hours. Students are encouraged to explore additional majors and minors in Business, Art or Commercial Art.

A Mass Communication Major:

- Demonstrates honesty and integrity as he/she seeks truth and imparts that truth to society.
- Masters skills necessary to communicate in the contemporary media: writing, interviewing, observing,

reporting, reacting and synthesizing.

- Understands and embraces the legal, moral and ethical responsibilities of a free press in a democratic society.
- Functions as a critical, informed consumer of the mass media and recognizes the newsworthiness of events and issues.
- Recognizes the purpose of the media is to inform, entertain and persuade, and understands the impact that the published material has on the audience.
- Recognizes the relationship between page design and effective communication.
- Employs knowledge of current technology in all processes of preparation.
- Understands how American media was developed, has grown and has prospered.

Mass Communication Core Requirements:

Required core courses include 36 credit hours:

COM 100 – Introduction to Mass Communication (3 hrs)

COM 121 – Writing for Media (3 hrs)

COM 230 – Introduction to Visual Literacy (3 hrs)

COM 222 – Digital Photography (3 hrs)

COM 305 – Media Practicum (Varied hours)

BUS 242 – Principles of Marketing (3 hrs)

BUS 348 – Advertising (3 hrs)

COM 342 – Public Relations (3 hrs)

COM 420 – Promotional Strategies and Techniques (3 hrs)

COM441 – Mass Communications Law and Ethics (3 hrs)

Select two of the following electives: ART 140, ART 160, ART 180, BUS 350, BUS 434, COM 110, COM 305, COM 499

* A minimum of three credit hours must be taken for the Mass Communication major and minor. Students earning a double concentration must complete an internship in both concentrations.

** A minimum of three credits of practicum is required. No more than three credits will count toward the minor; however, additional credits may count toward graduation.

Mass Communication Departmental Courses Offered:

COM 100: Introduction to Mass Communications (3 hrs)

This introductory level course will walk through the various issues associated with mass communications. Principles, theory and applications will be covered and discussed.

COM110: Mass Communication and Society (3 hrs)

This course focuses on how human beings communicate through the media and how modern media affect human interaction. Students are exposed to an overview of the field and the way in which the world is shaped, both positively and negatively, by the mass media and the consequences of media messages on individuals, society and culture. Students are prepared to interact more intelligently with various media.

COM 121: Writing for Media (3 hrs)

This participation course enhances life-long appreciation for written language, research and writing styles by enabling students to transfer complex information into readable copy for mass consumption. Students learn to make topic selections and to apply research and communication skills in collecting relevant data. The production of print media develops the student’s ability to make aesthetic judgments regarding word and design.

COM 222: Digital Photography (3 hrs)

This course introduces the basic skills of photographic art, including camera operation, composition, scanning and downloading files, manipulation of images and photo-quality printing. Students will learn to express themselves

and to evaluate their own work for aesthetic qualities including subject choice, composition, color, technical proficiency, and ethical criteria. A brief overview of the history of photography will also be included. Students must have a digital camera and basic computer skills.

COM 230: Visual Literacy (3 hrs)

Visual Literacy focuses on the production of documents and pagination for publication is emphasized, with special attention to the unique capabilities for graphics, design and application in the business and journalism workplace.

COM 305: Media Practicum (varied hours)

COM 342: Public Relations (3 hrs)

This course focuses on the principles of public relations, and the techniques public relations professionals practice. Included is an overview of the history of the field and a study of ethical standards. Emphasis is placed on preparing students for work in the field of public relations, particularly in the area of public relations writing.

COM 420: Promotional Strategies and Techniques (3 hrs)

In this course students learn how to maximize publicity products, services and organizations. Students will practice writing, designing, editing, and producing publicity packages for business, nonprofit and public organizations, and students will design publicity campaigns.

COM 441: Mass Communications Law and Ethics (3 hrs)

This course focuses on the First Amendment guarantees of freedom of speech and press and our laws as applicable to journalists. Students will study the development of such right and laws contemporary legal issues concerning the media. In addition, the ethical standards of mass communication will be examined.

COM 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

COM 499 Journalism Internship (1-3 hrs)

Prerequisite: Permission by application.

MATHEMATICS/COMPUTER SCIENCE |

Coordinator: Zhongming Huang, Ph.D.

The Mathematics/Computer Science Department believes that mathematics serves a central role in the human experience. Mathematics and computer science affect each person on a regular basis. Mathematics is the language used to describe the patterns encountered in our lives and to express the logical relationships in these patterns. Computer science, in turn, enhances our ability to understand these relationships through the use of technology. A close interaction exists between mathematics and computer science in that each assists in the study of the other. Majors may concentrate in mathematics, or computer science. Professional programs include endorsements for teaching and preparation for the first test in actuarial science certification.

A Midland Mathematics/Computer Science Major:

- Demonstrates a breadth of knowledge of mathematical and/or computer science theory, techniques and application.
- Demonstrates ability to solve problems in multiple settings by using analytical, critical or creative thinking skills.
- Is qualified to succeed in the mathematical, physical, life, or social sciences, in business, in teaching, or in continued academic studies.

Mathematics/Computer Science Major Requirements:

The Mathematics/Computer Science major consists of core requirements totaling 14 credit hours plus an area of concentration chosen from mathematics, computer science or computer information systems. All courses for the major must be taken on the A-F grading system. The core requirements consist of:

CSC 160 Object Oriented Programming (3 hrs)

MTH 220 – Calculus I (4 hrs)

MTH 250 – Calculus II (4 hrs)

MTH 260 – Numerical Analysis (3 hrs)

A Midland Mathematics/Computer Science Major with a Mathematics concentration demonstrates:

- Possession of a sound mathematical base, entailing general course knowledge, manipulative skills, and a facility with appropriate technological tools.
- The ability to problem-solve in real life settings, applying critical, analytical and/or creative thinking.
- An ability to recognize, develop, and present logical arguments, proofs, or research in various mathematical settings.
- An understanding of mathematics as axiomatic systems of knowledge.
- Eligibility for a career in the mathematical, physical, life, or social sciences, in business, in teaching, or in continued academic success.

Mathematics Concentration Requirements:

Includes the core and 23 additional hours including:

MTH 310 – Mathematical Statistics (4 hrs)

MTH 340 – Linear Algebra (3 hrs)

MTH 350 – Multivariable Calculus (4 hrs)

MTH 420 – Analysis of Real Variables (3 hrs)

or MTH 440 – Abstract Algebra (3 hrs)

MTH 460 – Capstone (1 hr)

Plus 9 additional credit hours from other MTH courses 220 or above.

Computer Science Concentration Requirements:

Comprised of the core and 27 additional hours including:

CSC 160 – Object Oriented Programming - if not taken in the Core (3 hrs)

CSC 220 – Data Structures (3 hrs)

CSC 250 – Computer Organization Assembler (3 hrs)

CSC 350 – Operating Systems (3 hrs)

CSC 360 – Computer Networks and Data Communication (3 hrs)

CSC 430 – Database Management (3 hrs)

CSC 440 – Systems Analysis & Design (3 hrs)

MTH 240 – Discrete Structures (3 hrs)

Choose one of the following courses:

MTH 340 – Linear Algebra (3 hrs)

CSC courses numbered 180 or above

Compressed Mathematics Major Requirements:

CSC 160 – Object Oriented Programming (3 hrs)

MTH 220 – Calculus I (4 hrs)
MTH 250 – Calculus II (4 hrs)
MTH 260 – Numerical Analysis (3 hrs)
MTH 310 – Mathematical Statistics (4 hrs)
MTH 340 – Linear Algebra (3 hrs)
MTH 350 – Multivariable Calculus (4 hrs)
MTH 420 – Analysis of Real Variables (3 hrs)
or MTH 440 – Abstract Algebra (3 hrs)
MTH 460 – Capstone (1 hr)
Elective (3 hrs)

The elective course may come from any Math course from 240 or above, including a topics course or the 3-hour capstone class.

Mathematics 6-12 Field Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires 36 hours of Mathematics courses. Courses required for the Mathematics, 7-12 endorsement are:

CSC 160 – Object Oriented Programming (3 hrs)
MTH 220 – Calculus I (4 hrs)
MTH 240 – Discrete Structures (3 hrs)
MTH 250 – Calculus II (4 hrs)
MTH 260 – Numerical Analysis (3 hrs)
MTH 300 – Number Theory (3 hrs)
MTH 310 – Mathematical Statistics (4 hrs)
or MTH 210 – Elementary Statistics (3 hrs)
MTH 340 – Linear Algebra (3 hrs)
MTH 350 – Multivariable Calculus (4 hrs)
MTH 360 – College Geometry (3 hrs)
MTH 440 – Abstract Algebra (3 hrs)

Computer Science Minor Requirements:

24 credit hours graded on the A-F system including CSC 160, 180, 220 and 250; MTH 240 or 260, and an additional three credit hours from CSC courses numbered 160 or above.

Mathematics Minor Requirements:

A Mathematics minor requires 20 credit hours graded on the A – F system with MTH 220 – Calculus I (4 credits), MTH 250 – Calculus II (4 credits), and CSC 160 - Object Oriented Programs (3 credits) being required, plus 9 credit hours in MTH courses numbered 210 or above.

The 9 credit elective hours (3 courses) are recommended to choose from the following: MTH 210, MTH 240, MTH 300, MTH 310, MTH 340, MTH 350, MTH 360, or any MTH course numbered 210 or above.

Computer Science Courses Offered:

CSC 160: Object Oriented Programming (3 hrs)

This course is for students who want to learn how to write computer programs. Pseudocode and flowcharts are used to develop solutions to object oriented programming problems. Programs are written using an object-oriented language. Topics covered include: control structures, simple data types, arrays, strings, structures, data files, objects, classes and debugging techniques. Top-down and object oriented program design is discussed.

CSC 180: Visual Basic I (3 hrs)

This course covers topics in programming using the Visual Basic programming language. Traditional topics such as

control structures, functions, procedures and built in data types of the Visual Basic language will be covered. In addition, topics specific to the Visual Basic language such as the development of dialog boxes and database access will be studied.

CSC 220: Data Structures (3 hrs)

Prerequisite: CSC 160.

A second course in the science of computers and data processing. Advanced string processing, linear data structures, lists, queues, hash table techniques, nonlinear data structures, binary trees and general trees are some of the topics included. This course covers the material recommended for the second course in the curriculum proposal of the Association for Computing Machinery.

CSC 250: Computer Organization/Assembler (3 hrs)

Prerequisite: CSC 160.

This course offers a study of machine characteristics such as byte and word structures, registers, indexing and bit manipulation. Discussion and applications of symbolic programming including macros.

CSC 270: Web Page Development (3 hrs)

This course will cover tools and techniques used to develop pages on the World Wide Web. The course will include a survey of the history and current status of the Internet and World Wide Web. The primary emphasis of the course will be the use of HTML, XHTML, and Cascading Style Sheets to create web pages.

CSC 282: Software Development (3 hrs)

Prerequisites: CSC 160 and 220.

This course covers software development using an imperative programming language with a focus on supporting tools and techniques. Topics include program development tools such as debuggers, make files, and source code revision control systems. Modular development processes will be studied. Students will be exposed to these concepts in the context of large-scale software systems.

CSC 350: Operating Systems (3 hrs)

Prerequisite: CSC 250.

CSC 350 offers a general overview of operating systems. Topics include CPU scheduling, memory management and device management. Analysis of the properties, advantages and disadvantages of basic algorithms used in the design of operating systems are studied.

CSC 360: Computer Networks & Data Communications (3 hrs)

Prerequisite: CSC 160.

A study of the design and development of computer networks, and the methods of transmitting data over these networks. Topics discussed in this course include network architectures, flow control and congestion avoidance techniques, computer and communication security, and communication protocol standards.

CSC 410: Topics in Computer Science (2-3 hrs)

Prerequisites: MTH 250 and Permission of instructor. Special interest topics in mathematics.

This course is also used as a Capstone Course for the Math major. When listed as a capstone, prerequisites include pre/co-requisites of CSC160, MTH 220, MTH 250, MTH 260, MTH 340, MTH 350. The capstone includes two parts. The first part is a systematic review of the core concepts of single and multiple-variable calculus and linear algebra using a computing system such as Mathematica. The second part includes a research project in which the student will review and reflect on applications of mathematics. This course will help students to solidify their capabilities to continue their learning after graduation and will enable them to be among the leaders in situations where mathematical skills are needed.

CSC 430: Database Management (3 hrs)

Prerequisites: Two CSC courses numbered 160 or above.

Designed to familiarize the student with the initialization, upkeep and maintenance of computer data files. Database Management, includes a study of the relational, hierarchical and network database models, with a concentration on the relational model. Emphasizes the design, implementation and querying of a relational database using SQL.

CSC 440: Systems Analysis and Design (3 hrs) W" course

Prerequisite: Four CSC courses numbered 160 or above and junior standing.

This course focuses on the tools and techniques for the analysis, design, and development of computer systems and includes a writing component while serving as a "W" course. The emphasis is on the concept of a systems development life cycle (SDLC) and the methods for managing the tasks associated with each phase of the cycle. Students prepare several written reports describing different aspects of the development of a computer system. Written guidelines for these reports are presented and thoroughly discussed in class. Papers are evaluated for form and style as well as content.

CSC 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

CSC 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

CSC 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

Mathematics Courses Offered:**MTH 099: Basic College Mathematics (3 hrs)**

This course covers a basic review of the following: ratio and proportion, percent, applications for business and consumers, statistics, U.S. customary units of measurement, metric system of measurement, rational numbers, and an introduction to algebra. This course does not fulfill the math requirement for the general education core.

MTH 100: Mathematics for the Liberal Arts (3 hrs)

This course focuses on the nature of contemporary mathematics and its relationship with modern society. Students learn to think critically and rationally about issues and problems in the areas of politics, social choice, management, game theory and art sampling. Both the power and limits of the language of mathematics are demonstrated through discussion and application of alternative methods of problem solving. Students learn both to appreciate abstract mathematical inquiry for its own sake and to apply modern problem-solving techniques to problems in other disciplines.

MTH 120: Understanding the Math You Teach (3 hrs)

This course is designed to develop the mathematical thinking students will need as elementary mathematics teachers, which includes understanding, communicating, and representing mathematical ideas and problem solving. The foundations for learning mathematics will be examine along with fundamental concepts, the four basic operations of arithmetic, number theory, and proportional reasoning. This course may not be counted towards the general education math requirement but is recommended for elementary education students.

MTH 140: College Algebra (3 hrs)

This course introduces students to the language of algebra. Students develop skills necessary for success in other courses and disciplines which use this language. Students learn to think logically and rationally about problem solving. Specific topics include working with expressions, solving equations, graphing, and functions. Problem solving includes examples from a variety of disciplines.

MTH 150: Pre-Calculus (4 hrs)

Prerequisite: MTH 140 or two years high school algebra.

This course continues the study of the algebra of the real number system. Specific topics include inductive reasoning, relations, as well as linear, quadratic, circular, composite, polynomial and exponential functions. Students develop skills necessary for success in other courses and disciplines. Students learn to think logically and rationally about problem solving using examples from a variety of disciplines.

MTH 210: Elementary Statistics (3 hrs)

Prerequisite: MTH 140 or one year of high school algebra or higher within the last two academic years, or a score of 70% or above on diagnostic test administered by the Math Department prior to registration in the course.

This course introduces students to statistical language, skills and techniques. Emphasis is placed on experiments and applications in business, biological sciences, social science, education, and medicine. Moral and ethical issues relating to experimentation and to decision-making are discussed. Students will learn the computer skills necessary to solve statistical problems. Specific topics will include descriptive statistics, exploratory data analysis, experimental design, and inference techniques for distributions, chi-square tests, regression and analysis of variance.

**SSC 330 Social Science Statistics (3 hrs) may be used to substitute MTH 210. See the description of SSC 330 in Criminal Justice Courses Offered.*

MTH 220: Calculus I (4 hrs)

Prerequisite: MTH 150 or four years of high school mathematics.

This course covers the fundamental elements of differential and integral calculus applied to functions of a single variable. A firm understanding of the concepts of calculus is emphasized to enhance the students' capability to frame real-life situations in mathematical language, to employ diverse problem-solving techniques, and to view mathematics as an enriching, intellectual discipline. Current technology is utilized to investigate a wide range of applications and to show the utility of calculus in engineering, and physical and social sciences, and in upper level mathematics. SSC 330 Social Science Statistics (3 hrs) may be used to substitute MTH 210. See the description of SSC 330 in Criminal Justice Courses Offered.

MTH 240: Discrete Structures (3 hrs)

This course introduces students to set algebra, logic and proof, counting techniques and graph theory. The role of these mathematical concepts as a language for expressing ideas and a tool for engaging in rational thought is emphasized. Students use these mathematical ideas as a tool for investigating and solving a variety of problems.

MTH 250: Calculus II (4 hrs)

Prerequisite: MTH 220.

As a continuation of MTH 220, content includes techniques of integration, application of the definite integral, infinite series, polar coordinates and conic sections.

MTH 260: Numerical Analysis (3 hrs)

Prerequisites: MTH 220 and CSC 160. Corequisite: MTH 250.

This course introduces the student to the theory and application of numerical approximation methods. It requires the use of both critical thinking skills and computer technology to solve a variety of problems, including numerical integration and differentiation, nonlinear equations, systems of linear equations, and function approximation.

Working individually or in groups, students complete projects which require them to 1) formulate a problem, 2) determine what information is needed to solve the problem and how that information may be attained, 3) be aware of the assumptions that need to be made to make the solution to the given problem tractable, 4) select the most appropriate of several available algorithms for the given project, and 5) use the selected algorithm to answer pertinent questions and to draw valid conclusions.

MTH 300: Number Theory (3 hrs)

Prerequisite: Solid algebra background.

This course introduces the student to basic properties of integers, linear Diophantine equations, congruence's, number theoretic functions, number representation, Pythagorean triples, and applications in probability and cryptosystems. This course counts toward the mathematics major or minor.

MTH 310: Mathematical Statistics (4 hrs) "W" course

Prerequisite: MTH 250.

This course is an introduction to the theories and techniques used in the practice of statistics. Students will learn about probability theory, random variables, sampling, parameter estimation, descriptive statistics, non-parametric statistics, linear regression and hypothesis testing. Writing assignments will include lab reports and a research paper about a statistical topic.

MTH 340: Linear Algebra (3 hrs)

Prerequisite: MTH 250.

This course is an introduction to linear algebra, including systems of linear equations, matrix algebra, determinants, vector spaces, linear transformations, and associated areas of application.

MTH 350: Multivariable Calculus (4 hrs)

Prerequisite: MTH 250.

Multivariable Calculus is an introduction to the calculus of functions of several variables. Derivatives, partial derivatives, directional derivatives, multiple integrals in n-space, and vector calculus are some of the topics covered.

MTH 360: College Geometry (3 hrs)

Prerequisite: Upper class standing.

College Geometry provides a survey of modern geometries. Possible topics include: a rigorous treatment of Euclidean geometry, hyperbolic and projective geometries, and finite geometries, geometric transformations, areas and curvature.

MTH 390: Differential Equations (3 hrs)

Prerequisite: MTH 250.

Differential Equations is a study of the common types of ordinary differential equations, their solutions and applications.

MTH 420: Analysis of Real Variables (3 hrs)

Prerequisite: MTH 250.

Analysis of Real Variables is a careful development of the mathematical foundations of calculus. Topics covered include logic and proof, the real number system, functions, limits, sequences, continuity, the derivative and Riemann integral.

MTH 430: Complex Variables (3 hrs)

Prerequisite: MTH 250.

Complex Variables provides fundamental laws of complex numbers, theory of analytic functions and

transformations, calculus of complex variables, residues and poles, and conformal mapping.

MTH 440: Abstract Algebra (3 hrs)

Prerequisite: MTH 250.

Abstract Algebra offers a study of algebraic structures. Topics include groups, rings, fields, and the concepts of isomorphism and homomorphism.

MTH 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

MTH 460 Capstone (1 hr)

Prerequisite: MTH 250 and permission of instructor.

Special interest topics in mathematics.

MTH 496 Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

MTH 499 Math Internship (1-3 hrs)

Prerequisite: Permission by application.

MIDLAND GENERAL STUDIES |

Coordinator: Deans' Office

MID 101 is required for all new incoming first year students entering Midland University.

Midland General Studies Courses Offered:

MID 101: College to Career Foundations (1 hr)

The overall objective of the course is to provide students with the information, skills, and direction needed to benefit from their experiences at Midland and in their future vocation. The course will: help first year students to be aware of and use the support resources of the University, cultivate the practice of students taking ownership of their own learning, support a successful academic transition from high school to college and develop behaviors to support a physical, spiritually and socially healthy lifestyle and provide first-year students with information concerning academic majors, career options and the importance of the liberal arts. P/PM/NC Only

MID 102: Exploring Your Vocation (1 hr)

This course is designed to allow first year students (and second year students) an opportunity to explore their vocation and career options. The course is primarily for students who are undecided as to an academic major or, seeking to find an appropriate minor field of study. The course will allow students to more clearly define their "calling" or life's work. Students will be engaged in activities designed to help identify personal strengths and weaknesses, personal goals and aspirations and seek career experiences (job shadowing) related to their talents and interests. Students will engage in self-discovery exercises, learn the steps of career decision making and research possible careers.

MID 110: Achieving Academic Success (2 hrs)

This course is required for all first year students admitted to the University via the interview process. The course is designed to help students be successful in all of their classes, introduce and utilize campus support services and thoroughly examine effective study skills. The course will review reading strategies, effective writing, test taking, note taking, vocabulary words and other skills needed to meet college coursework expectations. A special emphasis will be placed on time management. This course counts as elective credit hours.

MID 120: Blue Humanities (4 hrs)

This course investigates the on-going struggle between individuals and systems of power and authority in Western culture. Beginning with classical Greece and moving into the modern period, the course analyzes important cultural, philosophical, religious, and literary works that illuminate the relationship of individuals to the social and political structures in which they live. Selected texts will include works from Plato and Sophocles, selections from the Bible, writings of Martin Luther, novels by Voltaire and Kafka, and speeches and shorter writings of Martin Luther King, Jr., Nelson Mandela, Desmond Tutu, and Samuel Beckett.

MID 130: Orange Humanities (4 hrs)

This course will examine the way that world cultures respond to the contemporary United States and European Union. China and the Islamic world will serve as the two case studies; each has built its current cultural and political forms in large part against the backdrop of the contemporary “West,” though each has done so in dramatically different ways. We will also explore the moral implications of encountering “others” and the variety of strategies that individuals and groups can take when confronted with difference. The course is writing-intensive, so you will have multiple opportunities to use writing to think about the course materials.

MID 201: Peer Advising/Leadership (1 hr)

Prerequisite: Permission by application.

Peer Advising/Leadership provides upper-class students the opportunity to develop skills in leadership, interaction and peer advising. Students assist instructors with the MLC 101 sessions and provide individual attention to new students during fall and spring term. P-PM-NC Only.

MID 210: Prior Learning Assessment Seminar (1 hr)

This seminar prepares students to collect and organize materials and develop and present portfolios documenting experiential learning that occurred outside of normal classroom settings to meet expectations for granting credit.

MID 499: Experiential Learning (1-3 hrs)

Prerequisite: second semester sophomore status

This course is for students desiring to learn through experience through a non-departmental internship, service learning, leadership, or entrepreneurship program of study. Students will participate in an online orientation and experiential learning seminar focusing on applying Kolb’s theory of experiential learning and involving reflection and journaling plus a field-based project linking theory and practice.

MUSIC |

Coordinator: Jim Logue, M.A.

A Music Major is not offered. However, students are able to study music through either the Arts Management or Music Education majors.

Arts Management

Midland University offers an Arts Management Major with emphasis in Vocal, Instrumental, Theatre Performance and/or Technical Performing Arts (Please see catalogue listing for Arts Management). Students learn to manage their own performance careers, art organizations, operations, and facilities.

Music Education

In coordination with the Education Department, Midland University offers a Nebraska K-12 Vocal Music Endorsement and a K-12 Music Endorsement. The Vocal Music Endorsement prepares students for certification as a K-12 Vocal/Instrumental specialist while the Music Endorsement prepares students for certification as a K-12 instrumental specialist. These courses are available to any student who desires music to be part of their life, not just those seeking to become music educators.

Music, K-12 Field Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires 54 hours of music coursework.

- MUS 101 – Fundamentals of Music I (3 hrs)
- MUS 102 – Fundamentals of Music II (3 hrs)
- MUS 201 – Fundamentals of Music III (3 hrs)
- MUS 202 – Fundamentals of Music IV (3 hrs)
- MUS 301 – Music in Western Civilization (3 hrs)
- MUS 180 – Topics in Music (3 hrs)
or MUS 210 – American Musical Experience (3 hrs)
- MUS 245 – Methods of Teaching Elementary Music (2 hrs)
- MUS 304 – Conducting (2 hrs)
- MUS 350 – Choral Methods-Secondary (2 hrs)
- MUS 351 – Secondary Instructor Pedagogy (2 hrs)
- MUS 400 – Voice Pedagogy & Diction (1 hr)
- MUS 440 – Senior Recital (1 hr)
- MUS 011– Voice (5 hrs) OR MUS 041 Instrumental (5 hrs)
- MUS 012 – Voice (2 hrs) OR MUS 042 Instrumental (2 hrs)
- MUS 160– Band (7 hrs)
- MUS 170– Choir (7 hrs)
- MUS 150 – Piano Proficiency Class (1 hr)
- MUS 203– Brass (1 hr)
- MUS 204– Woodwinds (1 hr)
- MUS 205– Strings (1 hr)
- MUS 206– Percussion (1 hr)

Vocal Music K-8, 7-12 Subject Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires 41 hours of music coursework.

- MUS 101 – Fundamentals of Music I (3 hrs)
- MUS 102 – Fundamentals of Music II (3 hrs)
- MUS 201 – Fundamentals of Music III (3 hrs)
- MUS 202 – Fundamentals of Music IV (3 hrs)
- MUS 301 – Music in Western Civilization (3 hrs)
- MUS 180 – Topics in Music (3 hrs)
or MUS 210 – American Musical Experience (3 hrs)
- MUS 245 – Methods of Teaching Elementary Music (2 hrs)
- MUS 304 – Conducting (2 hrs)

MUS 350 – Choral Methods-Secondary (2 hrs)
MUS 400 – Voice Pedagogy & Diction (1 hr)
MUS 440 – Senior Recital (1 hr)
MUS 011– Voice (5 hrs)
MUS 012 – Voice (2 hrs)
MUS 170– Choir (7 hrs)
MUS 150 – Piano Proficiency Class (1 hr)

Music Courses Offered:

APPLIED MUSIC LESSONS (1-2 hours)

Private music lessons present the students with an opportunity for solo participation through training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music-making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit hour of private lessons.

Entering voice students are required to register for MUS 140 rather than MUS 011 during their first semester. Beginning piano students are required to register for MUS 130 in their first semester. Applied study in the principal applied area will be for two credit hours during one term of the junior or senior year in preparation for the degree recital.

The following music lessons are available:

MUS 011: Voice (1 hr)

One half-hour lesson per week, or comparable expanded small group time. This course may be repeated for credit.

MUS 012: Voice (2 hrs)

Prerequisite: Permission of the instructor.

One hour lesson per week, or comparable expanded small group time. This course may be repeated for credit.

MUS 021: Organ (1 hr)

This course may be repeated for credit.

MUS 031: Piano (1 hr)

This course may be repeated for credit.

MUS 041-044: Instrumental (1 hr)

This course may be repeated for credit.

MUS 041: Woodwinds (1 hr)

MUS 042: Brass (1 hr)

MUS 043: Percussion (1 hr)

MUS 044: Guitar (1 hr)

MUS 050: Orchestra (1 hr)

MUS 051: Orchestra (0 hr)

Students may register for specially formed ensembles as approved and directed by members of the music faculty.

MUS 060:Jazz Ensemble (1 hr)**MUS 061:Jazz Ensemble (0 hr)**

Enhances students' ability to develop an understanding of different jazz styles.

MUS 080:Clef Dwellers (1 hr)**MUS 081:Clef Dwellers (0 hr)**

A select ensemble which develops a fundamental understanding of vocal improvisation, jazz harmonies and rhythms. Participation in MUS 170 (choir) is required.

MUS 090:Accompanying (1 hr)

Prerequisite: Permission of the instructor.

The ability to accompany well is a valuable keyboard skill. In order to become a good accompanist, students are taught to assist a single performer or a group through projection of musical style and through offering musical support at rehearsals and/or performances.

MUS 123: Acoustic Performance Live (1 hr)

Prerequisite: Enrollment in choir, band, theatre, or dance classes, or by audition.

This class is designed to give performance opportunities, particularly to Arts Management majors, although it is open to any major by audition. Some travel will be required.

MUS 124: Percussion Ensemble (1 hr)

Prerequisite: Percussion experience and/or audition

Percussion Ensemble is a course dedicated to the advancement of skill in all aspects of percussion and includes performances at campus and community events in various types of percussion ensembles. This includes, but is not limited to concert percussion, marching percussion, and street percussion.

MUS 130:Beginning Piano (1 hr)

Beginning Piano is intended to provide grounding in fundamental piano technique and reading music and to provide a framework for the study of the repertoire for the instrument and/or its use in the school music classroom. The course is open to students with little or no previous piano background.

MUS 140:Class Voice (1-2 hrs)

This participation course is for beginning singers who have had no college private voice study. Basic vocal techniques of self-expression through breathing, support, resonance, projection, register balancing, diction and range extension are studied. Students learn the importance of vocalizing and practice techniques, how to learn a piece of music, how to take care of their voices, and become acquainted with a repertoire of music from which they learn to aesthetically evaluate music. Students learn to prepare an audition, to perform publicly and to enjoy singing as a life-long activity. The two-credit course option is required in the first semester for those pursuing the Vocal Music Education Endorsement.

MUS 150:Piano Proficiency (1 hr)

This course is designed to prepare the student pursuing Vocal Music Education Endorsement for the Piano Proficiency Examination. The course may be repeated for credit until the necessary skills are mastered. Topics covered include all skills required for satisfactory completion of the Piano Proficiency exam preparing students to use the piano effectively in the general music classroom or choral music classroom.

ENSEMBLES (0-1 hours)

Ensemble participation in vocal and instrumental music provides for continuing growth in basic musicianship as well as an enhanced ability to read, understand, enjoy, and perform music. Performance in an ensemble

enhances the students' understanding of self-expression in music, preparing them for life-long enjoyment of music. Rehearsals cover the needs of the ensemble, including pitch, rhythms, blend, balance, technique, and interpretations. By performing and sharing a variety of musical styles, students become aware of the importance of music in all of human life as a form of artistic self-expression and aesthetic criteria. P-PM- NC only.

MUS 160:Band (1 hr)

MUS 161:Band (0 hrs)

This participation ensemble is designed to develop students' understanding of instrumental music through performing a variety of contemporary and classical compositions. In an atmosphere that is both serious and recreational, students are given the opportunity to perform and to grow in musicianship and aesthetic appreciation.

MUS 170:Choir (1 hr)

MUS 171:Choir (0 hrs)

This participation ensemble continues the Midland tradition of sacred a cappella singing. Students develop ensemble skills and have the opportunity to publicly perform representative choral music from the Renaissance to the present. The Midland University Choir consists of a mixed-voice group of men and women. Credit may also be granted for performing in the Chapel Choir.

MUS 101:Fundamentals of Music I (3 hrs)

This course introduces the students to basic scales, intervals, triads, key signatures, and rhythm concepts, written, performed, heard, and applied to music reading. Such knowledge leads to aesthetic sensitivity through an awareness of how music parameters work to support musical self-expression. Students are prepared to continue their appreciation of music beyond the classroom experience.

MUS 102:Fundamentals of Music II (3 hrs)

Prerequisites: Satisfactory completion of MUS 101, and be enrolled in the course's accompanying lab.

As a continuation of Fundamentals of Music, students will review the basic materials of music and be introduced to an overview of the structure and grammar of the music of the common practice period, including tonality, scales, intervals and chords, melody and harmony, and form. Students will develop both writing and analytical skills.

MUS 180:Topics in Music (3 hrs)

This course covers specific topics in music, such as the American musical theatre, the woman as artist, or music that changed the world (classical, jazz, popular and rock and roll). Each topic defines the terms/problems of the area of study, identifies specific composers and/or compositions and the aesthetic climate in which they arose, and evaluates the composer and composition in terms of their impact on the world of art and society. The students confront aesthetic questions and become equipped to continue to appreciate the arts beyond the classroom experience. This course is an exploration of traditional music from significant non-western cultures of the contemporary world, among them Africa, India, Asia, Latin America, and Indonesia. Historical and cultural information, as well as performing techniques, will be examined through listening, reading, watching, writing, composing, performing, and presenting research.

MUS 201:Fundamentals of Music III (3 hrs)

Prerequisites: Satisfactory completion of MUS 101 and 102, as well as enrollment in MUS 201 lab.

A continuation of Fundamentals of Music I and II, students will employ basic skills to assimilate advanced concepts and analysis.

MUS 202:Fundamentals of Music IV (3 hrs)

Prerequisites: Satisfactory completion of MUS 101, 102 and 202, as well as enrollment in MUS 202 lab.

A continuation of Fundamentals of Music III, students will employ basic skills to assimilate advanced concepts and

analysis. New material will include chromatic and extended harmony and 20th century analytical techniques as applied to the analysis of music of the 19th and 20th centuries.

MUS 210: American Musical Experience (3 hrs)

This course examines the diversity of American music as found in its rich heritage of folk, ethnic, religious, jazz, popular and theatre traditions as well as European influences. Particular attention will be given to the music that accompanies modern day film. Students learn to recognize and identify musical components of the distinct contributions of various cultures and the blending of these musical expressions into something new, vigorous, and uniquely American.

MUS 245: Methods of Teaching Elementary Music (2 hrs)

Prerequisites: Junior standing, EDU 250, 294 and 296, PSY 200 and 210, and acceptance into Midland Teacher Education program.

This course is designed to provide knowledge of psychology, theory, and practice of music education in the elementary schools, through a series of interactive learning sessions delivered via a variety of teaching models. Emphasis is placed upon the nature, organization, and maintenance of the elementary music program. Class activities include instructor presentations of model lessons, student participation in model lesson activities, student micro-teaching, student observations of class-room teachers, and creative projects.

MUS 301: Music in Western Civilization (3 hrs)

Prerequisite: MUS 101 and 102, or permission of the instructor.

MUS 301 is a study of the evolution of music in western music from antiquity to the present. Music styles, forms and genres are studied by reading textbooks, resource materials and journals, classroom discussion, listening to musical examples in and out of class while following the correlating music scores, and various writing projects.

MUS 304: Conducting (2 hrs)

Prerequisite: Permission of the instructor.

This course is a study of the technical aspects of successfully conducting an ensemble in a wide range of styles, meters and tempi. Opportunities to conduct will include videotaped self-analysis as well as conducting various Midland University ensembles.

MUS 350: Choral Methods (2 hrs)

Prerequisites: Junior standing, EDU 250, 294 and 296, PSY 200 and 210, and acceptance into Midland Teacher Education program.

This course is designed to help the student develop a philosophical basis and a set of strategies for teaching secondary choral music, by studying the characteristics of Master Teachers, by understanding the adolescent and changing voices, by growing in knowledge of efficient rehearsal techniques, by understanding the role that performance plays in music education, by learning to create a positive environment for learning, and by understanding how to effectively communicate with administrators, parents, and colleagues. Additional time will be spent researching the many publications, support organizations and resources available to secondary choral music educators.

MUS 400: Voice Pedagogy (1 hrs)

Prerequisite: Junior standing and/or permission of the instructor.

This course is a study of the science and anatomy of the singing voice and prevailing theories of voice pedagogy leading to the practical application of vocal science and pedagogical theory to hypothetical and actual teaching situations.

MUS 440: Senior Recital (1 hrs)

Prerequisite: Senior standing

As the capstone of student development as a performer, the senior recital allows demonstration of development

of applied music goals to the fullest extent of which the student is capable. The culminating activity is the performance of a public recital.

MUS 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

MUS 499: Music Internship (1-3 hrs)

Prerequisite: Permission by application.

NATURAL SCIENCE COMPOSITE |

Coordinator: Lance Johnson, Ph.D.

The Natural Science major is an interdisciplinary major that emphasizes a broad exposure to the major science disciplines. Students complete core studies in biology, chemistry, physics, earth science, astronomy, and math with a more intense focus upon biology. This approach provides opportunity to recognize the interrelations of all areas of science. This major provides a strong background for a variety of careers, with graduates currently in law, theology, business, government as well as science. It also appeals to students who feel they may change careers during their lifetime.

A Midland Natural Science Composite Major:

- Is able to use and apply the scientific method;
- Demonstrates an awareness of and appreciation for the fundamental laws that are exhibited in the behavior of the natural universe;
- Understands basic concepts in a variety of areas of scientific inquiry (biology, chemistry, earth science, physics and astronomy);
- Displays a deeper understanding than just the basic concepts in either biology or chemistry;
- Is able to perform laboratory experiments, which demonstrate and verify the natural behavior of the universe;
- Can communicate the results of laboratory experiments in written and oral form;
- Is capable of analyzing and solving word problems, which apply to the natural sciences;
- Has the prerequisite necessary to apply classroom and textbook knowledge beyond the classroom;
- Demonstrates an understanding of how controversial theories, such as evolution, are compatible with a Christian liberal arts education;
- Demonstrates an understanding of the concept of a sustainable earth.

Natural Science Major Requirements:

51 credit hours. Students complete at least 32 credits of core studies in biology, chemistry, physics, earth science and astronomy, and 19 additional credits to concentrate in either biology or chemistry as described below. Students who wish to double major in biology/natural science or chemistry/natural science may apply up to but no more than 12 duplicate credits toward both majors. All courses must be graded on the A-F basis with no grade below C-.

Natural Science Core Courses:

The core requirement is 32 science lab hours including:

Biology

BIO 125 – Organismal Biology (4 hrs)

BIO 300 – Ecology & Field Biology (4 hrs)

Chemistry

CHE 103 – General Chemistry I (4 hrs)

CHE 104 – General Chemistry II (4 hrs)

Physics

PHY 151 – General Physics I (or PHY 161) (4 hrs)

PHY 152 – General Physics II (or PHY 162) (4 hrs)

Earth Science

2 courses from the following: (8 hrs)

PHY 121 – Descriptive Astronomy (4 hrs)

PHY 122 – Select Topics in Astronomy (4 hrs)

ESC 101 – Physical Geology (4 hrs)

ESC 102 – Historical Geology (4 hrs)

Biology Concentration Requirements:

In addition to eight (8) required biology hours listed above, 16 hours in biology including BIO 106 or 308, plus 12 additional hours of biology lab courses, level 200 or above. BIO 490, Biology Capstone Experience, is required.

Recommended Classes: MTH 215 or 220, ESC 125; for Biology Concentration: CHE 201.

Science 7-12 Field Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on A-F scale with no grade below C-. This endorsement requires 52 hours of laboratory based courses in the natural sciences with a Biology concentration.

BIO 125 – Organismal Biology (4 hrs)

BIO 204 – Anatomy and Physiology I (4 hrs)

BIO 211 – Cellular and Molecular Biology (4 hrs)

BIO 300 – Ecology and Field Botany (4 hrs)

BIO 215 – Microbiology (4 hrs)

BIO 305 – Genetics (4 hrs)

Additional requirements:

CHE 103 – General Chemistry I (4 hrs)

CHE 104 – General Chemistry II (4 hrs)

CHE 201 – Organic Chemistry (4 hrs)

PHY 151 – General Physics I (4 hrs)

or PHY 161 – General Physics II (4 hrs)

PHY 152 – Physics for Scientists I (4 hrs)

or PHY 162 – Physics for Scientists II (4 hrs)

PHY 121 – Descriptive Astronomy (4 hrs)

or PHY 122 – Selected Topics in Astronomy (4 hrs)

ESC 101 – Physical Geology (4 hrs)

***Nutrition Minor: See Biology**

NATURAL SCIENCE (MEDICAL ARTS) |

Coordinator: Lance Johnson, Ph.D.

A Midland Natural Science (Medical Arts) Major:

- Displays an understanding of the underlying natural and physical laws that govern and sustain the world and can demonstrate how the sciences are interrelated;
- Demonstrates the ability to suggest solutions to problems through experience in designing and carrying

out experiments, interpreting data, using scientific literature, writing scientific papers and presenting seminars;

- Demonstrates an understanding of the social, moral and ethical implications of scientific discovery and technological applications;
- Has successfully completed one year of a clinical program of training in a medically-related field.

Natural Science (Medical Arts) Concentration Major Requirements:

32 credit hours from the BIO, CHE, ESC, MTH, PHY and PSY listings including successful completion of the first year of study at an approved program. Please note that grades of C- and lower will typically not transfer to other institutions.

Natural Science (Medical Arts) Concentration (Chiropractic) Major Requirements:

- BIO 125 – Organismal Biology (4 hrs)
- BIO 204 – Human Anatomy & Physiology (4 hrs)
- CHE 103 – General Chemistry I (4 hrs)
- CHE 104 – General Chemistry II (4 hrs)
- CHE 201 – Organic Chemistry I (4 hrs)
- CHE 202 – Organic Chemistry II (4 hrs)
- PHY 151 – General Physics I (4 hrs)
- PHY 152 – General Physics II (4 hrs)

*BIO 205 Advanced Human Anatomy and Physiology is highly recommended and may be required for some professional programs. BIO 190 Survey of Human Anatomy and Physiology should be taken if only one semester of anatomy and physiology is to be taken. *Please see the Biology section for more details on requirements for the Dual Degree programs offered in partnership with Palmer College of Chiropractic or Cleveland College of Chiropractic.*

NURSING |

Nursing Program Director: Linda Quinn, MA, MSN, RN

The program of studies for the Nursing major is consistent with the University's goal of providing a liberal arts education for students in a Christian context. The curriculum balances general and professional education with course options in the humanities, the physical and life sciences and social and behavioral sciences. Nursing courses prepare the graduate for professional practice in a variety of settings, provide a foundation for graduate study in Nursing, and promote life-long learning and growth toward maturity as individuals, professionals and citizens.

The curriculum for the Nursing major is designed to produce a Midland Nursing graduate who demonstrates competencies consistent with ACEN, AACN, QSEN and IOM recommendations for Nursing education. The Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) located at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000. Additional approval is from the Nebraska State Board of Nursing, 301 Centennial Mall South, P.O. Box 94986, Lincoln, Nebraska, 68509-4986, (402) 471-4376. Graduates of the Midland Nursing program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) as required for state licensure as a registered nurse. They are prepared with a Bachelor's of Science degree in Nursing (BSN) qualifying them for excellent placement in nursing positions throughout the health care system. Nursing graduates are well prepared to advance their education in master's and doctoral programs of nursing and other related health care fields.

Nursing majors must meet specific requirements to attend required clinical learning experiences. The requirements include, but are not limited to: satisfactory completion of a nursing assistant course, completion of a health exam, satisfactory health status, compliance with immunization requirements, current American Heart Association CPR certification at the Healthcare Provider level, satisfactory drug testing, satisfactory abuse and criminal background check(s) and ability to meet program technical standards. Nursing majors are to have a health and hospital insurance policy in effect during their course of studies.

Nursing majors have additional expenses including, but not limited to: clinical/lab fees, uniforms, transportation to and from clinical sites, malpractice insurance, and standardized testing. All fees associated with the NCLEX-RN exam and licensure, are the responsibility of the graduating student.

A Nursing Student Handbook is given to all Nursing students upon enrollment in the first clinical Nursing course and is available online. The Nursing Student Handbook is reviewed and updated each semester to ensure a quality educational experience while the student is enrolled in the program. Students are responsible for compliance with all Nursing Program Policies and updates while enrolled in the Nursing program.

Clinical Experience

The Nursing program features an extensive amount of clinical experience. Midland enjoys a unique historical relationship through common ties to the Evangelical Lutheran Church in America, Nebraska Synod with Immanuel Medical Center, now owned and operated by Catholic Health Initiatives (CHI) in Omaha. Other institutions providing clinical opportunities include, but are not limited to: Fremont Health (Fremont), Children's Hospital and Medical Center (Omaha), and the Veteran's Administration Medical Center (Omaha). There are also a variety of community-based clinical experiences included throughout the curriculum. Students assume responsibility for their own transportation to and from clinical experiences.

Internship

An internship experience is required for nursing students during the last semester before graduation. The experience is designed to allow students the opportunity to practice the application of theoretical knowledge and further develop clinical competencies in the work setting under the preceptorship of a baccalaureate prepared registered nurse.

The internship consists of 270 hours of clinical experience in an acute health care setting. Students are able to bridge the gap between education and practice, develop relationships with prospective employers and explore areas of interest specific to professional nursing practice.

BSN Traditional Program Curriculum:

63 Nursing credit hours and 57-58 support course credit hours including:

First Year—Semester One

MID 120 – Blue Humanities (4 hrs)

MID 101 – Introduction to Midland (1 hr) – Required for first time college students only.

BIO 204 – Anatomy and Physiology I (4 hrs)

SOC 130 – Introduction to Sociology (3 hrs)

PSY 120 – Fundamentals of Psychology (3 hrs)

First Year—Semester Two

MID 130 – Orange Humanities (4 hrs)

BIO 205 – Anatomy and Physiology II (4 hrs)

CHE 122 – Chemistry for Health Sciences (4 hrs)

SPE 110 – Fundamentals of Oral Communication (3 hrs)

Second Year—Semester One

NUR 203 – Foundations of Nursing (5 hrs)
NUR 210 – Health Assessment (3 hrs)
BIO 215 – Microbiology (4 hrs)
BIO 207 – Normal Nutrition (3 hrs)

Second Year—Semester Two

NUR 205 – Medical-Surgical Nursing—Adult (6 hrs)
PSY 210 – Developmental Psychology (3 hrs)
BIO 220 – Pathophysiology (3 hrs)
CHE 190 – Pharmacology (3 hrs)

Third Year—Semester One

NUR 365 – Mother/Baby Nursing (5hrs)
NUR 375 – Mental Health Nursing (5 hrs)
*PHI 250 – Moral Decision Making (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)

Third Year—Semester Two

NUR 305 – Medical-Surgical Nursing—Pediatrics (9 hrs)
NUR 392 – Nursing Research (3 hrs)
*Elective – Humanities A or C (3 hrs)

Fourth Year—Semester One

NUR 415 – Nursing Leadership and Management (3 hrs)
NUR 405 – Advanced Medical Surgical Nursing (9 hrs)
*Elective – Humanities A or C (3 hrs)

Fourth Year—Semester Two

NUR 465 – Population Focused Care (5 hrs)
NUR 425 – Professional Concepts (3 hrs)
NUR 497 – Seminar/Practicum (7 hrs)

Students may be required to take additional courses, such as English Composition, Reading and Writing, or Math based on ACT scores.

Electives may be taken as offered.

9 credits of Humanities Required

*Humanities A – Fine and Performing Arts

*Humanities B – Religion / Philosophy / Moral Decision

*Humanities C – History/ English, Literature

Requirements for the Nursing major include both courses offered by the Nursing program and identified support courses. A suggested year-by-year program of study is available from the Nursing program. It is also included in the Nursing Student Handbook.

Nursing Courses Offered:

NUR 203: Foundations of Nursing (5 hrs)

Completion of a CNA course is required prior to enrolling in NUR 203.

Pre-requisites: BIO204 A&P I; BIO205 A&P II; CHE122 Chemistry for Health Sciences; ENG120 English Comp; PSY120 Fund. of Psych; SOC130 Intro to Sociology; SPE110 Oral Communication; Pre/Co-Requisites: MID 120 Humanities Blue or MID 130 Humanities Orange; NUR 210 Health Assessment

This introductory nursing course builds on the arts and sciences as a basis for foundational nursing knowledge. Students are introduced to the concepts of nursing process, evidence-based practice, and safe patient care. Nursing roles, legal and ethical principles, safe use of technology, and basic therapeutic communication skills are explored. Awareness of cultural and spiritual differences is incorporated into respectful care. Laboratory experiences provide opportunities for the practice of nursing skills prior to clinical implementation. Students use the nursing process to develop and implement plans of care for the adult and geriatric patient in hospital, long-term care, and community-based settings. Students develop relationships with elders in long term care that provides opportunity for interpersonal communication, cultural, spiritual, and developmental assessment.

NUR 205: Medical-Surgical Nursing Adult (6 hrs)

Pre-requisites: NUR 203 Fundamentals of Nursing; NUR 210 Health Assessment; Pre/Co-Requisites: CHE 190 Pharmacology; BIO 207 Normal Nutrition; BIO 215 Microbiology; BIO 220 Pathophysiology

NUR 205 is the second clinical course offered to nursing students. The student will build upon the knowledge and skills acquired in previous nursing, arts and science courses. This course affords the student the opportunity to apply theoretical content regarding provision of safe, quality care characterized by evidence-based practice, intra-professional communication, and collaborative treatment plans. The student performs history, physical, spiritual, and cultural assessment in order to develop and implement individualized care plans for adult patients in medical, post-surgical, and perioperative acute care facilities. Observational experiences are utilized in a variety of settings to expose students to a beginning understanding of expanded leadership roles of professional nurses. A functional health and an environmental assessment provide the basis for a primary prevention teaching-learning project implemented throughout the semester with a well elder in the community.

NUR 210: Health Assessment (3 hrs)

Completion of a CNA course is required prior to enrolling in NUR 210; Pre-requisites: BIO204 A&P I; BIO205 A&P II; CHE122 Chemistry for Health Sciences; ENG120 English Comp; PSY120 Fund. of Psych; SOC130 Intro to Sociology; SPE110 Oral Communication; Pre/Co-Requisites: MID 120 Humanities Blue or MID 130 Humanities Orange; NUR 203 Foundations of Nursing

NUR 210 will focus on application of knowledge gained in previous courses toward the physical, psychosocial, and functional status assessment for persons at various stages of lifespan development with special emphasis placed on the geriatric population. Students will become familiar with normal physical assessment findings using a head-to-toe approach. Weekly laboratory sessions enhance student learning by offering opportunities for hands on practice which includes the use of simulation experiences.

NUR 305: Medical Surgical & Pediatric Nursing (9 hrs)

Pre-requisites: NUR 205 Medical-Surgical Nursing Adult; CHE 190 Pharmacology; BIO 207 Normal Nutrition; BIO 215 Microbiology; BIO 220 Pathophysiology; PSY 210 Developmental Psychology

Pre/Co-Requisites: NUR 392 Nursing Research and Evidence Based Practice

This course provides students the opportunity to understand and apply theoretical concepts that form the foundation of care for the chronically ill adult patient as well as the child with acute and/or chronic illness. Emphasis will be placed on conceptual theories of chronicity across the lifespan. Concepts of acute care for the child/adolescent will form the basis for pediatric patient care. Assessment of cultural and spiritual differences will be incorporated into respectful care of self and others. Leadership strategies, legal and ethical principles and safe use of technology will be integrated into discussions of health care policy and when analyzing the role of the nurse. Students will utilize evidence-based knowledge and critical thinking skills to plan and provide safe quality patient care in medical surgical and pediatric settings.

NUR 365: Mother/Baby Nursing (5 hrs)

Pre-requisites: NUR 205 Medical-Surgical Nursing Adult; CHE 190 Pharmacology; BIO 207 Normal Nutrition; BIO 215 Microbiology; BIO 220 Pathophysiology; PSY 210 Developmental Psychology; Pre/Co-Requisites: NUR 375 Psychiatric-Mental Health Nursing; NUR 392 Nursing Research and Evidence Based Practice

This course provides students the opportunity to understand and apply theoretical concepts that form the foundation of quality care for maternal and infant patients. Course and clinical topics integrate evidence-based

practice, safe use of technology and legal/ethical issues related to mother/baby care. Theories of family-centered care are integrated into nursing care to meet the patients' physiological, emotional, environmental, cultural and spiritual needs. Physical assessment, technological and clinical reasoning are expanded in this course to incorporate infants, pregnant women and postpartum women.

NUR 375: Psychiatric-Mental Health Nursing (5 hrs)

Pre-requisites: NUR 205 Medical-Surgical Nursing Adult; CHE 190 Pharmacology; BIO 207 Normal Nutrition; BIO 215 Microbiology; BIO 220 Pathophysiology; PSY 210 Developmental Psychology; Pre/Co-Requisites: NUR 365 Mother Baby Nursing; NUR 392 Nursing Research and Evidence Based Practice

This course incorporates concepts and principles of psychiatric mental health nursing to develop and care for individuals, families and selected groups across the lifespan. Students have the opportunity to develop self-awareness, gain understanding of individuals from diverse backgrounds and provide culturally appropriate care. Students practice therapeutic communication, participate in and apply group process in selected therapy groups and use critical thinking skills and the nursing process to develop and direct nursing care for selected patients in the psychiatric mental health care setting.

Students practice the application of course concepts in a variety of settings that include, child/adolescent and adult inpatient hospital; residential treatment center, geriatric treatment center and partial care programs for both adults and child/adolescents. Students attend outpatient groups in the community for alcohol and mental health rehabilitation and support.

NUR 392: Nursing Research and Evidence-Based Practice (3 hrs)

Pre-requisites: NUR 205 Medical-Surgical Nursing Adult

This course will provide an introduction to the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be presented with an emphasis on the future trends for nursing research. The steps of the research process as well as key research terms will be discussed with application to nursing research studies. An overview of research design will be presented. The student will develop an ability to communicate using the research process and evidence-based practice in writing as well as orally in the practice setting.

NUR 405: Advanced Medical-Surgical Nursing (9 hrs)

Pre-requisites: NUR 305 Medical Surgical Pediatric Nursing, NUR 392 Nursing Research and Evidence-based Practice, NUR 365 Mother/Baby Nursing, NUR 375 Mental Health Nursing; MTH 210 Elementary Statistics; PHI 250 Moral Decision Making; Pre/Co-Requisites: NUR 415 Nursing Leadership and Management or NUR 425 Professional Concepts

This course provides students the opportunity to apply theoretical concepts that form the foundation of care for diverse individuals with acute, complex health problems across the lifespan. Safe use of technology, ethical / legal issues, including life support, end of life care, and evidence-based practice are emphasized in classroom and clinical discussions regarding quality, holistic and patient-centered care. Students implement leadership and management principles into practice through opportunities to plan and provide nursing care for multiple acute care patients as part of the inter-professional team.

NUR 415: Nursing Leadership and Management (3 hrs)

Pre-requisites: NUR 365 Mother Baby Nursing, NUR 375 Mental Health Nursing, NUR 392 Nursing Research and Evidence-based Practice; NUR 305 Medical Surgical / Pediatric Nursing; Pre/Co-Requisites: NUR 405 Advanced Medical-Surgical Nursing

This course focuses on the application of nursing leadership and management theory in the development of quality patient outcomes for diverse populations. Class discussions center on the safe use of technology, evidence-based nursing practice, legal/ethical issues associated with health care policy and advocacy for safe, holistic patient care at various organizational levels.

NUR 425: Professional Concepts (3 hrs)

Pre-requisites: NUR 405 Advanced Medical Surgical Nursing, NUR 392 Nursing Research and Evidence-based Practice; Pre/Co-Requisites: NUR 465 Population Focused Care

This is a non-clinical nursing course in which students analyze current trends and issues within the profession of nursing. Students critically examine professional activism and health care issues that impact the changing arena of nursing practice. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal/ethical concerns within the framework of professional nursing practice are discussed and scrutinized. Preparation for entry into the nursing profession is highlighted in this course including writing a resume and a mock interview

NUR 465: Population Focused Care (5 hrs)

Pre-requisites: NUR 405 Advanced Medical-Surgical Nursing; Pre/Co-Requisites: NUR 415 Nursing Leadership and Management or NUR 425 Professional Concepts

Population Focused Care is an eight week community nursing course that utilizes critical thinking to apply the nursing process with diverse aggregate populations. This course integrates knowledge from support courses and previous nursing courses with principles of public health to develop an introduction to community oriented nursing practice. Concepts of community assessment, health program development, health assurance and public health policy are introduced. Health promotion, prevention and maintenance are emphasized across the life span. The course incorporates concepts of family, community, cultural diversity, environmental influences, and ethical, economic and legal issues in the delivery of population focused care.

NUR 497: Seminar/Practicum (7 hrs)

Pre-requisites: NUR 405 Advanced Medical Surgical Nursing; NUR 465 Population Focused Care

Pre/Co-Requisites: NUR 415 Nursing Leadership and Management or NUR 425 Professional Concepts

NUR 497 is the eight week capstone experience for the nursing program. This course integrates knowledge from support courses and previous nursing courses with principles of acute, chronic and complex nursing care. Students partner with a practicing BSN RN preceptor and complete 270 clinical hours in an assigned clinical setting. Students coordinate safe care of multiple patients as part of the interprofessional team. Prioritization, safe use of technology, and positive, patient-centered outcomes are emphasized. Students will plan individualized care for spiritually and culturally diverse patients and manage their care with sensitivity. Required live seminars and written work allow students to examine and reflect on ethical/legal issues, evidence-based practice, standards of practice, and leadership in nursing. Students prepare for NCLEX by completing a Capstone Review with standardized testing. Entry into practice issues, licensure, and transitioning from the student role to the professional nurse role are examined."

LPN to BSN

The LPN to BSN program has been established to meet the needs of the Licensed Practical Nurse (LPN) interested in a Bachelor of Science degree in Nursing. Midland recognizes previous college credit from accredited institutions and accepts transfer credit to meet graduation requirements.

Applicants with less than one year of experience in an acute care setting and/or with experience only in a long term care setting will be evaluated for placement in the curriculum on a case by case basis. LPN students may receive credit for sophomore clinical nursing courses based on evaluation of experience and previous course work. Applicants will meet with an advisor to plan their program of study.

Prerequisite Courses

- ENG 120 – English Composition I (3 hrs)
- MID 120 – Blue Humanities (4 hrs)
- MID 130 – Orange Humanities (4 hrs)
- BIO 204 – Anatomy and Physiology I (4 hrs)
- BIO 205 – Anatomy and Physiology II (4 hrs)
- SOC 130 – Introduction to Sociology (3 hrs)

PSY 120 – Fundamentals of Psychology (3hrs)
PSY 210 – Developmental Psychology (3 hrs)
CHE 122 – Chemistry for Health Sciences (4 hrs)
SPE 110 – Fundamentals of Oral Communication (3 hrs)
BIO 215 – Microbiology (4 hrs)
BIO 207 – Normal Nutrition (3 hrs)

LPN-BSN Program Curriculum:

Semester One

NUR 210 – Health Assessment (3 hrs)
NUR 206 LPN-BSN Transition (5-11 total credits awarded upon completion) (3 hrs)
BIO 220 – Pathophysiology (3 hrs)
CHE 190 – Pharmacology (3 hrs)

Semester Two

NUR 365 – Mother/Baby Nursing (5hrs)
NUR 375 – Mental Health Nursing (5 hrs)
*PHI 250 – Moral Decision Making (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)

Semester Three

NUR 305 – Medical-Surgical Nursing—Pediatrics (9 hrs)
NUR 392 – Nursing Research (3 hrs)
*Elective – Humanities A or C (3 hrs)

Semester Four

NUR 415 – Nursing Leadership and Management (3 hrs)
NUR 405 – Advanced Medical Surgical Nursing (9 hrs)
*Elective – Humanities A or C (3 hrs)

Semester Five

NUR 465 – Population Focused Care (5 hrs)
NUR 425 – Professional Concepts (3 hrs)
NUR 497 – Seminar/Practicum (7 hrs)
*Electives may be taken during Interterm as offered.

9 credits of Humanities Required

*Humanities A – Fine and Performing Arts
*Humanities B – Religion / Philosophy / Moral Decision
*Humanities C – History/ English, Literature

NUR 206: LPN-BSN Transition (3 hrs, upon completion 5-11 hrs awarded)

Pre-requisites: Current unencumbered LPN License, MID 120 Humanities Blue or MID 130 Humanities Orange, BIO204 A&P I; BIO205 A&P II; CHE122 Chemistry for Health Sciences; ENG120 English Comp., PSY120 Fund. of Psych; SOC130 Intro to Sociology; SPE110 Oral Communications; Pre/Co-Requisites: NUR 210 Health Assessment; BIO 207 Normal Nutrition; BIO 215 Microbiology; BIO 220 Pathophysiology; CHE 190 Pharmacology; PSY 210 Developmental Psychology;

This course is designed to transition the licensed practical nurse into the bachelor's curriculum at an advanced level. Emphasis will be placed on theoretical concepts that form the basis of assuming the student nurse role at the junior level of the curriculum. Students will use knowledge of the arts and sciences as a basis to explore intra-professional communication, legal and ethical concepts, change theory, and the nursing process. The role of the professional nurse will be analyzed in terms of leader of care. Safe use of technology and information systems will

be incorporated into class and clinical experiences. Evidence-based knowledge and critical thinking skills will be demonstrated in writing and in the delivery of patient care. Clinical and lab experiences involve practice and validation of skills, clinical reasoning, and patient care in various clinical settings.

RN to BSN

The RN to BSN curriculum provides the already licensed registered nurse with the opportunity to complete an online program of study to attain a Bachelor of Science degree in Nursing. The RN-BSN student must also fulfill other University requirements for graduation. Upon admission into the RN-BSN program students will meet with a Nursing program RN-BSN Advisor to plan their program of study in order to meet general education and professional requirements. The Registrar will complete an official evaluation of all transcripts to determine transferability of previous credit.

RN-BSN Program

120 Total Credit Hours required for graduation from Midland University

Prerequisite Courses

- English Composition I & II (3 – 6 hrs)
- Humanities I, II & II (3 – 9 hrs)
- BIO 204 – Anatomy & Physiology I (4 hrs)
- BIO 205 – Anatomy & Physiology II (4 hrs)
- SOC 130 – Introduction to Sociology (3 hrs)
- PSY 120 – Fundamentals of Psychology (3 hrs)
- PSY 210 – Developmental Psychology (3 hrs)
- CHE 122 – Chemistry for Health Science (4 hrs)
- SPE 110 – Communications (3 hrs)
- BIO 215 – Microbiology (4 hrs)
- BIO 207 – Normal Nutrition (3 hrs)
- BIO 220 – Pathophysiology (3 hrs)
- CHE 190 – Pharmacology (3 hrs)
- NUR 210 – Health Assessment (3 hrs)
- MTH 210 – Elementary Statistics (3 hrs)

8 Week Online Sessions

RN-BSN Core Courses

- NUR 372 – Spiritual Nursing Care (3 hrs)
- NUR 382 – Multicultural Nursing Care (3 hrs)
- NUR 392 – Research and Evidence-Based Practice (3 hrs)
- NUR 415 – Nursing Leadership (3 hrs)
- NUR 425 – Professional Concepts in Nursing (3 hrs)
- NUR 462 – Complex Care – Gerontology (3 hrs)
- NUR 475 – Nursing Perspectives in Population Centered Care: Assessment (3 hrs)
- NUR 476 – Nursing Perspectives in Population Centered Care: Project Implementation (3 hrs)
- Elective at Midland University (3 hrs)
- Elective at Midland University (3 hrs)

NUR 210: Health Assessment Online RN-BSN (3 hrs)

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

NUR 210 will focus on application of knowledge gained in previous courses toward the physical, psychosocial, and functional status assessment for persons at various stages of lifespan development with special emphasis placed on the geriatric population. Students will become familiar with normal physical assessment findings using a head-to-toe approach.

NUR 260: Ethics for Healthcare Online RN-BSN (3 hrs)

Pre-requisite courses: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This course will provide an introduction to the fundamental concepts of professional ethics and the application of professional ethics in daily practice. Student will be given the opportunity to examine current health care dilemmas from multiple perspectives. The goal of the course is to foster development of professional values and value-based behavior.

NUR 372: Spiritual Nursing Care Online RN-BSN (3 hrs)

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This course will explore the relationship between spirituality and the practice of nursing. Assessment of patients' spiritual needs, the nurses' role in the provision of spiritual care, the spiritual history of nursing and the spiritual nature of the nurse-patient relationship will be examined. Research and evidence based content will be presented to include implication for care of acute and chronically ill patients across the lifespan. Students will use a Spiritual Assessment Scale to identify spiritual needs and implement a plan of care that includes goals for spiritual wellness. A Judeo-Christian world view is the premise of the course although examples of spiritual care and compassion for other religious traditions will be discussed. Respect for all faith traditions will be incorporated into the assessment of spiritual needs and sensitive delivery of care. A servant leadership theoretical model will be the conceptual basis for leading and managing care.

NUR 382: Multicultural Nursing Online RN-BSN (3 hrs)

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This course offers in-depth perspectives of the evolving globalization of our society. Students will examine the need for health care professionals and supporting members of the team to have an understanding of the ethnic and cultural differences and similarities of the varied populations served. Prerequisite courses have provided a basis for comprehending the impact of racially and culturally diverse populations. This course is designed to acquaint the student with health care delivery implications of globalization in the context of cultural competence resulting from migrating peoples, rapid transportation, and increasing facility of telecommunications and computer technology. In this course "health care" includes promotion, prevention, and intervention or treatment for disease, injury, or mental/emotional problems. Students will explore the data emerging that supports the premise of health care disparity in the U.S. by using online resources, texts, and journal articles. Potential biases of and barriers to providing quality clinical care will be analyzed as the student studies minority populations. Substance for proposal of solutions beneficial to the care recipient, the provider and institutions will be focused on theory and concept of cultural diversity enhanced by cultural competence and proficiency.

NUR 392: Nursing Research and Evidence-Based Care Online RN-BSN (3 hrs)

Pre-requisites: NUR 205 Medical-Surgical Nursing Adult

This course will provide an introduction to the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be presented with an emphasis on the future trends for nursing research. The steps of the research process as well as key research terms will be discussed with application to nursing research studies. An overview of research design will be presented. The student will develop an ability to communicate using the research process and evidence-based practice in writing as well as orally in the practice setting.

NUR 415: Nursing Leadership and Management Online RN-BSN (3 hrs)

Pre-requisite courses: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This course focuses on the application of nursing leadership and management theory in the development of quality patient outcomes for diverse populations. Class discussions center on the safe use of technology, evidence-based nursing practice, legal/ethical issues associated with health care policy and advocacy for safe, holistic patient care at various organizational levels.

NUR 425: Professional Concepts Online RN-BSN (3 hrs)

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This is a non-clinical nursing course in which students analyze current trends and issues within the profession of nursing. Students critically examine professional activism and health care issues that impact the changing arena of nursing practice. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal/ethical concerns within the framework of professional nursing practice are discussed and scrutinized. Preparation for advancement in the nursing profession is highlighted in this course including writing a resume.

NUR 462: Complex Care - Gerontology Online RN-BSN (3 hrs)

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

This course provides a theoretical and practice based approach to caring for older adults. A foundation from pre-requisite courses in the arts and sciences supports holistic care and the promotion of wellness while aging. Students examine issues such as loss death, transitional and palliative care and economic realities. Models of cares such as PACE and NICHE provide practice guidelines for best practice, quality care and interdisciplinary collaboration. Geropharmacology, the biological etiology of chronic illness, dementia, and safety are analyzed. Students will be expected to design evidence-based approaches for the complex care of older adults.

NUR 475: Nursing Perspectives in Population Centered Care: Assessment Online RN-BSN (3 hrs)

NUR 475 and NUR 476 must be taken in the same semester in subsequent 8 week sessions.

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program.

Population Focused Care is a community nursing course that utilizes critical thinking to apply the nursing process with diverse aggregate populations. This course integrates knowledge from support courses and previous nursing courses with principles of public health to develop an introduction to community oriented nursing practice. Concepts of community assessment and public health policy are introduced. Health promotion, prevention and maintenance are emphasized across the life span. The course incorporates concepts of family, community, cultural diversity, and environmental influences in the delivery of population focused care. Population assessment and analysis for a Population Focused Care Project Phase I will be completed. Design and implementation of the student's Population Focused Care Project will be completed in NUR 476

NUR 476: Nursing Perspectives in Population Centered Care: Implementation Online RN-BSN (3 hrs)

NUR 475 and NUR 476 must be taken in the same semester in subsequent 8 week sessions.

Pre-requisites: RN Licensure and required pre-requisites for entry into the RN-BSN nursing program. NUR 475 Nursing Perspectives in Population Centered Care: Assessment

Population Focused Care is a community nursing course that utilizes critical thinking to apply the nursing process with aggregate populations. This course integrates knowledge from support courses and previous nursing courses with principles of public health to develop an introduction to community oriented nursing practice. Concepts of community assessment and public health policy are introduced. Health promotion, prevention and maintenance are emphasized across the life span. The course incorporates concepts of family, community, cultural diversity, and environmental influences in the delivery of population focused care. Data collection and analysis previously conducted in NUR 475 will provide the foundation for the design and implementation of the Population Focused Care Project, Phase II.

Admission to Nursing Programs

Applications for admission to the Nursing program are welcomed from men and women who have a sincere interest in preparing for a career in professional nursing. Careful and thorough review of each applicant will be made in the Department of Nursing to determine those students best qualified. In addition to meeting the general admission requirements of and being accepted into the University, the student must submit a formal application to the Department of Nursing.

High School Academic Recommendations for Traditional BSN Applicants

English	3-4 units
Social Studies	2-3 units
Mathematics	2-3 units (3 preferred including 2 years of algebra)

Science 2-3 units (biology, chemistry, physics preferred)
Foreign Language 2 units

Nursing Program Admission Requirements

A minimum of a cumulative grade average of 2.75 in all course work completed prior to admission, a pattern of academic success, sound character and all components of the formal nursing application will be considered for admission to the Nursing programs. Applicants with previous Nursing credit will be reviewed on a case by case basis and upon acceptance; entrance will be based on space availability. Applicants to the LPN-BSN or RN-BSN Program must have a current unencumbered state license. College prerequisites, or equivalents when applicable, are to be completed prior to beginning nursing courses.

Application Procedure

Applicants to the traditional undergraduate nursing program are reviewed on a regular basis for fall and spring admission. RN applicants are admitted on an ongoing basis for admission during the fall, spring and summer.

Applicants to the nursing program must first be accepted to Midland University. A formal application to the nursing program is required following acceptance to Midland University. Students who are in their first year at Midland University will have a review for admission to the nursing program based on the completion of the first semester of college course work. Transfer, LPN and RN students will have their application reviewed based on previous college course work. Applications to the nursing program will be reviewed during regularly scheduled nursing admission meetings. Students may contact the Department of Nursing for specific timelines concerning admission.

Notification of Admission

Applicants will receive notification from the Department of Nursing regarding admission status.

Requirements once accepted in the Program

- All Nursing and support courses must be taken for a letter grade. A grade of “C+” or above must be earned in each Nursing course (those courses prefaced by NUR).
- A grade of “C+” or above must be earned in the support courses of CHE 122, and 190; PSY 120 and 210; SOC 130; BIO 204, 205, 207, 215, and 220; PHI 250 or other Ethics course; SPE 110 or other Speech course and MTH 210. Students who earn a “C” or below in a support course must repeat the course.
- One nursing course may be repeated as a result of either receiving a failing grade (C or below), withdrawing from a course when failing, or when administratively withdrawn from a course. Failure of two nursing courses will result in being dismissed from the nursing program.
- Students are to have a current health insurance policy and a current accident insurance policy.
- Before beginning the initial clinical nursing course, the student must submit proof of current immunizations in accordance with immunization policy requirements. Health records must be submitted prior to beginning the initial clinical nursing course.
- Proof of completion of a Nursing Assistant course must be submitted as a prerequisite for enrollment in NUR 203 and 210.
- To comply with contracts for affiliating agencies, students are required to successfully complete drug testing and satisfactorily meet the abuse and criminal background check requirements of all clinical agencies. Prior to attending a clinical experience, additional educational and orientation requirements are to be met.
- Students must provide ongoing proof of current American Heart Association CPR certification at the Healthcare Provider level.

Note: The Nursing program reserves the right to deny admission to or dismiss any student whose health record, immunization compliance, drug testing, abuse or criminal background record, academic or clinical performance, clinical compliance such as CPR and Nursing Assistant completion, or behavior is determined to be unsatisfactory.

Physics and/ or Astronomy majors or minors are not offered.

Physics and Astronomy Courses Offered:

PHY 121: Descriptive Astronomy (4 hrs)

This course studies the history of astronomy, astronomical tools, seasons, the solar system and observation of astronomical phenomena. The earth is studied as a model of a sustainable world and is compared to other planets. From this comparison, students gain an understanding of their role as scientifically literate citizens promoting a sustainable existence within this universe. In the laboratory, particular emphasis is given to scientific methodology.

PHY 122: Selected Topics in Astronomy (4 hrs)

This course presents the natural and physical forces that shape the universe and focuses on the universe outside of the solar system. Concepts discussed include light, stars, galaxies, the universe, and the possibility of life in space. Through these studies the students examine their potential roles as scientifically literate citizens with responsibility for sustaining a fragile universe. In the laboratory, particular emphasis is given to scientific methodology.

PHY 151: General Physics I (4 hrs)

This course focuses on mechanics, waves, and thermodynamics. The laboratory emphasizes observation, measurements, the methodology of scientific discovery and physics concepts. The students become scientifically literate and apply physics to decisions that they will make in their role as citizens promoting a sustainable universe. Students taking this course should have a working knowledge of high school algebra and trigonometry.

PHY 152: General Physics II (4 hrs)

Prerequisite: PHY 151.

This course covers the basic concepts and theories of electricity, magnetism, optics, and introductory Modern Physics. The laboratory sessions are used to explore the main concepts.

PHY 161: Physics for Scientists I (5 hrs)

Co-requisite: MTH 220.

This course focuses on mechanics, waves, and thermodynamics. The laboratory emphasizes observation, measurements, the methodology of scientific discovery and physics concepts. The students become scientifically literate and apply physics to decisions that they will make in their role as citizens promoting a sustainable universe. This course meets at the same time as PHY 151. There is an additional class meeting each week in which calculus and computer tools are applied to the physics topics. Students cannot receive credit for both PHY 151 and PHY 161.

PHY 162: Physics for Scientists II (5 hrs)

Prerequisite: PHY 161 and MTH 220.

This course covers the basic concepts and theories of electricity, magnetism, optics, and introductory Modern Physics. The laboratory sessions are used to explore the main concepts. This course meets at the same time as PHY 152. There is an additional class meeting each week in which calculus and computer tools are applied to the physics topics. Students cannot receive credit for both PHY 152 and PHY 162.

PHY 410: Topics in Physics (1-2 hrs)

Prerequisites: PHY 151 and 152 or PHY 161 and 162; junior or senior standing.

Offered on demand, this course covers advanced topics in physics, theoretical and experimental. A maximum of four credit hours may be earned by repeating the course.

PHY 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

PHY 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

PHY 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

PSYCHOLOGY

Coordinator: Connie Taylor, Ph.D.

The Psychology Department approaches psychology as an academic discipline, a profession and a science. Faculty presents the field of psychology as one that is diverse and exciting. Through internships with local educational, human services agencies, and University of Nebraska Medical Center's Munroe-Meyer Institute, students have the opportunity to gain job-relevant skills, knowledge of the field and clinical experiences and research experiences. Students who meet the stated goals will have the skills and experiences necessary for graduate school admission.

A Midland Psychology Major:

- Demonstrates knowledge of the concepts, theories and principles in the areas of general psychology, human development, social psychology, abnormal psychology, personality, physiology, counseling, tests and measurements of individual differences, and learning
- Demonstrates awareness and application of the American Psychological Association (APA) ethical principles
- Demonstrates proficiency in the skills and methods used by psychologists in the scientific study of human behavior: statistics, research ethics, research design and analysis, and APA publication style
- Demonstrates the ability to apply the theories and principles of psychology in a real-world setting.

Psychology Major Requirements:

Students must earn a C- or better in PSY 120 before taking additional psychology courses. All courses must be graded on the A – F scale. May not be combined with a Human Services major or minor.

43 credit hours including:

- PSY 120 – Fundamentals of Psychology (3 hrs)
- PSY 200 – Psychology of Learning (3 hrs)
- PSY 210 – Developmental Psychology (3 hrs)
- PSY 314 – Social Psychology (3 hrs)
- PSY 331 – Physiological Psychology (3 hrs)
- PSY 333 – Abnormal Psychology (3 hrs)
- PSY 350 – Tests & Measurement (3 hrs)
- PSY 370 – Introduction to Counseling (3 hrs)

PSY 398 – Behavioral Research Methods (4 hrs)
PSY 420 – Theories of Learning (3 hrs)
PSY 434 – Personality Theory (3 hrs)
PSY 498 – Advanced Experimental Psychology (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)
SOC 130 – Principles of Sociology (3 hrs)

Psychology Compressed Major Requirements:

Students must earn a C- or better in PSY 120 before taking additional psychology courses. All courses must be graded on the A – F scale. May not be combined with a Human Services major or minor.

31 credit hours including:

PSY 120 – Fundamentals of Psychology (3 hrs)
PSY 200 – Psychology of Learning (3 hrs)
PSY 210 – Developmental Psychology (3 hrs)
PSY 333 – Abnormal Psychology (3 hrs)
PSY 350 – Tests & Measurement (3 hrs)
PSY 398 – Behavioral Research Methods (4 hrs)
PSY 498 – Advanced Experimental Psychology (3 hrs)
MTH 210 – Elementary Statistics (3 hrs)
6 credit hours of electives must be from:
PSY 314 – Social Psychology (3 hrs)
PSY 331 – Physiological Psychology (3 hrs)
PSY 370 – Introduction to Counseling (3 hrs)
PSY 420 – Theories of Learning (3 hrs)
PSY 434 – Personality Theory (3 hrs)

Psychology Minor Requirements:

21 credit hours in psychology, including at least six credit hours of upper division courses (300 level or above, but not PSY 499). All courses must be graded on the A – F scale.

Applied Behavior Analysis Minor:

A Behavior Analyst utilizes principles of learning to address clinically significant behavior problems. This minor is designed for the student who is interested in providing behavioral services to individuals, families, schools, group homes, mental health agencies, and industrial/business settings. Internships are typically available at the Munroe-Meyer Institute Center for Autism Spectrum Disorders at the University of Nebraska Medical Center working with children who have been diagnosed with autism, severe behavior problems and feeding disorders. This minor prepares students for graduate study in Behavior Analysis or related areas and for national certification as an assistant-level Behavior Analyst.

The Behavior Analysis Certification Board (BACB), the national credentialing agency for Behavior Analysis, has approved Midland University's Applied Behavior Analysis course sequence. This is important for those seeking certification because it gives graduates academic and experience credentials needed to obtain certification as a Board Certified Assistant Behavior Analyst (BCaBA). Certification as a BCaBA is recognized as an advantage by many employers and graduate programs.

Applied Behavior Analysis Minor Requirements:

Complete PSY 120, 200, 324, 424, 485 and PSY 499 (internship credits are taken over two semesters and must include 540 hours of intensive practicum in behavior analysis). All courses must be graded on the A – F scale with no grade below C-. PSY 200 must be taken at Midland. Upon completion of the first upper level course in the Applied Behavior Analysis sequence (PSY 324 or 424), students must apply to the Psychology Department for approval to participate in an ABA internship.

Psychology Courses Offered:

PSY 120: Fundamentals of Psychology (3 hrs)

In this course, students learn the principles of psychology and their application to the student's daily activities, including effective study habits, risks of drug use, issues of moral and cognitive development, influences and dangers of conformity, coping with stress, and the importance of self-concept on self-esteem.

PSY 200: Psychology of Learning (3 hrs)

Prerequisite: PSY 120.

The purpose of this course is to introduce student to the influences of motivation, theories of learning (Skinner, Pavlov, Bandura), and environmental factors affecting behavior. Students will learn how to apply procedures derived from these influences to systematically change socially important behaviors, particularly within educational settings and including differentiation for high and low ability learners. An emphasis is placed on the assessment of maladaptive behavior in classrooms and other settings and the development of effective procedures to change behavior in ethically and socially significant ways.

PSY 210: Developmental Psychology (3 hrs)

The purpose of this course is to study physical, social, emotional, and cognitive development of humans from conception through adulthood. Physical development will include maturational processes (e.g., genetics) as well as environmental effects (e.g., teratogens, nutrition, health, abuse). Social and emotional development will include theories of Erickson, temperament, parenting styles, friendships, and self-esteem on personality development. Cognitive development will include theories of Piaget and Vygotsky, information processing, learning, memory, and intelligence (e.g., Gardner). Student assignments may include discipline based individual projects of contemporary topics (e.g., exceptional learners, learning styles, age appropriate behavior, issues of aging, effects of technology), field based experiences, and oral presentations.

PSY 314: Social Psychology (3 hrs)

Prerequisites: PSY 120, SOC 130, and at least sophomore standing.

This course examines the scientific study of the way individuals think, feel, and behave in social situations. Topics include social self, perception of others, interpersonal attraction, intimate relationships, helping others, aggression, attitudes, group processes, and the application of these topics to our lives.

PSY 324: Behavioral Assessment (3 hrs)

Prerequisites: PSY 120, 200 and at least sophomore standing.

This course focuses on current research and best practices in behavioral assessment. After reviewing the definition, characteristics, and basic concepts of applied behavior analysis, students will learn to select, define, measure, and functionally analyze behavior. Procedures for constructing and analyzing graphs and analyzing behavior change will be examined. Class time will be devoted to critical discussion of assigned readings, in-class activities and a student project/presentation. This course is part of the sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) exam.

PSY 331: Physiological Psychology (3 hrs)

Prerequisites: PSY 120 and junior standing; BIO 190 or 204 recommended.

This course focuses on the study of physiological aspects of behavior with special emphasis upon neurological structure and function. Experimental evidence on which psycho-physiological theories are based is reviewed. Areas covered include the physiological bases of senses, body needs regulation, motivation, learning, brain damage, and mental disorders.

PSY 333: Abnormal Psychology (3 hrs)

Prerequisites: PSY 120 and at least junior standing.

Students study the symptoms, causes, diagnostic criteria, progression, and treatments of the major categories of abnormal behavior. Topics studied include definitions of abnormal behavior, etiological theories of abnormal behavior, evaluation processes, and specific disorders including anxiety disorders, dissociative disorders, mood disorders, personality disorders, schizophrenia, substance-related disorders, and disorders of childhood and adolescence.

PSY 350: Tests and Measurement (3 hrs)

Prerequisites: PSY 120, MTH 210 and at least junior standing.

This course is an introduction to the construction, administration and interpretation of psychological tests. This course reviews statistics, scaling techniques and measurement theory. By the end of the course, students will have an understanding of various psychological measures, will be able to read and interpret test critiques, and will be able to administer and interpret some commonly used standardized and non-standardized tests.

PSY 370: Introduction to Counseling (3 hrs)

Prerequisites: PSY 120 or permission of instructor

This course is designed to provide the student with exposure to the minimal skills of counseling through exercises and role-playing. Skills reviewed include: listening, empathy, confrontation, behavioral techniques, biofeedback techniques, and group techniques. Counseling theories covered include affective, cognitive, behavioral, and systemic. The course also presents the ethical standards of counseling. Independent study and reporting are required.

PSY 398: Behavioral Research Methods (4 hrs) "W" course

Prerequisites: PSY 120, SOC 130 and MTH 210.

Students are introduced to the research methods of human behavior, including literature review, experimental and correlational design, collection of data, analysis of results, APA writing style, and the ethics and philosophy of research. Students conduct studies with various designs as a class and individually write reports of each study according to APA style. Each report is evaluated for style, form and content. As a final project, each student individually designs, conducts, and writes a report of his/her own research topic. The course includes a lab.

PSY 420: Theories of Learning (3 hrs)

Prerequisites: PSY 120 and at least junior standing.

The purpose of this course is to study various theories of learning and related research. In-depth analysis and discussion allows students to become familiar with the biographies of prominent learning theorists, understand in detail specific theories of learning, and become knowledgeable of critical research associated with different learning theorists.

PSY 424: Advanced Behavior Analysis (3 hrs)

Prerequisites: PSY 120, 200 and at least sophomore standing.

The objective of this course is to describe complex behavioral principles and procedures for systematically changing socially important behaviors. Topics to be studied include the major principles of behavior (e.g. reinforcement, punishment, extinction) and procedures derived from those principles (e.g. shaping, chaining) for increasing the frequency of existing behavior, obtaining desired stimulus control, developing new behaviors, and decreasing the frequency of behavior with non-punishment procedures. Skinner's analysis of verbal behavior, special applications of behavior change technology, and strategies for increasing generalization of behavior change will also be examined. The final part of this course will focus on ethical considerations and practices for applied behavior analysts. This course is part of the sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) exam.

PSY 434: Personality Theory (3 hrs)

Prerequisites: PSY 120, 333 and at least junior standing.

This course is designed to give students an overview of major classic and current theories of personality. Current research findings, therapeutic, educational, and social applications, and critical evaluation of these theories are emphasized. Students apply theoretical ideas to understanding particular individuals through the interpretation of illustrative biographies. The course involves readings, discussion, in-depth independent research, and writing.

PSY 450: Independent Study (3 hrs)

Prerequisite: Permission by application.

PSY 485: Essential Readings in Applied Behavior Analysis 3 hrs)

Prerequisites: PSY 200

This course will provide students with in-depth exposure to Applied Behavior Analysis reading relevant research articles and examining ethical issues related to ABA. The course is taught in a seminar format and relies heavily on student discussion. In addition to ethics, the course will focus on the fundamental elements of behavior change and the identification and assessment of a wide variety of problem behaviors. This course is part of a sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst exam.

PSY 490: Psychology Capstone (0 hrs)

Prerequisite: PSY 398 and senior standing

This zero credit course is required for all students graduating with a degree in psychology. It requires successful completion of the major field test in psychology and the comprehensive essay exam. It will be graded P/NC.

PSY 496: Research (1-3 hrs)

Prerequisites: Junior or Senior students in good standing with the University

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

PSY 498: Advanced Experimental Psychology (3 hrs)

Prerequisite: PSY 398 with a grade of "C" or above or permission of the instructor.

Each student individually conducts a study of human behavior according to the principles and procedures of psychological research and, in so doing, develops critical thinking skills. The student defines a problem, reviews previous research on the topic, designs a study to evaluate their hypothesis conducts the study and collects appropriate data, statistically analyzes the results to make conclusions, and writes a report of the study according to APA style. Also, to assess the student's mastery of the psychology content, the student will review, take practice tests, and must successfully pass a comprehensive subject test of the field of psychology. This course serves as the psychology major capstone experience.

PSY 499: Psychology Internship (1-6 hrs)

Prerequisite: Permission by application, submitted during pre-registration. Limitations and/or restrictions may apply (i.e. prerequisites, availability of supervision, etc.). Students complete a daily log of their activities, an ongoing journal reflecting upon their experiences, and a final paper summarizing their educational and personal insights of the overall experience.

Coordinator: Courtney Wilder, Ph.D.

As a university of the Lutheran tradition, Midland believes that faith and learning are inexorably linked. The Religion/Philosophy Department participates in forwarding that idea by committing itself to the exploration of religion as a pervasive feature of human cultures. We engage, through open, critical inquiry, in analysis of the varied manifestations of religious life, focusing particularly on Christian traditions and their plurality across cultures and time, offering courses in biblical studies, theology, history methods in the study of religion, and philosophy.

As a university, we also believe we are called to educate morally and ethically responsible citizens of a pluralistic society. Toward that end, the Religion/Philosophy Department offers a range of courses that explore issues of moral responsibility, emphasizing the ways that social structures and power shape, influence, and constrain human action and how we, as particular human beings, can respond to social change.

The Religion/Philosophy Department offers both a major and a minor in Religion/Philosophy. Students who complete a major in Religion/Philosophy, in addition to learning multiple religious phenomena, will have the opportunity to practice critical thinking, will engage in careful reading of primary and secondary texts, and will develop essential writing skills. Students majoring in Youth and Family Ministry also take, as a part of their major coursework, many courses in the Religion/Philosophy Department.

Graduates from the Religion/Philosophy program will:

- Identify the assumptions underlying particular arguments or positions;
- Interpret texts of the Christian tradition using the historical-critical method;
- Employ a typology to describe the diversity of the Christian tradition, trace the processes of historical change leading to that diversity, and identify relationships between the Christian tradition and major world religions;
- Explain the relationship between specific doctrines, practices, and figures, and broader theological, historical, political, and social settings; and
- Demonstrate intellectual curiosity and a commitment to learning.

Religion/Philosophy Major Requirements:

36 credit hours including:

- REL 112—Introduction to Christianity as Religion (3 hrs)
- REL 120 – Development of Christian Thought (3 hrs)
- REL 130 – Introduction to the Old Testament (3 hrs)
- REL 185 – Christian Communities (3 hrs)
- REL 240 – Religions of the World (3 hrs)
- PHI 280 – Critical Thinking (“C” Course) (3 hrs)
- REL 420 – Senior Thesis (“W” Course) (3 hrs)

In addition, a student must complete five additional courses from the Religion and Philosophy course offerings or from the following courses: ENG 180—Ethics and Film, ENG 190 – Ethics and Literature, ENG 380 –Literary Criticism.

Religion Compressed Major Requirements:

The compressed Religion and Philosophy major may only be completed along with another major, either a Youth and Family Ministry major or another compressed or full major.

30 credit hours including:

- REL 112—Introduction to Christianity as Religion (3 hrs)
- REL 120 – Development of Christian Thought (3 hrs)
- REL 130 – Introduction to the Old Testament (3 hrs)
- REL 185 – Christian Communities (3 hrs)
- REL 240 – Religions of the World (3 hrs)
- PHI 280 – Critical Thinking (“C” Course) (3 hrs)
- REL 420 – Senior Thesis (3 hrs)

In addition, a student must complete three additional courses from the Religion and Philosophy course offerings or from the following courses: ENG 180—Ethics and Film, ENG 190 – Ethics and Literature, ENG 380 – Literary Criticism

Religion/Philosophy Minor Requirements: 18 credit hours including: REL 130 or REL 140 and REL 240.

In addition, a student must complete four additional courses from the Religion and Philosophy course offerings or from the following courses: ENG 180—Ethics and Film, ENG 190 – Ethics and Literature, ENG 380 –Literary Criticism.

Religion Courses Offered:

REL 112: Introduction to Christianity and Religion (3 hrs)

This course is designed to introduce students to a range of concepts and techniques employed in the field of religious studies, using Christianity as the central case study. The course will include sections on comparative religion, the study of religion as a human phenomenon, and how Christianity includes a range of beliefs and practices. Our goal is to assess Christianity as a religious tradition, and to develop a more meaningful and informed understanding of how religious traditions are expressed by different communities in different locales and time periods.

REL 120: Development of Christian Thought (3 hrs)

This course explores the development of Christian doctrine from the earliest doctrinal controversies in the church through the more recent doctrinal developments. The emphasis in the course is on the spiritual, historical and theological importance of the central teachings of the faith in order to equip the student for wrestling with these doctrines in light of their own experience and beliefs. The course also presents the transformative power of these central Christian doctrines on those who formulated them.

REL 130: Introduction to the Old Testament (3 hrs)

This survey course deals with the history of Israel and the great religious themes of the Old Testament. It provides the students with a broad and general understanding of the Old Testament, its literature, and its historical setting as the cradle of the Christian faith. The primary text of study is the writings of the Old Testament. Students learn how the Old Testament, as the Scripture of Jesus and of the earliest Christians, grounds and serves the transforming power of the Christian faith. The continuing role of the Old Testament in informing the spiritual lives and theology of Christians is also presented.

REL 140: Introduction to the New Testament (3 hrs)

This survey course deals with the historical background of the New Testament, its origins and literature, its major themes and the beginnings and development of the early Christian church. The students become acquainted with the New Testament books and the problems related to their interpretation. The student learn how the Christian movement began and grew by the transforming proclamation of Jesus Christ, why the Christian movement became a historical and spiritual force, and why it continues to be relevant today.

REL 150: Lutheranism (3 hrs)

This course on Lutheran history, beliefs, practices, and social positions examines the origins of Lutheranism and its place in the spiritual, historical and theological transformation of the Christian faith. The students learn what Lutherans say about doctrines, social issues, morality, and religious life. The course is intended for all students, not just Lutherans. Emphasis is upon the Lutheran Church as evangelical, catholic, and ecumenical so that inter-Christian relationships can be discussed with justification by faith being the central Lutheran touchstone for an understanding of the transforming power of the Christian faith.

REL 185: Christian Communities: How Christians Live(d) out the Gospel (3 hrs)

What is a Christian and how does one live out one's life as a Christian? For many Christians, the definition of a Christian seems self-explanatory, yet the way that Christians live and have lived out their understandings of Christianity varies tremendously across cultures and over history. In this course we will explore a range of interpretations of the Christian message and examine the implication of those interpretations for practice. Among the communities we investigate may be the following: 18th and 19th century utopian and communal groups, African American churches, liberation theology and Pentecostalism in Latin America, North American Latino/a Christianity, GenX religious life, megachurches, contemporary evangelicalism, post-Vatican II Catholicism, and many more.

REL 206: Contemporary Christian Theology (3 hrs)

This course is designed to explore a range of contemporary Christian theological perspectives, including body theology, womanist and feminist theology, LGBT theology, black theology, and disability theology. A central theme of the course is how individual human perspectives are relevant to theological reflection. A unifying theological claim explored throughout the course is that every human being is created in the image of God.

REL 208: Jesus and the Prophets: Reading the Christian Bible (3 hrs)

This course seeks to introduce the student to the thematic and conceptual unity of the Christian Bible as a deliberately intended unity of distinct parts, Old Testament and New Testament. We will examine selected contexts from both testaments, seeking connecting and unifying themes, images, and concepts. We will seek to determine how the New Testament writers employed and developed the Jewish Scriptures for the purpose of explicating and promulgating the teaching of Jesus.

REL 230: Power, Social Structures, & Moral Responsibility: An Analysis of Contemporary Social Problems (3 hrs)

What are our moral obligations? How do we know what is right? How should we know what is right? How should we respond to the pressing social issues of today? This introductory course is designed to respond to these and other similar questions by providing an understanding of the structures and dynamics of power in U.S. society. We will explore how these structures and dynamics of power give rise to maintain racism, classism, sexism, heterosexism, and other mechanisms of social stratification and manipulation. The course will introduce social and moral reflection by engaging in extended analyses of selected social problems as windows into how we understand moral responsibility. We will also work together to identify, respond to, and analyze particular issues of interest to the students.

REL 240: Religions of the World (3 hrs)

This course examines the religious traditions of humanity as a means of confronting the students with the diversity within the world. Ancient and indigenous religious tradition are studied, but emphasis is given to the major religions of the East and West, such as Islam and Buddhism, which have had the most effect on contemporary lives and cultures, illustrating the interdependence of all world communities. Historical developments, religious texts and key personalities and movements are presented so that the students may discern, through comparison with their own background, an awareness of religious world community.

REL 280: Christianity and Human Sexuality (3 hrs)

This course explores human sexuality from a Christian perspective and leads the students to a positive understanding of human sexuality and recognition of the role of Christian values in daily issues of sexuality. Students are helped to understand the importance of individual moral choices and responsibilities regarding human sexuality in relation to society. Some of the topics addressed include: gender issues, marriage, divorce, homosexuality, sexual violence, AIDS, singleness, and celibacy.

REL 282: Special Topics (3 hrs)

Courses offered under this title reflect the research interests of specialized expertise of and the opportunity for exploration of important issues by religion and philosophy faculty members. Special topics may or may not be offered again.

REL 285: Disability Theology (3 hrs)

This course will fulfill both a Humanities Choice and Christianity requirement. The course will investigate the disability rights movement, its relationship to the Civil Rights movement, and its engagement with the Christian theological tradition. We will consider questions including what resources Christianity has to offer people with disabilities, how to understand the biblical texts' sometimes ambiguous depiction of persons with disabilities, and what insights the field of disability theology has to offer Christians, both disabled and non-disabled.

REL 420: Senior Thesis (3 hrs) "W" Course

Completion of the religion/philosophy major requires that all students complete a senior thesis. Students will be assigned a primary supervisor from the department faculty depending on their area of research. All students will: 1) meet at least once a week with the supervisor; 2) define an area of research in religion or philosophy; 3) present their finding in a formal paper with oral defense to the religion/philosophy faculty. The senior thesis is designed as an experience in independent research and the student is responsible for its specific content and structure. If students are also majoring in English and complete ENG 460, a religion/philosophy department elective may be substituted for REL 420. This course serves as the department's and capstone experience.

REL 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

REL 496: Research (1-3 hrs)

Prerequisites: Junior or senior students in good standing with the university

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Dean's office.

REL 499: Internship (1-3 hrs)

Prerequisite: Permission by application.

Philosophy Courses Offered:**PHI 200: Philosophy Across the World (3 hrs)**

This course enables student to learn the philosophical basis of cultural and political identities and movements, and helps the students to appreciate the diversity within the world. The course presents the basic problems and methods of philosophy together with solution offered by various philosophical schools. The metaphysical and social thought of eastern, western and Third World traditions are studied. The students are exposed to philosophers and schools of thought such as Plato, Descartes, Locke, Confucius, Kropotkin, Vedanta, and Buddhism, and gain an awareness of world community through the discovery that philosophical positions have been the basis for both cooperation and conflict in the human experience.

PHI 250: Foundations of Moral Decision Making (3 hrs)

This course is concerned with how an individual employs Christian principles in dealing with the Christian principles in dealing with the moral dilemmas, which occur in the conduct of one's career and private life. The students learn to recognize moral problems, to clarify the issues involved in the problems, and to analyze the various ethical arguments and positions, which apply to the problems, identified. The students are expected to develop their own moral code and to understand the importance of individual responsibility within society as well as be able to apply universal, altruistic, and impartial principles to the issues of modern life.

PHI 280: Critical Thinking (3 hrs)

This course examines the processes of human argumentation and thinking from a variety of differing philosophical and disciplinary perspectives. Students learn how to identify cultural prejudices in formulation and examination of argumentation, how to construct arguments, how to examine critically the forms of arguments and the evidence provided in support of arguments. Students will study the common forms of fallacious reasoning and how to avoid unwarranted assumptions in building sound arguments. Formal logic is introduced as an aid in critical thinking. Cross cultural issues regarding the universality of human reasoning are also examined.

PHI 282: Special Topics (3 hrs)

Courses offered under this title reflect the research interests of specialized expertise of and the opportunity for exploration of important issues by religion and philosophy faculty members. Special topics may or may not be offered again.

PHI 290: What is Religion? Who is God? (3 hrs)

This course examines the philosophical questions about religions, God and faith in their spiritual, historical, and theological expression and responds to them from the perspective of the Christian faith and its transforming power. Some of the questions raised include: Why are people religious? Can God's existence make a difference? Can God's existence be proven? Does it make a difference? If God is good, why is there evil? What difference does religion make for human life? The students' understanding of Christian faith is deepened and challenged by rational consideration of God, faith, the meaning of evil and human destiny.

PHI 450: Independent Study (3 hrs)

Prerequisite: Permission by application.

RESPIRATORY THERAPY |

Coordinator at CHI Health-Immanuel: Todd Klopfenstein, M.A.S., R.R.T.

Coordinator at Midland: Lance Johnson, Ph.D.

Respiratory Therapy is an allied health specialty instrumental in providing diagnosis, treatment, management and preventive care of patients with cardio/pulmonary problems. Midland offers its baccalaureate degree curriculum in association with CHI Health in Omaha. Some clinical experience is also gained at other Omaha hospitals. The CHI Health – Midland University Respiratory Therapy School is accredited by the Committee on Accreditation for Respiratory Care (CoARC).

Commission on Accreditation of Respiratory Therapy
1248 Harwood Road
Bedford, TX 76021-4244

The program is a bachelor's degree program typically completed in three years at Midland followed by an 11-month clinical rotation at CHI Health. Students must complete all of the requirements and earn the bachelor's degree in Respiratory Therapy. This allows the student to take advanced human physiology, accounting, personnel management, genetics and/or education courses prior to the clinical year.

Selection for the clinical training is competitive. Students should have an overall GPA of 2.50 and a 3.00 average in the required prerequisite courses for this program. Students make formal application to the respiratory therapy admission committee at CHI Health during the term immediately before they plan to begin the specific respiratory therapy clinical course sequence. Admission to CHI Health is competitive, and applicants are notified by the admissions committee of their status for the clinical training.

Detailed policies/procedures for the program are found in the Respiratory Therapy School Policy available from the CHI Health Coordinator.

Clinical Pre-requisite Requirements:

- BIO 103 – Principles of Biology (4 hrs)
or BIO 106 – General Zoology (4 hrs)
or BIO125 – Organismal Biology (4 hrs)
- BIO 204 – Anatomy and Physiology I (4 hrs)
- BIO 205 – Anatomy and Physiology II (4 hrs)
- BIO 215 – Microbiology (4 hrs)
- BIO 420 – Biology Capstone (2 hrs)
- BUS 217 – Principles of Management (3 hrs)
- CHE 103 – General Chemistry I (4 hrs) or
- CHE122 – Chemistry for the Health Sciences (4 hrs)
- MTH 140 – College Algebra (3 hrs)
or MTH 210 – Elementary Statistics (3 hrs)
- PHY 151 – General Physics I (4 hrs)
- PSY 120 – Fundamentals of Psychology (3 hrs)
- ENG 120– English Composition I (3 hrs)
or MID 120/130- Blue or Orange Humanities

**Non-native English speaking students must obtain an IELTS score of 6.5 or a TOEFL score of 79 to enter the clinical program.*

Major Requirements (taken during the clinical year in the RT program):

50 credit hours including:

- RET 201 – Medical Arts (3 hrs)
- RET 202 – Advanced Cardiac Life Support (2 hrs)
- RET 203 – Respiratory Therapist as an Educator (2 hrs)
- RET 302 – Medical Gas Therapy (2 hrs)
- RET 305 – Cardio-Pulmonary and Renal Anatomy and Physiology (4 hrs)
- RET 311 – Airway Management (3 hrs)
- RET 312 – Respiratory Therapy Equipment (2 hrs)
- RET 313 – Pulmonary Medicine Lecture Series (1 hr)
- RET 406 – Cardio-Pulmonary Pharmacology (2 hrs)
- RET 407 – Medical Microbiology (2 hrs)
- RET 408 – Ventilator management (4 hrs)
- RET 409 – Advanced Ventilator Management (4 hrs)
- RET 412 – Respiratory Diagnostics (5 hrs)
- RET 415 – Pediatric and Neonatal Respiratory Therapy (3 hrs)
- RET 417 – Pulmonary Rehabilitation (1 hr)
- RET 418 – Sleep Medicine (1 hr)
- RET 431 – Clinical Theory I (1 hr)
- RET 432 – Clinical Practice (2 hrs)
- RET 433 – Clinical Theory II (1 hr)

RET 434 – Clinical Practice II (2 hrs)

RET 435 – Clinical Theory III (1 hr)

RET 436 – Clinical Practice III (2 hrs)

All courses except clinical practice courses must be graded on the A-F basis with no grade below C-. See the Respiratory Therapy School Policy for details on making satisfactory academic progress.

Respiratory Therapy Courses Offered:

RET 201: Medical Arts (3 hrs)

This introductory course acquaints the student with medical terminology, patient care and medical ethics. The student will learn how to interact with patients, visitors and healthcare providers and basic concepts related to patient assessment, oxygen therapy and aerosol medication administration.

RET 202: Advanced Cardiac Life Support (2 hrs)

The ACLS course is provided for medical providers such as physicians, nurses, mid-levels, emergency medical technicians, paramedics, respiratory therapists, and other professionals whose daily occupation requires them to either direct or participate in the resuscitation of a patient whether in or out of the hospital. The ACLS training course incorporates information needed to apply advance life support measures, while functioning in a team leader role.

RET 203: Respiratory Therapist as an Educator (2 hrs)

RET 302: Medical Gas Therapy (2 hrs)

This course acquaints the student with the therapeutic use of oxygen and other medical gases. The indications for the medical uses of carbon dioxide and helium, hyperbaric oxygen therapy, compressed gas production, gas storage, gas delivery, and medical gas safety, and precautions will be included. The student will also learn how to determine how the body uses various gases.

RET 305: Cardio-Pulmonary & Renal Anatomy and Physiology (4 hrs)

This advanced course in cardiopulmonary and renal anatomy and physiology details the three main organ systems that respiratory therapists work with. Content includes the structure and function of the cardiac system, including electro-physiology and ECG recognition, the function of the lungs in oxygenation and ventilation, and elimination of waste and regulation of fluids and electrolytes by the kidneys.

RET 311: Airway Management (3 hrs)

This course focuses on techniques used to maintain an open passage way between the atmosphere and the air sacs of the lungs. Techniques discussed include the use of minimally invasive devices as well as invasive endotracheal intubation and surgical tracheotomy. Various types of airway tubes will be discussed including oropharyngeal, naso-pharyngeal, laryngeal, endotracheal, and tracheal airways. Techniques used to assist a patient with airway clearance will be included.

RET 312: Respiratory Therapy Equipment (2 hrs)

This course introduces the equipment employed by the respiratory therapist in the activities of patient care, including aerosol administration, humidity, lung inflation and airway clearance equipment. The physics associated with these types of equipment will be included.

RET 313: Pulmonary Medicine Lecture Series (1 hr)

This course details pulmonary disease processes as well as procedures for diagnosis of disease processes. This course allows interaction with the physician population and is taught by the pulmonary physician group, including the medical director for the respiratory therapy program.

RET 406: Cardio-Pulmonary Pharmacology (2 hrs)

This basic course of pharmacology includes a special emphasis on respiratory and cardiac drugs. Drug actions and interactions, chemical composition and generic drug information will be included. This course is taught by the pharmacy department of CHI Health.

RET 407: Medical Microbiology (2 hrs)

This course includes the principles of infection control and medical microbiology. The student will learn about microorganisms that cause human disease and the medications that counteract those microorganisms. Techniques and procedures for preventing disease and the cleaning and processing of respiratory equipment will be included.

RET 408: Ventilator Management (4 hrs)

This course instructs the student in the management of life support systems. The physics associated with gas flow into and out of the lungs, the classification of modes of ventilation and of ventilators, and discussion of the use and care of several brands of mechanical ventilators will be included.

RET 409: Advanced Ventilator Management (4 hrs)

This course is a continuation of Ventilator Management. Students will learn advanced ventilator modes, advanced ventilator management techniques, and mechanical ventilators currently in use.

RET 412: Respiratory Diagnostics (5 hrs)

This course details diagnostic procedures including pulmonary function testing and arterial blood gas analysis. The student will learn how to perform testing to determine the quality and quantity of a patient's breathing. Details of arterial puncture, blood collection and blood gas analysis will be included.

RET 415: Pediatric and Neonatal Respiratory Therapy (3 hrs)

This course instructs the student in the principles of pediatric and neonatal respiratory therapy. Fetal development, birth and delivery, care of the newborn, care of premature infants, care of the ill child, and diagnosis of pediatric disease will be included.

RET 417: Pulmonary Rehabilitation (1 hr)

This course instructs the student in the principles of pulmonary rehabilitation. The student will learn the theory of caring for patients with chronic pulmonary disease and techniques used to improve patient quality of life and exercise tolerance. Disease processes and coping mechanisms will be included.

RET 418: Sleep Medicine (1 hr)

This course instructs the student in the science of sleep medicine. Normal sleep, the study of sleep and the treatment of sleep ailments will be included.

RET 431: Clinical Theory I (1 hr) "W" course

This course consists of case study presentations, discussions of selected medical publications and readings, and research papers.

*All other Clinical Theories are a continuation of the above (i.e. II, III etc.).

RET 432: Clinical Practice I (2 hrs)

In this course, students observe and perform all clinical aspects of respiratory therapy in the hospital. This course continues and progresses throughout the year. P-PM-NC only.

*All other Clinical Practices are a continuation of the above (i.e. II and III).

RET 433: Clinical Theory II (1 hr)

Continuation of RET 431.

RET 434: Clinical Practice II (2 hrs)

Continuation of RET 432. P-PM-NC only.

RET 435: Clinical Theory III (1 hr)

Continuation of RET 433.

RET 436: Clinical Practice III (2 hrs)

Continuation of RET 434. P-PM-NC only. This course serves as the capstone experience for the major

Course Schedule

<u>First Semester</u>	<u>Interterm</u>	<u>Second Semester</u>	<u>Third Semester</u>
RET 201	RET 202	RET 406	RET 409
RET 302		RET 407	RET 415
RET 305		RET 408	RET 417
RET 311		RET 412	RET 418
RET 312		RET 433	RET 435
RET 313		RET 434	RET 436
RET 431		RET 203	
RET 432			

SOCIAL SCIENCE COMPOSITE |

Coordinator: Megan Nielsen, Ph.D.

This is an interdisciplinary major that emphasizes a broad exposure to several disciplines. Students do intensive study in one discipline while attaining competence in several social science areas. Although primarily designed for students preparing to teach in the public schools, a non-teaching social science major provides a strong background for a variety of careers.

A Midland Social Science Major:

- Has a basic understanding of the fields of Economics, History and Sociology;
- Is able to use and apply the methods pertinent to each of these fields;
- Is able to do research in each of these fields;
- With the 7-12 Education endorsement in Social Science, has the additional understanding of the fields of Geography, Political Science and Psychology, is prepared to teach History and Social Studies in the public schools, and is able to apply his/her knowledge of the social sciences beyond the classroom.

Social Science Major Requirements:

48 credit hours from the Economics, History, Psychology and Sociology departments, including at least six hours from each of the four areas. Course selection must be approved by the coordinator of the Social Science program.

Social Science 7-12 Field Endorsement Requirements:

Refer to the Education section of the catalog for Education courses and general education requirements necessary for Nebraska certification. All courses must be graded on the A-F basis with no grade below C-. This endorsement requires 60 hours of coursework in the social sciences areas of History, Economics, Geography, Political Science, Psychology and Sociology.

HIS 111– United States History to 1877 (3 hrs)

HIS 112– United States History since 1877 (3 hrs)

HIS 153 – World Civilizations I (3 hrs)

HIS 154 – World Civilizations II (3 hrs)

HIS 212 – Introduction to Political Science (3 hrs)
HIS 221 – Current Topics (3 hrs)
HIS 241 –Great Plains History (3 hrs)
HIS 340 – Historical Research and Writing (3 hrs)
HIS 420-4 – Selected Topics (3 hrs)
BUS 210 – Principles of Economics I (3 hrs)
BUS 211 – Principles of Economics II (3 hrs)
ESC 123 – Principles of Geography (3 hrs)
ESC 126 – Human Geography (3 hrs)
HIS 213 – Federal Government (3 hrs)
PSY 200 – Psychology of Learning (3 hrs)
PSY 210 – Developmental Psychology (3 hrs)
SOC 130 – Principles of Sociology (3 hrs)

Choose at least one from:

HIS 311 – America and the World (3 hrs)
HIS 313 – US Constitutional History (3 hrs)
HIS 331 – Political Philosophy I (3 hrs)
HIS 332 – Political Philosophy II (3 hrs)

Choose one from:

SOC 220 – Minorities and Cultural Diversity (3 hrs)
SOC 230 – Sociology of Sports (3 hrs)
SOC 300 – Marriage and the Family (3 hrs)
SOC 342 – Social Inequality (3 hrs)
SOC 370 – Sociology of Addictions (3 hrs)
SOC 390 – Gender and Society (3 hrs)

Choose one more (3 hr) social science course with prefix of: HIS, ECO, ESC, PSY, SOC or SSC

Social Science Courses Offered:

SSC 201: Contemporary Issues in Public Health (3 hrs)

This course is a study and analysis of economic, social, political, and ethical factors that address the management of human, technological, and financial resources for health service delivery in public, private and voluntary systems. Emphasis is placed on historical development of health care delivery, past and current reform issues in the United States. Included in the course will be methodologies utilized to prevent disease, prolong life and promote the health of populations. The course will address local, national and global ecological and environmental issues related to health. The course will utilize information technology (informatics) in managing health systems.

SSC 302: Social Aspects of Aging (3 hrs)

This course will review the sensory, perceptual, intellectual, and personality changes that occur in older people. In addition, demographic trends and the aging population in America, the social construction of life stages and the creation of “old age,” cultural labeling and human resistance to aging will be discussed. Cultural diversity in aging will be addressed. Content will address social support, mental health, as well as death, dying and bereavement. Common adjustment concerns will be discussed from a variety of perspectives.

SSC 330: Social Science Statistics (3 hrs)

This course is a survey of the basics of social statistics—techniques that criminologists, psychologists, sociologists and other social scientists use to summarize numeric data obtained from censuses, government data sets, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. Students will learn how to test hypotheses for group differences in means (z test, t test), for association between two variables (correlation, chi-square test), and for the basics of regression analysis.

This course is also a pre-requisite for SOC 425 and PSY 398.

SOCIOLOGY |

Coordinator: Megan Nielsen, Ph.D.

The Sociology program upholds the mission of the University as a private, church-related, liberal arts institution by providing a quality education in sociology and criminal justice for students seeking employment in the helping professions, the criminal justice system, research, education, or other fields. The Sociology/Criminal Justice Department also supports the general education curriculum of the University by providing insight and analysis into the workings of society, the family, the legal system and other institutions.

A Midland Sociology Major:

- Demonstrates an ability to apply critical thinking and sociological analysis, using a variety of theoretical perspectives
- Applies a scientific approach to social behavior, based on empirical information and scientific methodology
- Demonstrates knowledge of the concepts, theories and principles related to general sociology
- Becomes a competitive candidate for entry level opening in applied areas of Sociology, or for admission to quality graduate programs

Sociology Major Requirements:

Students must earn a C- or better in SOC 130 before taking additional Sociology courses. Students must earn a C- or better in ALL major courses. Students who plan to enter graduate study in sociology or a related field should consult with the department coordinator for recommended courses in addition to the core courses. 43 credit hours in sociology, including the following core courses:

- SSC 330 – Social Science Statistics (3 hrs)
- PSY 120 – Fundamentals of Psychology (3 hrs)
- SOC 130 – Principles of Sociology (3 hrs)
- SOC 342 – Social Inequality (3 hrs)
- SOC 420 – Social Theory (3 hrs)
- SOC 425 – Social Research Methods (4 hrs)

24 elective hours must be from:

- SOC 212 – Introduction to Human Services (3 hrs)
- SOC 220 – Minorities and Cultural Diversity (3 hrs)
- SOC 230 – Sociology of Sports (3 hrs)
- SOC 240 – Topics in Sociology (3 hrs)
- SOC 250 – Social Issues in Literature (3 hrs)
- SOC 300 – Marriage & the Family (3 hrs)
- SOC 370 – Sociology of Addictions (3 hrs)
- SOC 390 – Gender & Society (3 hrs)
- SOC 440 – Seminar in Selected Topics (3 hrs)
- SOC 450 – Independent Study (Variable)
- SOC 499 – Internship (Variable)

Sociology Compressed Major Requirements:

31 credit hours including:

- SOC 130 – Principles of Sociology (3 hrs)
- SOC 342 – Social Inequality (3 hrs)
- SOC 420 – Social Theory (3 hrs)

SOC 425 – Social Research Methods (4 hrs)
18 elective hours must be from:
SOC 212 – Introduction to Human Services (3 hrs)
SOC 220 – Minorities and Cultural Diversity (3 hrs)
SOC 230 – Sociology of Sports (3 hrs)
SOC 240 – Topics in Sociology (3 hrs)
SOC 250 – Social Issues in Literature (3 hrs)
SOC 300 – Marriage & the Family (3 hrs)
SOC 370 – Sociology of Addictions (3 hrs)
SOC 390 – Gender & Society (3 hrs)
SOC 440 – Seminar in Selected Topics (3 hrs)
SOC 450 – Independent Study (Variable)
SOC 499 - Internship (Variable)

Students must earn a C- or better in SOC 130 before taking additional sociology courses. Students must earn a C- or better in ALL major courses. Students who plan to enter graduate study in sociology or a related field should consult with the department coordinator for recommended courses in addition to the core courses.

Sociology Minor Requirements:

18 credit hours including SOC 130, and 15 credit hours of SOC courses excluding SOC 499 and any courses which have been applied to a non-sociology major or minor.

Sociology Courses Offered:

SOC 130: Principles of Sociology (3 hrs)

This course assists students in understanding their relationships with society, social groups, structures, and processes, and the role of these relationships in individual development and fulfillment. Specific societal structures studied are class, ethnicity and gender categories; family, educational, political, economic, and religious institutions; collective behavior and social movements. The course uses three major theoretical perspectives to view the individual in interaction with other persons in the context of social institutions.

SOC 212: Introduction to Human Services (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

Introduction to Human Services offers a survey of the major types of human services delivery systems, agencies, programs, and tasks, together with their historical roots, methodologies, objectives and likely developments in the future.

SOC 220: Minorities and Cultural Diversity (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

SOC 220 provides an analysis of the historical, social and moral dilemma of recognizing individual and group diversity in American society while trying to define what it means to be “American,” with an emphasis on the relationships between identifiable minority memberships and the “dominant” culture in American society and their consequences.

SOC 230: Sociology of Sports (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

This course offers a critical analysis of the role participatory and spectator sports play in American life through study of current data, writing and first-hand observation.

SOC 240: Topics in Sociology (3 hrs)

This course is offered to students from any major and includes introductory to intermediate-level topics that may be currently emerging in the field of sociology or of particular interest to students but are not currently included in regular course offerings.

SOC 250: Social Issues in Literature (3 hrs)

This course examines major contemporary social issues such as racism, crime, addiction, sexual discrimination, environment, dysfunctional families, and consumerism. The course uses literary texts for the presentation of the various issues and sociological analysis for the assessment of the problems involved and possible solutions. The students learn to read and appraise a literary text as a vehicle of social commentary and become aware of the sociological theories related to the commentary presented.

SOC 300: Marriage and the Family (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

This course is a study of the family as an institution in American society and its historical and socio-economic context, including; ethnic variations and social class differences, gender issues and public policy concerns and their effects on sexuality, premarital involvement, marriage, parenthood, family violence, divorce, and remarriage.

SOC 342: Social Inequality (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

This course examines society's system of social inequality; its origins, causes and consequences for different economic and social classes; and trends and their impact on social issues.

SOC 345: Writing About Social Issues (3 hrs)

Prerequisite: SOC 130 and permission of instructor.

A detailed examination of a social issue, chosen by the student in consultation with the instructor, through in-depth research, analysis and writing, with special emphasis on the study of problems and techniques associated with good writing about social issues. Weekly papers and rewrites will be required, leading to submission of a 12-20 page final paper. This course serves as the capstone experience for the major.

SOC 370: Sociology of Addictions (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

This course offers an examination of the nature, causes, dynamics, consequences, and treatments of addictive behavior, including analysis of addictions in the context of social institutions such as the family and schools and society in general.

SOC 390: Gender and Society (3 hrs)

Prerequisite: SOC 130 or permission of instructor.

SOC 390 provides an in-depth analysis of social problems focusing on the gendered experiences within the social and political world in which we live. Research will be incorporated which examines how gender inequality intersects with inequalities based on race, social class, sexual orientation, age, cultural differences, and physical ability/disability. Students utilize a text, outside reading, films, and outside speakers.

SOC 420: Social Theory (3 hrs)

Prerequisite: SOC 130 or permission of instructor

In this course, students learn the critical thinking skills appropriate to interpretation of literary texts by examining the trends in literary criticism and theory from classical authors such as Plato and Aristotle to modern critical movements such as structuralism, Marxism, feminism, deconstruction, and multiculturalism. Students reach beyond mere fact-gathering to analytical assessment of texts and critical writing about texts.

*Course is cross-listed as ENG 380

SOC 425: Social Research Methods (4 hrs) “W” Course

Prerequisite: SOC 130 and SSC330, and Junior standing or permission of instructor.

This course presents sociological research as a critical thinking process. Students generate appropriate variables and hypotheses from theoretical statements and develop research designs, sampling procedures, operational definitions, indices, and scales. Class projects include data collection, bivariate and multivariate statistical analysis techniques. Students evaluate their findings, draw conclusions and present their results in writing.

SOC 440: Seminar in Selected Topics (3hrs)

Prerequisite: SOC 130 or permission of instructor

This course is an upper-level topics course designed to focus on issues that may be currently emerging in the field of sociology or of particular interest to students but are not currently included in regular course offerings.

SOC 450: Independent Study (1-3 hrs)

Prerequisite: Permission by application.

SOC 499: Sociology Internship (1-6 hrs)

Prerequisite: SOC 130 and permission of instructor.

SPANISH |

Coordinator: Deans’ Office

Spanish is not offered as major or minor.

Spanish Courses Offered:

SPA 101: Beginning Spanish I (3 hrs)

No prerequisites. SPA 101 encompasses general foundations of grammar and pronunciation, oral and composition practice, and cultural notes on Spanish-speaking countries.

SPA 102: Beginning Spanish II (3 hrs)

Prerequisite: SPA 101 or having placed out of 101 through Midland’s placement test.

Beginning Spanish II focuses on continuation of grammar foundations, progression to intermediate level of oral composition skills and continued cultural notes on Spanish-speaking countries.

SPEECH |

Speech Coordinator: Brigit Talkington, Ph.D.

Speech and Theatre are not offered as majors or minors.

Midland recognizes the role of oral communication in the liberal arts as an essential cornerstone in critical thinking and creative expression. It is important that students understand this role and its application in education, vocation, and life. As such, Midland offers a variety of communication courses to provide foundational

skills and abilities in this area.

Speech Classes Offered:

SPE 110: Fundamentals of Oral Communication (3 hrs)

Prerequisite: This course is open to freshmen only.

This course introduces students to basic oral communication theories and practices. Students gain appreciation of, and confidence in, effective oral communication. Students apply critical thinking skills in the development of projects in public address, group discussion and interpersonal communication. Specific topics may include: ethical decision making, research techniques, critical listening, visual aid presentation, nonverbal communication, organization, and delivery. This course fulfills the speech proficiency requirement.

SPE 210: Interpersonal Communication (3 hrs)

This course engages the student in the study and development of communication skills impacting upon interpersonal relationships. Students work with theories and practical application of interactive didactic communication concepts. Specific topics may include critical and empathic listening, research techniques, conflict styles, emotional relationships, psychogeometrics, self-perception, proximity, ethical interaction, gender roles, non-verbal cues, and diversity issues.

SPE 250: Group Communication (3 hrs)

This course engages the student in the study and development of communication skills impacting upon the dynamics of group interaction and communication. Students work with theories and practical application of interactive group communication concepts. Specific topics may include informational and problem solving groups, research techniques, group leadership structures, role emergence and evaluation, ethics, cohesiveness/satisfaction, consensus decision making, conflict management, diversity issues, and productivity enhancement.

THEATRE |

Theatre Coordinator: Dan Hays, M.A.

Midland University is committed to the liberal arts presumption that an educated person is both a rational being and aesthetically sensitive. In pursuit of this commitment, Midland offers a variety of theatre coursed and co-curricular activities for students. There is a very active theatre production program offering numerous productions each academic year, ranging from the classics to the post-modern era with many opportunities for student participation, both on and off stage.

Arts Management

Midland University offers an Arts Management Major with emphasis in Theatre Performance, Technical Performing Arts, Vocal Arts and/or Instrumental Arts. **(Please see catalogue listing for Arts Management)** Students learn to manage their own performance careers, art organizations, operations and facilities.

Theatre Courses Offered:

THE 111 Theatre Technology (3 hrs)

This course is designed to be a practical, hands-on experience where students learn the fundamentals of stagecraft, stage lighting and sound. Students will help to construct sets, work with sound and lighting equipment for productions while learning some of the newest techniques used in theatre.

THE 202 Fundamentals of Acting (3 hrs)

This course focuses on building the foundation for beginning actors. Students will learn techniques through improvisation, theatre games and exercises, texts and performances of monologues and short scenes.

THE 270 Theatre Practicum – Technical Theatre (1 hr)

Technical Practicum is a hands-on course where students get credit for working on the technical end of arts projects including set building, lighting, sound, costumes, makeup, props and other backstage experiences. There is also an instructional component to this class as well as the practical.

THE 271 Theatre Practicum – Performance (1 hr)

This course is designed to change topics each semester. For Fall 2015 the topic will be Musical Theatre. Beginning and Advanced students will work on expanding musical theatre repertoire and honing performance skills. For Spring 2015 the topic will be Playing Shakespeare. This will be an acting class focused on how to read, understand, and perform Shakespeare plays.

THE 260 Musical (3 hrs)

This course provides hands-on experience in musical theatre production. All students will have the opportunity to participate in two or more of the following categories: On-stage artists-actors, singers, dancers; Production Artists designers, accompanists, choreographers, directors (musical, staging, technical), stage manager; Offstage Artists-musicians accompanists, costume, properties, sets, lights, sound, make up, FX, and other crews.

THE 440 Special Topics (3 hrs)

This course is designed to change topics each semester. For the 2015 – 2016 academic year, students may choose from the following:

Introduction to Theatre (3 hours)

This course is the first block, the foundation for all theatre classes. It is designed as a survey course that touches on theatre personnel, theatre history, directing, acting and script analysis. Dramatic literature will be a large portion of what a student explores.

OR

Directing I (3 hours)

Pre-requisite : Fundamentals of Acting and Introduction To Theatre

Students in this course will learn the collaborative art of directing live theatrical productions. They will learn fundamental techniques and discuss different philosophies concerning theatre productions of modern times. Students will direct scenes and short plays, as well as critiquing and evaluating others' direction.

THE 450 Theatre Independent Study (3 hours)

Designed for upper level students, this course allows a student to explore a specific area of interest. This course requires collaboration with and permission of the instructor.

YOUTH AND FAMILY MINISTRY |

Coordinator: Courtney Wilder, Ph.D.

Ministry to youth and families is an important facet of ministry across denominational boundaries. The Youth and Family Ministry program at Midland University has been established to be of service to the church in meeting the ongoing demand for people trained in the skills and abilities required to minister effectively in this context.

Graduates from Midland's Youth and Family Ministry program will be able to:

- Identify core psychological and sociological concepts and apply them to ministry settings
- Describe key approaches in biblical interpretation and use selected approaches to interpret biblical passages
- Trace the history of core theological concepts in the Christian tradition and how these concepts relate to major world religions
- Develop and critically evaluate curriculum or programs for use in ministry settings.

The Youth and Family Ministry program is an interdisciplinary program—with focused attention to religion, sociology, psychology, and communication—that emphasizes three sets of core skills and knowledge necessary for work in ministry:

- (1) Understanding of and appreciation for who human beings are, how they learn and understand the world,
- (2) An understanding of and appreciation for how human beings relate to one another in groups and organizations
- (3) An understanding of and appreciation for the Christian tradition.

In addition to inculcating skills and knowledge, our program firmly grounds students with real-world experience in a variety of ministry settings.

Youth and Family Ministry Major Requirements:

36 credits including:

- YFM 100 – Introduction to Youth and Family Ministry (3 hrs)
- YFM 420 – Senior Thesis (3 hrs)
- YFM 499 – Internship (3 hours during first two years, 3 hours during second two years) (6 hrs)
- REL 120 – Development of Christian Thought (3 hrs)
- REL 130 – Introduction to the Old Testament (3 hrs)
- REL 140 – Introduction to the New Testament (3 hrs)
- PHI 280 – Critical Thinking (3 hrs)
- PSY 200 – Psychology of Learning (3 hrs)
or PSY 210 Developmental Psychology (3 hrs)
- SOC 300 – Marriage and the Family (3 hrs)
or SOC 370— Sociology of Addictions (3 hrs)
or REL 280 – Christianity and Human Sexuality (3 hrs)

In addition, a student must complete two additional courses from the Religion and Philosophy course offerings or from the following courses:

- ENG 180—Ethics and Film (3 hrs)
- ENG 190 – Ethics and Literature (3 hrs)
- ENG 380 –Literary Criticism (3 hrs)

Youth and Family Ministry Compressed Major Requirements:

The Youth and Family Ministry Compressed Major may only be completed along with another major, either a full Religion and Philosophy major or another major that is full or compressed:

30 credit hours including:

- YFM 100 – Introduction to Youth and Family Ministry (3 hrs)
- YFM 420 – Senior Seminar (3 hrs)
- YFM 499 – Internship (Taken twice—3 hours during first two years, 3 hours during second two years) (6 hrs)
- REL 120 – Development of Christian Thought (3 hrs)
- REL 130 – Introduction to Old Testament (3 hrs)
- REL 140 – Introduction to New Testament (3 hrs)
- PHI 280 – Critical Thinking (3 hrs)
- PSY 200 – Psychology of Learning (3 hrs)
or PSY 210 – Developmental Psychology (3 hrs)
- SOC 300 – Marriage and the Family (3 hrs)
or SOC 370— Sociology of Addictions (3 hrs)
or REL 280 – Christianity and Human Sexuality (3 hrs)

Youth and Family Ministry Minor Requirements:

21 credits including:

- YFM 100 – Introduction to Youth and Family Ministry (3 hrs)
- YFM 499 – Internship (3 hours during first two years, 3 hours during second two years) (6 hrs)
- REL 130 – Introduction to the Old Testament (3 hrs)
- REL 140 – Introduction to the New Testament (3 hrs)
- PSY 200 – Psychology of Learning (3 hrs)
or PSY 210 – Developmental Psychology (3 hrs)
- SOC 300 – Marriage and the Family (3 hrs)
or SOC 370— Sociology of Addictions (3 hrs)
or REL 280 – Christianity and Human Sexuality (3 hrs)

Additional Program Requirements:

All courses in the major must be completed for a letter grade of C- or better. An overall major GPA of 2.25 or better must be maintained in order to graduate.

After the first year of the curriculum, including YFM 100, has been completed, each Youth and Family Ministry major will have recommendation letters submitted on their behalf for formal admission into the program and complete a three-part vocational assessment process. First, each student, at his or her own expense, will meet with a licensed psychologist who will evaluate the student's psychological fitness for ministry. Second, each student will undergo a criminal background check, at the student's expense, and faculty will evaluate any results on a case-by-case basis. Third, the student will meet with Youth and Family Ministry faculty at least once but several times if necessary to discuss her or his interest in pursuing ministry, career goals, and personal call to the vocation of ministry. This process must be completed satisfactorily before the student will be placed in an internship.

In addition, Youth and Family Ministry majors must successfully participate in campus ministry activities, under the supervision of the Campus Ministry Director. This may include but need not be limited to planning worship, participating in worship, organizing campus activities, and engaging in outreach to the community on behalf of campus ministry and/or the department.

Youth and Family Ministry Courses Offered:

YFM 100: Introduction to Youth and Family Ministry (3 hrs)

This weekly seminar is designed to familiarize students with the various areas of study that constitute the major and to give the students experience with possible employment opportunities that the major will prepare them

for. Guest speakers from a wide variety of Nebraska ministry situations will inform the students and introduce them to the structure of the ELCA synod, as well as offering ecumenical experiences. By the end of the course, students should understand the structure and purpose of the major, be familiar with a variety of possible professional settings for which the Youth and Family Ministry major will prepare them, and have engaged in thoughtful, critical reflection on the nature of ministry.

YFM 420 Senior Seminar in Youth and Family Ministry (3 hrs) "W" course

Prerequisite: Completion of YFM 100 and junior or senior status.

This senior capstone seminar will take place in conjunction with an internship. Students will meet weekly to define an area of research that emerges from their ministry setting, do supportive research to examine their real-world experience in light of current theories and concepts, and present their findings in a formal paper with oral defense. The capstone seminar is designed to allow students to synthesize what they've learned during their college experience and to connect that learning with empirical ministry settings.

YFM 499 Youth and Family Ministry Internship (1-3 hrs)

Prerequisite: Permission by application.

BACHELOR OF GENERAL STUDIES |

Coordinator: Deans' Office

The Bachelor of General Studies degree from Midland University is designed for continuing education students seeking to complete their degree for both professional and personal growth. Those who enroll in the BGS will be able to design a course load that will allow for personal career growth.

General Requirements

Prospective students with at least 30 hours of transfer credit and three years of work experience are eligible for the degree. Students may also apply for prior learning credit through Midland's partnership with the Council for Adult and Experiential Learning (CAEL)—creating an opportunity for work experience to be translated into college credit.

Students are allowed to complete up to three concentrations under the BGS, allowing students to pair their academic interests with their career requirements.

The BGS degree will consist of 120 hours of coursework that include:

- 3 credit hours of English Composition
- 3 credit hours of Speech proficiency
- 3 credit hours of Math at the 099 or above level
- 9 credit hours of Art and/or Humanities
- 6 credit hours of Social Science
- 7 hours in Natural Science

The remaining credits may be earned through a combination of classes chosen by the student to best fit their needs and professional goals. Students completing 18 hours within a particular defined program of study will constitute a concentration in the BGS program. At minimum, the final 24 hours of the degree program must be completed with Midland University and at least 24 hours of the degree must be completed at the 300/400 level. To remain in the program, students must maintain at 2.25 GPA.

PRE-PROFESSIONAL/DUAL DEGREE PROGRAMS |

Midland has formal dual degree programs in cooperation with Palmer College of Chiropractic, and Cleveland Chiropractic College. These programs allow students to begin their studies at Midland and complete degrees both at Midland and the partnering institution. See specific programs for details.

Midland offers 3+1 degree programs in a number of health care professions. Students complete three years at Midland, including core, distribution and program specific prerequisites. After completing the first year of an approved professional program, students are awarded the Bachelor of Science degree from Midland. See details under the Natural Science Major.

Pre-Professional Programs

The following pre-professional programs of study require from one to four years of preparation at Midland, followed by transfer to the professional school, which offers the specialized training. Since requirements change from year to year and vary from school to school, it is important that the student work closely with Midland's faculty mentors. Early identification of the professional school to be attended facilitates planning for specific entrance requirements.

Pre-Health Programs

Chiropractic Medicine

Chiropractic is a branch of medical science, which attempts to alleviate health problems by adjustments of the relationship between the nervous system and the spinal column. A minimum of 60 credit hours is required for admission to a college of chiropractic. Most of the successful applicants have three or more years of undergraduate academic work. A minimum of two semesters should be completed in chemistry, physics and biology, with special emphasis on anatomy and physiology. Math, English, psychology, social science, and humanities courses should be included in the program of studies.

Midland has formal dual degree programs in cooperation with Palmer College of Chiropractic, (Iowa, California and Florida) and Cleveland Chiropractic College (Kansas City and Los Angeles). Students in this program study three years at Midland, then transfer to Palmer or Cleveland College. After completing the first year at Palmer or Cleveland, students in this program earn a B.S. degree from Midland University. After completing the full program at Palmer or Cleveland, students receive a Doctorate of Chiropractic. See details under the Natural Science: Medical Arts degree. Interested students should contact the Liaison Faculty.

Dentistry

Students who plan to enter the field of dentistry must meet the entrance requirements of the professional program in which they plan to enter. Most dental schools require a minimum of 90 semester hours of academic work (excluding physical education). Beyond the required basic science courses, students are encouraged to supplement their education with study in the social sciences, humanities and mathematics. Although most students will major in Natural Science, Biology or Chemistry, majors in Psychology, English and Religion are also applicable. Midland assists interested students in designing a program so that all basic requirements for application to professional school have been met by the end of the junior year. The Dental Admission Test (DAT) is required for admission. Most students take this test the fall before they plan to submit their application. Please see Midland's Biology Pre-Dental Concentration.

Medicine

Although most students who plan to enter medicine major in a science, a major in any field is acceptable to most medical schools, provided certain basic science courses are included. Premedical study must include undergraduate courses in English, physics, math, biology, genetics, and inorganic, organic and biochemistry. Students should

acquire a broad general education by taking courses in the humanities, mathematics and the social sciences. Admission requirements of the medical college of your choice should be reviewed carefully. Medical programs generally require at least 90 credit hours, an overall GPA of 3.5 or higher, and the Medical College Admission Test (MCAT). Please see Midland's Biology Pre-Med Concentration.

Occupational Therapy

Occupational therapists help people overcome physical and psychosocial dysfunctions and enabling them to perform everyday tasks. Students interested in occupational therapy should consider a wide range of academic preparation involving natural sciences, behavioral sciences and humanities. Midland offers an excellent pre-professional program. Students interested in occupational therapy should visit with the coordinator to ensure that their program will meet the prerequisites for admission to the school to which they may want to transfer. Many professional programs require a Bachelor's degree in addition to significant observation hours. Please see Midland's Biology Pre-Occupational Therapy Concentration for program details.

Optometry

Doctors of Optometry are independent primary health care providers who specialize in the examination, diagnosis, treatment, and management of diseases and disorders of the visual system, the eye and associated structures. At least three years of pre-optometric study is required to attend a school or college of optometry. Preference is often given to applicants with baccalaureate or higher degrees. Students interested in optometry should contact their advisor and the optometry school of their choice for specific information about entrance requirements. The Optometry Admission Test is required for admission and most interested students take this test the fall before they submit their application to the professional school.

Osteopathic Medicine

Osteopathic medicine is one of the healing arts and practitioners are certified to provide complete health services. It is based on the premise that health is a matter of the entire body and that the muscular and skeletal systems are of prime importance in the proper functioning of all the body systems. An important dimension of osteopathic training is manipulative therapy. Admission to colleges of osteopathic medicine is competitive. Most of those accepted for admission have completed four years of an undergraduate program including coursework in biology, chemistry and physics. Midland is a participant in the A.T. Still - Kirksville College of Osteopathic Medicine Still Scholar's Early Acceptance Program, which reserves a spot in the program as long as specific requirements are upheld. Requirements include prerequisite courses with no grade lower than a "B" ("B-" is not accepted), a cumulative and science GPA of 3.4 or higher and >200 hours of clinical/patient interaction. A.T. Still does not require the MCAT, but many other osteopathic programs do. Students interested in osteopathic medicine should consult their advisor and the college of their choice about specific requirements.

Pharmacy

To practice pharmacy, students must complete a four-year doctorate program of study at a college accredited by the American Council on Pharmaceutical Education and pass a licensure examination. Entrants to Pharmacy programs typically have at least three, preferably four years (90-120 credit hours), of pre-pharmacy education in mathematics and basic sciences such as biology, chemistry and physics. The average GPA for accepted students is around a 3.5. Students should be sure to complete the specific requirements of the pharmacy college they wish to attend. Most pharmacy colleges require students to present scores from the Pharmacy College Admission Test (PCAT). Please see Midland's Biology Pre-Pharmacy Concentration for program details.

Physician's Assistant

Although the precise professional role of a physician's assistant varies with the supervising physician, individuals in this field are prepared to collect medical histories, perform routine laboratory tests, administer treatments prescribed by the physician, and carry out other functions in keeping with their education. There are opportunities to specialize in such fields as oncology, surgery and transplants. Most programs require a baccalaureate degree for admission but applicants are strongly urged to check specific requirements of the college or university they wish to attend. Most professional programs also require the student to document significant observation hours. The

program of studies is similar to that of medical students, with heavy emphasis on the basic sciences and electives chosen from the social and behavioral sciences. Overall GPA of applicants is around a 3.4, but the average cumulative GPA of accepted students is around a 3.7. Students are required to submit Graduate Record Exam (GRE) scores. Please see Midland's Biology Pre-Physician Assistant Concentration for program details.

Physical Therapy

Those wishing to attend a school of physical therapy should plan on a minimum of three years of prerequisite work (90 credit hours) with many students completing a four-year undergraduate program. Minimal prerequisites should include at least two courses of anatomy and physiology, two courses of chemistry and two courses of physics. Accepted students generally have a GPA of around a 3.7 and have documented patient interaction hours. They should confer with the school of their choice regarding specific requirements for admission. Many colleges share programs whereby a student can take three years of pre-physical therapy training and then transfer to a college of medicine for three more years and receive a doctoral degree in physical therapy. Students are expected to submit Graduate Record Exam (GRE) scores. Please see Midland's Biology Pre-Physical Therapy Concentration.

Podiatry

Podiatry is the branch of the medical arts which deals with the examination, diagnosis, treatment, and prevention of diseases and disorders of the human foot. This treatment may be by medical, surgical, mechanical and physical means. Students interested in podiatry should contact their advisor and the college of their choice about specific requirements. A minimum of 90 semester hours is required for entrance into a college of podiatric medicine. Most successful applicants have completed at least the bachelor's degree. Most colleges require the MCAT.

Radiation Therapy

Radiation therapists are trained in the use of high energy x-rays in the treatment of cancer and non-malignant conditions. A minimum of 35 credit hours is required for entrance into many programs. Students generally complete 3 years at Midland and then gain acceptance into and complete a Radiation Therapy program for their fourth year. The fourth year can be transferred back to earn a Bachelor's degree in Natural Science: Medical Arts from Midland along with a bachelor's degree from the Radiation Therapy program. Please see the Midland Natural Science Composite for program details.

Respiratory Therapy

Respiratory therapists are trained in the diagnosis, treatment, management, and preventative care of patients with cardio/pulmonary conditions. Students complete 3 years of prerequisite courses on the Midland campus and then complete an 11-month clinical rotation at Alegent/Immanuel Medical Center in Omaha, NE. Upon completion of the program students must pass the board examination administered by the National Board for Respiratory Care (NBRC) in order to be a licensed respiratory therapist. Please see the Midland Respiratory Therapy degree for program details.

Veterinary Science

A minimum of 90 credit hours is required for admission into most schools of veterinary medicine; a baccalaureate degree is highly recommended. Course requirements are similar to those required for entry into medical school, with emphasis on courses in English, physics, biology, organic and inorganic chemistry expanded by a broad education. Accepted students generally have a GPA of 3.0 or higher. Students are expected to submit GRE or MCAT scores. Please see Midland's Biology Pre-Veterinary Medicine Concentration.

Pre-Law Programs

In accordance with recommendations from the Association of American Law Schools, Midland recognizes that the best preparation for law school is a general liberal arts education. Therefore, the Pre-Law Program is designed to allow the student intending to enter law school flexibility to study in areas of greatest interest to the student while developing those skills necessary to prepare the student for the Law School Admissions Test (LSAT), required for admission into most law schools, and to be successful in future studies and a law career.

Students work closely with their advisor to create a program of study, which will provide the student with a broad foundation in the liberal arts, as well as the opportunity to develop particular skills necessary for training in the law. Every pre-law student's individualized program of study aims toward the following objectives recommended by the Association of American Law Schools:

- Development of both written and oral communication skills, including facility in comprehension and expression of the English language;
- Acquisition of a thorough, critical understanding of human institutions and values; and
- Development of creative, critical and analytical thinking skills.



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 in the Student Billing Office. They may not register for and enter a course, section or laboratory after the first week of a semester or session. During Interterm, students may not enter a class after two sessions of the class have met.

Change of Registration

During the fall or spring semesters a student who desires to drop or change a course may do so online via Campus Connect during the first week of the term. Beginning the second week of the term students must obtain signatures of the instructor and advisor, then submit a Change of Schedule Form to the Registrar. 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. If the student drops a course after this date 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 during the last four weeks of regular terms or after one week of Interterm 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.

Classification of Students

Traditional undergraduate students enrolled in courses, which accumulate to 12 or more credit hours during the fall or spring semester, are classified as full-time; the full-time/part-time designation is made after the Census Day.

Graduate Students are considered full-time if registered for four or more credit hours per eight-week session.

Academic Load

The typical load for a traditional student during the fall and spring term is 15-18 credit hours. A student may carry up to an 18 credit hour load in each of the regular terms without special permission or special charge. A student wishing to carry more than 18 credit hours must be approved by their advisor and the Deans' Office, must pay a special overload fee and must qualify in accordance with the following overload policy. Three credits or one course is the maximum load during Interterm. Nine credit hours is the maximum load during the summer session.

19 credit hours

3.25 grade point average previous semester*,

3.25 cumulative GPA

20-21 credit hours

3.50 grade point average previous semester*,

3.50 cumulative GPA

*Based upon a minimum of 12 credit hours graded on the A-F system.

Undergraduate students desiring to take graduate classes require approval from the Dean of Graduate Programs and the appropriate Graduate Program Director.

Class Designation

Designation as a member of a particular class is based upon the number of credit hours successfully completed:

First-Year 27 or fewer credit hours passed

Sophomore 28-59 credit hours passed

Junior 60-89 credit hours passed

Senior 90 or more credit hours passed

Assessment

Assessment activities at Midland University offer evidence of academic achievement while also providing the University with invaluable data to help inform academic change. Collectively, this assessment data is used to help shape modifications in the curriculum, identify strengths and set standards of excellence for all facets of the campus to strive towards. A continuing process, assessment looks at student achievement within and across courses while also evaluating the attainment of cumulative learning outcomes via measurement of general education, major and co-curricular goals and objectives. Midland's assessment initiatives include direct measures of student learning, like the ETS Proficiency Profile exam, indirect measures of student learning including the IDEA course surveys conducted in each class, and other internal measures such as the data collected by the Writing Center and Assessment Lab.

Testing Out

A fully matriculated student may, under certain conditions, acquire academic credit by testing out of regular catalog courses. There must, however, be no duplication of credit; that is, a student may not receive credit through examination for any course if its content has been included in courses for which credit has already been received. The department offering the course, in consultation with the Deans' Office, makes the decision regarding the test.

A testing-out fee is assessed and retained, whether or not the examination is passed. Upon passing the examination, the student is charged for credit earned in excess of 18 credit hours during that term or in excess of three credit hours during Interterm. Test out courses are graded with a grade of PX.

A student may not receive credit by examination for a course of lower level than a course for which credit has already been received. Each department determines a natural sequence of courses in its own discipline. A student who has taken an advanced level course in a language, mathematics or other area, and who needs the beginning level courses on the transcript for a professional requirement, may request the Registrar and department involved to make special entries on the permanent record certifying competence in those areas, but such courses will not be counted toward the University graduation requirements.

Course Designations

Courses which are included in the regular curriculum of the University are listed in the preceding pages. Interterm courses are included in a separate bulletin made available in the preceding fall term. Unless otherwise noted, courses numbered in the 100s and 200s are generally designated as first-year and sophomore (lower division) courses; those in the 300s and 400s are junior and senior (upper division) courses. Graduate level courses are numbered in the 500's and 600's. Some courses are offered on alternate years. 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 officers will work with students to the extent necessary to assist them in attaining educational objectives.

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. Once 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. They may be proposed for one or more credit hours, although they are usually valued at three credit hours. Grading includes sharing the results of the study with the campus community in the form of reports to classes, research papers filed in Luther Library, papers delivered to departmental faculty and 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 impacts on 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 the Deans' Office.

Research

A research course is offered within each major for Junior, Senior and graduate students in good standing with the University. The research class is listed under the common course number of 496 or 696 and is a variable credit hour course. This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor or program chair and after gaining approval from the Deans' Office.

Internships

Internships are carefully planned, supervised work experiences for which the student may earn academic credit. Some departments may require students to complete an internship. They generally completed in three credit-hour blocks to a maximum of nine credit hours for the baccalaureate degree. The primary purpose is to provide students an opportunity to apply and extend the theoretical knowledge gained in the classroom to a practical work experience. Secondary benefits include the opportunity to test one's suitability to a vocational field, promote marketability and establish contacts with prospective employers.

Internships are available in all departments under the common course number 499 or 699. They are open to all Midland students via a written proposal form with approval/rejection from the department asked to grant the credit and the Dean's Office. Internships carry variable credit, with a minimum of 45 clock hours under the direction of the host agency required for each credit hour. Nursing students must have a minimum of 56 clock hours per credit hour. Internship work is to be completed during the same term the course is taken.

Grading follows the usual A-F/P-NC system with the choice to be cooperatively determined by the student and the supervising professor prior to the internship. The supervising professor, with input from the host, is responsible for recording the midterm and final grades. All performance measures and expectation are to be listed in the written application consistent with the college's experiential learning program requirements.

Study Abroad

Midland recognizes student academic interest beyond opportunities the home institution and provides opportunities in France, China, Austria, Spain, Mexico, Wales, and England in cooperation with Central College at Pella, Iowa. The study-centers in England, The Netherlands, Wales, Hangzhou, and Mexico are open to students who prefer to study abroad using the English language. The foreign language programs are centered in Paris, Vienna and Granada.

In conjunction with Valparaiso University, Midland also participates in a Study Abroad Consortium and Visiting Scholar Program. Students attend Hangzhou University for the fall semester, starting with orientation in mid-August, and take classes in the Chinese language and culture.

Midland also participates in the ELCA/African Study Program. Sponsored by the Department of Higher Education, Evangelical Lutheran Church in America, this program is offered at Cuttington University College, Liberia. Orientation begins in mid-January at an ELCA related college and is followed by a four- to five-month term at Cuttington. The student may earn a total of 18 credit hours, three in January, and 15 during the regular term, in a variety of courses.

In addition, a variety of study-travel courses abroad are offered during the Interterm and summer sessions by experienced Midland faculty. Summer sessions have provided tours of Europe, the British Isles and China. The Caribbean Islands, England, Germany, Greece, Italy, Spain, France, Switzerland, Peru, East Africa, Brazil, and Eastern Europe were visited during recent Interterms. In cooperation with the Amigos de Mexico Mission, an opportunity for dedicated Christian youth to gain experience in foreign mission work is also available during the summer.

Students interested in foreign studies must first consult with the Deans' Office and have the proposed program approved prior to departure and commencement of studies. To be eligible for foreign study, students must have achieved a minimum cumulative academic GPA of 2.50. They should also be mature and sensitive to cultural differences and restrictions. Students interested in study abroad should discuss financing study with the Financial Aid Office. Institutional aid does not transfer for study abroad.

Auditing Courses

A student who wishes to audit a course must receive permission at the time of registration from the advisor and the instructor of the course, and, if in excess of an 18 credit hour load, permission from the Deans' Office. Although a student who officially audits a course is not required to take examinations, they are expected to

attend class regularly and to participate in a manner which is agreeable with the instructor. An AU will be recorded on the permanent record for courses officially audited. A per-credit-hour fee is assessed. Students not otherwise enrolled must also pay a registration fee and complete the admissions process. Students must notify the Registrar of their intent to audit a course upon registration. Students who audit and later elect to test out of a given course must pay the full tuition charge for the credit earned.

Service member's Opportunity College

Midland University is a member of the Service member's Opportunity Colleges (S.O.C.), a consortium of national higher education associations and institutions. Students who have completed military service may petition for college credit for non-traditional learning experiences. Military transcripts should be sent to the Registrar for evaluation. Midland University follows the guidelines outlined by the American Council on Education in awarding credit for military training and experience.

Attendance Policy

A student's full participation in class and community activities is vital to their academic success at Midland. As a general university policy, students are expected to attend all classes and, when absent, are responsible for work missed. Please see course syllabi for guidelines. Violation of attendance policies will be reported to the Deans' Office and excessive absences may be accompanied by a recommendation for administrative withdrawal from a course.

The responsibility of arranging for and completing work missed rests with the student involved and should be arranged prior to a class absence.

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 travel courses and group activity courses (usually valued at one credit hour). In courses other than travel courses and group activities, 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 Registrar's Office 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 previously in the 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.

In the traditional semester, the instructor decides at what time during the first seven weeks of the term the student must exercise the choice of grading options, but the choice must be made by midterm. The instructor is responsible for keeping a record of the options chosen and for recording the option on the official grade report at midterm. Thus, the midterm grade is an accurate indication of the student's final grade option choice for the course. Once a valid grade has been submitted to the 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 credit hours 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 credit hours 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 the Deans' Office. In instances where the departmental standard is more or less than two-thirds, the variation is stated in the Course Offering section of 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. 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. All faculty, in appropriate courses, will expect the student to show proficiency in the use of the English language in spoken and written forms, and will include this in the evaluation of the student's class work.

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.

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-	.70
C+	2.30	F & A/W	.00

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 Reports

Students may access their mid-term and final grades online through Campus Connect. If grades are no longer available, a student may request in writing a copy of their grade report from the Registrar.

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.

Sample Computation of a Term Grade Point Average

Course	Hours	Grade	Grade Quality Pnts	Course Quality Pnts
MID101	1	P		
SOC130	3	B	3.0	9.0
SPE110	3	C+	2.3	6.9
*MUS160	1	P		
CHE103	4	A-	3.7	14.8
BIO110	3	A	4.0	12.0
*HPM151	1	P		

Note: MID 101, MUS 160 and HPM 151 are graded on the P/NC only basis and are therefore not computed in the GPA. Thus, the grade quality points of 42.7 are divided by 13 (letter-graded hours) = GPA = 3.285. Sixteen credit hours, however, are earned toward the graduation requirement of 120 hours.

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 credit-hours 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 calculation is based upon the total number of A-F graded credit hours 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.

Honors for High GPAs

Dean's List

Students who achieve a fall or spring term GPA of 3.50 -3.99 are eligible for the Dean's List. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 12 credit hours on the A-F grading system during the term.

President's List

Students who achieve a fall or spring term GPA of 4.00 are eligible for the President's List. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 12 credit hours on the A-F grading system during the term.

Departmental Honors

Departmental honors recognize high academic achievement in the major. In order to receive this recognition, the student is expected to maintain a 3.75 GPA in all course work taken in the major area and a 3.50 cumulative GPA in all course work.

Graduation with Honors

General honors in course work are awarded for distinguished academic achievement. To be eligible, a student must have completed the last 64 credit hours in residence at Midland, and the cumulative Midland GPA must fall within the ranges specified. Baccalaureate degree candidates whose GPA is 3.50-3.69 receive their degrees cum laude; those candidates whose average is 3.70-3.89 receive their degrees magna cum laude; and those whose average is 3.90 or above receive their degrees summa cum laude. Honors for early graduates (i.e., those with credits to be completed after commencement exercises) are determined after all courses have been completed.

Minimum GPAs

The following standards of scholarship have been established and must be maintained by the student:

- First term of attendance* 1.70 cumulative GPA
- Second term of attendance 1.80 cumulative GPA
- Third term of attendance 1.90 cumulative GPA
- Fourth (and later) term(s) 2.00 cumulative GPA

*A term of attendance is defined as a student who is officially enrolled in a class at Census Day of the term.

Failure to fulfill the minimum cumulative GPA at the end of any term results in, at minimum, academic probation. To qualify for graduation, a student must have a cumulative GPA of at least 2.00 overall and a GPA of at least 2.25 (some departments require a higher GPA) in the major or minor based upon a minimum of two-thirds A-F graded credit hours.

Academic Suspension and Probation

Academic probation will be imposed primarily related to a failure to meet minimum GPA requirements. Failure to fulfill the minimum cumulative GPA at the end of any term as outlined above will result in automatic academic

probation.

Stipulations for academic probation may include: limiting a student's academic load during the subsequent term, having activity programs limited, and/or following certain prescribed procedures, such as required class attendance and use of various academic resources available on campus. Students who do not abide by stated expectations may be suspended and/or administratively withdrawn from the University.

Academic suspension from the University may be imposed upon students when considering a number of factors such as, but not limited to, overall academic performance, likelihood of future success at the University, requisite effort devoted to one's academic experiences and previous instances of academic dishonesty.

In cases of academic suspension and probation, the merits of the individual case are carefully weighed by the Deans' Office. Students may petition the Deans' Office for a personal hearing if they believe the suspension or probation action to be unwarranted or too severe.

Reading/Writing Sequence Requirements

Students with an English ACT score of 18 or below will enroll in the reading/writing courses (ENG111 and ENG112), followed by the required Composition and Humanities courses. Students enrolled in these courses will be required to take the COMPASS reading and writing tests as the beginning of the semester. Any student who tests at or above 85 on reading and 75 on writing on the COMPASS test may have their placement adjusted and move directly in ENG120, Composition I. At the end of the fall term any student who did not pass ENG111 will take the COMPASS placement exam again at the beginning of the Interterm session. The results of the test will be used to develop an individualized section of ENG111 over Interterm tailored to address specific deficiencies. Any student who does not pass ENG 111 by the end of Interterm will be placed on academic suspension. At the end of the spring semester, all ENG112, Reading/Writing II students will also be required to take the COMPASS reading and writing tests. Those scores will be used to aid in institutional assessment and to inform possible course changes in subsequent years.

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. Using the Incomplete Request form, the incomplete must be approved by the Deans' Office prior to the last week of the term. The deadline for removal of incompletes is as follows:

Fall Term – February 15 or if campus is closed, the next regularly scheduled academic day after February 15.

Interterm – Six weeks into spring term (see University calendar).

Spring Term – September 15 or if campus is closed, the next regularly scheduled academic day after September 15.

Summer Session – October 4 or if campus is closed, the next regularly scheduled academic day after October 4.

8, 9 and 10 Week Sessions – 30 calendar days after the first day of the following term or if campus is closed, the next regularly scheduled academic day.

In cases of hardship and with permission of the instructor concerned, students may petition the Dean's Office for extensions of time at least two weeks before the removal deadline. Petitions are available at the Registrar's Office and must be completed by the student and approved by the instructor and Deans' Office prior to the deadline. Incompletes not removed by the deadline will automatically be recorded NC or F, depending upon the student's original grade option choice for the course.

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 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 spread sheet.

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 their advisor. 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, such as dismissal from the University, to the Deans' Office.

Any student who plagiarizes will at minimum, receive an F for the assignment. Any student who is caught twice within the same class will at minimum, be removed from the class with a final grade of "F" and will be referred to the Deans' Office for disciplinary action. Multiple violations of plagiarism over the course of a student's time at Midland may warrant immediate suspension and/ or expulsion. Standards above those outlined here, may be put

in place by instructors. All incidents of confirmed plagiarism will be communicated to the Deans' Office for appropriate action.

Students have the right to present a written appeal of the instructor's action to the Faculty Senate—with a recommendation presented to the Deans' Office. 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 the Deans' Office.

Academic Concerns

The President, administration, faculty, and staff of Midland University maintain an open door policy and invite students to discuss issues of concern. The following information is provided to assist with identifying what specific individual or office may be the most appropriate for a specific issue or question.

A student who has a complaint about an instructor should meet with that instructor to attempt to resolve the complaint. If that is unsuccessful, the student should then meet with his/her advisor before a possible progression to the Faculty Senate and/or Deans' Office. In all cases, the objective is to resolve the problem at the lowest appropriate level with the goal of improving the educational process.

Students who wish to appeal academic decisions or who seek waiver of certain academic policies and standards may contact the Academic Affairs Office for assistance in filing an appeal to the Faculty Senate and/or the Dean.

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 the Deans' Office.

Any grade appeal must be submitted within thirty days of the close of the semester in which the decision was made. Students wishing to appeal a grade should first approach the instructor to resolve the grade dispute. If unsuccessful, the student should then contact the Deans' Office. Should a formal appeal to the Faculty Senate become necessary, the Grade Appeal Application Form, including a detailed narrative to support the case that the grade received was arbitrary or capricious, should be submitted to the Deans' Office for routing to the Faculty Senate.

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 the Deans' Office, 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 the Deans' office. 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.

Withdrawal from University

A student who finds it necessary to withdraw from Midland before the end of a term should obtain and complete a "Request for Withdrawal" form from the Graduation Advising Center. 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 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 the Graduation Advising Center will not constitute withdrawal and may result in failing grades being placed on the student's permanent academic record.

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.

To qualify for graduation, a student must have a cumulative GPA of at least 2.00 based upon a minimum of 86 credit hours on the A-F system and a GPA of at least 2.25 (some departments require a higher GPA) in the major or minor based upon a minimum of two-thirds A-F graded credit hours. In all cases, students are responsible for meeting the current requirements of external licensing and credentialing agencies.

Undergraduate students who have completed all but six credit hours may participate in that year's commencement ceremonies if arrangements are made in writing with the Registrar to complete the required credits in the following summer session. Students with more than six credit hours to be completed, but no more than 12, may petition the Faculty Senate after discussion with the Registrar. In such cases, honors are not determined until all course work has been completed.

Students participating in commencement prior to completion of all degree requirements must adhere to the following: 1) The tuition and fees for summer school must be paid prior to commencement; 2) There is no refund of tuition and fees for summer session after the student has participated in the commencement ceremonies; 3) At the end of the Spring term, the student must meet the minimum standards for the major and cumulative GPA requirements, (e.g. 2.25 in the major and 2.00 overall); 4) Failure to complete all requirements at the end of the summer term will require the student to re-apply for graduation and pay an additional graduation fee. Students who fail to complete requirements within six months following commencement are required to re-apply for admission and would re-enter the University under the current catalog.

Earning a Second Degree at Midland University

Midland University students who have already earned a Midland degree and return may earn a second degree if it is different from the first (i.e., a Bachelor of Arts if the first degree was a Bachelor of Science), complete all new major requirements under the catalog at the time of their re-admission and earn 30 credit hours at Midland in addition to the hours earned for the first degree. Students will not be required to meet new core and distribution requirements as they have already fulfilled them by earning their first Bachelor's degree.

Students entering Midland University with a Bachelor's degree from another institution who wish to earn a Bachelor's degree at Midland University must meet our core and distribution requirements in addition to all other graduation requirements such as cumulative GPA of 2.0, residency requirement and major requirements. Hours transferred in from the previously earned bachelor's degree may count towards Midland University graduation requirements including major, minor, core, and distribution.

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 through Campus Connect. Therefore, parents should establish communication with their children if they wish to be informed about their children's schedules and academic progress. As provided by FERPA, parents of Midland University students 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.

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 Academic Support Services. 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 Academic Support Services and the Student Handbook.

Faculty Mentors

Midland believes that one of the great advantages of a small liberal arts college is the opportunity for closer relationships between faculty and students. Midland also recognizes that students bring with them unique backgrounds of ability, interest, social experiences, vocational aspirations and spiritual development. With these thoughts in mind, the purpose of the mentoring services at Midland is to accept the uniqueness of the individual and to take advantage of the close relationship between faculty and students to help each individual reach the greatest potential.

The Advisors of the Center for the 4-Year Graduation Guarantee

In conjunction with our efforts to provide the highest quality first-year experience for our students, Midland University assigns all first year students to an advisor from the Center for the 4-Year Graduation Guarantee who is especially dedicated to their academic success. As a university, we recognize the essential role that the advisor plays in educating students to lay claim to their unique gifts and talents.

Advisors are familiar with the requirements of all academic majors and have special understanding of working

with students as they search for or begin a major. Advisors assist students in understanding the role and purpose of a liberal education. Advisors are well versed in the services provided by the Student Development team and are knowledgeable about utilizing the academic support services available to our students. The advisor and student will work as a team to seek out and use the best resources and strategies to promote academic and personal success for the student. This advising assistance gives Midland students the benefits of a carefully planned academic program.

Advisors have access to the results of academic aptitude, reading skill and comprehension, English composition and other achievement tests for use in helping their advisees plan their educational program. Pertinent information from the advisee's high school record is also available.

All advisors receive grade reports for his/her advisees. First Year Advisors will review midterm and semester grades with their individual advisees. Advisors, at their discretion, may consult with the advisee's instructors, the university pastor, the nurse, the directors of housing, coaches, the Academic Affairs Office, or the Vice President for Student Development and Retention to provide greater help.

Advisors do their utmost to assist their advisees, but the ultimate responsibility for understanding and meeting academic policies and degree requirements rests with the student.

Advisor Changes

If an advisor change becomes necessary because the advisor/advisee fit is not satisfactory, the advisee should go to the Registrar's Office and ask for an Advisor Change Request form. This form must be completed and returned to the Registrar's Office. The advisor change will then be processed and accomplished by mutual agreement.

CODE OF CONDUCT AND CAMPUS POLICIES |

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:
 - Furnishing false information to any University official, faculty member, or office.
 - 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:
 - 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.
 - Forgery to obtain products, services, or monetary gain via another's checks.
 - 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.
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's 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:
- Failure to obey the notice from a University official or Conduct Committee to appear for a meeting as part of the Disciplinary Review Process.
 - Falsification, distortion, or misrepresentation of information during the Disciplinary Review Process.
 - Disruption or interference with the orderly conduct of a Disciplinary Review proceeding.
 - Attempting to discourage an individual's proper participating in, or use of, the Disciplinary Review System.
 - 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.
 - 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.
 - Influencing or attempting to influence another person to commit an abuse of the Disciplinary Review System.
 - Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

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 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 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

- I. Students have the right to request an amendment to their records if they believe they are inaccurate, misleading or in violation of privacy rights.
- II. 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.
- III. If the request is denied, the University notifies the student of the right to a hearing to challenge the decision.
- IV. The University schedules a hearing and notifies the student of the date, place and time.
- V. 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.
- VI. The University prepares a written decision that includes a summary of the evidence presented and reasons for the decision.
- VII. 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.
- VIII. 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

Refund and Withdrawal Policy- Undergraduate Programs

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.

Computer Services

- 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 the first eight letters of the last name followed by first and middle initials. First year students will be assisted with the accounts in their Midland University 101 class. 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 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. Swanson offers two Microsoft Windows labs in the basement. 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, and Anderson 306 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.

Technology Use Policy

- Midland University provides a variety of technology to the campus community. Every student is provided with their own account on the Midland University network. This account gives access to Midland University computers, Internet, network storage, email, Moodle 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.

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.

Student-Owned Computers

A student who uses their own computer in the residence halls, on wireless Midland University connections, or elsewhere on campus is expected to do the following:

- Register your computer within the Midland University network (this can be done online once your computer is connected to the network)
- Fully read and agree to the Midland University Technology Use Policy (available through the online network registration process)
- Perform operating system updates on your computer as they are available
- Install antivirus software; setup to do daily downloads of the latest virus definitions and daily scans of all files
- Install popup blocking software; setup to do daily downloads of the latest definitions and daily scans of all files
- Remove any peer-to-peer (P2P) download software (i.e. BitTorrent, eDonkey, Kazaa, LimeWire, Morpheus and WinMX) or when necessary Internet gaming software

If you are uncertain on any of these matters mentioned above, it is your responsibility to schedule an appointment with the Help Desk to have your computer checked. The Help Desk will generally (dependent upon operating system) be able to provide you with assistance, antivirus software, popup blocking software and updates at no charge. Visit the IT Help Desk for additional services and information.

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 judicial system of Student Development as specified in the Student Handbook.

Data and File Storage

WARNING: Do not store data files on the Midland University computer hard drives. These computers are periodically cleaned, restored or even moved. If you save your files to these computers you are taking a risk that your files will be deleted. There are other alternatives for saving your files. Other alternatives include the following:

- An individual network 'Home Directory' or 'H: Drive' is available to every student when logged into the Midland University network. A 'Home Directory' is a secure storage area on a network server that only the individual user has access to when logged into the network. To use your Home Directory, open the 'My Computer' icon on the desktop and locate the H: drive. You can then use this drive just as you would any other drive on the computer.
- USB Flash drives are small self-contained drives that plug into the USB ports on the computers.
- CD-ROM discs are an excellent choice for backing up large volumes of data. Most Midland University computers are equipped with the ability to write CDs.
- Floppy disks are still an option for storing data, but are far less reliable than the other options mentioned above. Every year we have several students that loose files due to a damaged floppy disk. We do not recommend using floppy disks unless you have copies of your files on other media.
- Always remember to make a backup copy of your important files.

Reporting Misuse

It is to your advantage to report the misuse of the campus network or its labs. Damaged equipment and network slowness are usually caused by a few, but the effects are felt by many. It is the responsibility of the students to help maintain computer labs by properly using the equipment and reporting problems immediately to the Help Desk at x6270 or to the IT Director at x6171.

Enforcement of Policies

Network usage is monitored and regulated. Any excessive or abusive use will result in possible termination of network privileges until the issue is resolved. Failure to comply with any of the policies may result in the termination of the student's Midland University network privileges. Midland University reserves the right to terminate any network connection without notice if it is determined that any of the policies are being violated.

Help Desk

A Help Desk for computer related issues can be reached through an online system at helpdesk@MidlandU.edu. The email will automatically generate a ticket for the IT help desk staff and email the originator on any updates to the ticket. If the online option is not appropriate, the Help Desk is physically located in the Luther Library building. The Help Desk provides students with assistance for computer support issues and related purchases (hardware, software and media). The phone number for the Help Desk is 402-941-6270.

Emergency Response & Evacuation Procedures

Midland University has a university-wide communication system called "Midland Alert," 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, plus a cell phone if provided to the University. 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 web site (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.

Parents will be notified in a timely manner of an emergency situation on campus through website updates. The main University website will be the primary source of follow-up information during an emergency. Please visit www.MidlandU.edu for details about an emergency. It is imperative to keep telephone lines open during an emergency situation. As soon as additional information is available, it will be reflected on the university web site.

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 at all 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 KHUB/KFMT (1340 AM, 105.5 FM) and other local and regional radio and television stations, along with the Midland University Emergency Alert System and the MidlandU Mobile App.

Please refer to the Midland University Student Handbook for additional information regarding student expectations and campus policies.

STUDENT LIFE AND SERVICES |

Midland University encourages the growth of the whole student - mind, spirit and body. While emphasizing learning both through instruction and study and co-curricular activities, the University provides spiritual, cultural, social, and recreational activities designed to develop all aspects of character and personality. This includes the opportunity for involvement in community governance. A wide variety of special interest organizations exist on the Midland University campus and are listed at the front of this catalog. Further information about these organizations is available in the Student Handbook which can be found within the Student Life section of the Midland website. A wide range of services and resources are provided by the University to assist students in all areas of intellectual, personal, spiritual, and physical development.

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.

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 Learning Center (TLC)

Located in Luther Library, TLC is available to all students who wish to improve their academic skills. Some students are referred to TLC, others simply drop in for assistance. Both groups receive individual assistance from peer tutors and/or the director in basic skills such as note taking, listening, reading, and test taking. Peer tutors are provided in most content areas, and review sessions are held for several classes.

Supplemental Instruction (SI)

Supplemental Instruction is available to students in select courses who wish to improve their academic performance. SI is a peer facilitated academic support program that targets historically difficult courses so as to improve student performance and retention by offering regularly scheduled, out-of-class review sessions.

Writing Center (WC)

The Writing Center offers one-on-one assistance to students with any writing activity. This includes assignments

for classes as well as non-class activities such as preparing essays for graduate school. Services are also available to staff and faculty.

Math Lab

The Math Lab, located in the Luther Library, provides assistance to students with any math related studies.

Speech Center

The Speech Center, located in AND407, offers one-on-one assistance to students with any speech activity.

Housing – Residence Life

On-campus residence is required of all students unless they are living with parents, are married, have dependents or have reached the age of 21 by the first date of classes. Students wishing to live off campus must receive approval from the Residence Life Office (Olson Student Center) by submitting an Off-Campus Request Form.

Residence Hall regulations are found in the Student Handbook. Occupants of a residence hall room are held responsible for any damages that may occur within this space and the building. While the University attempts to safeguard the personal property of residence hall occupants, it assumes no responsibility for loss through disappearance, fire, flood or theft. Renters insurance is strongly recommended. Residence Halls may be closed during University breaks. Please consult with the Office of Residence Life for details.

Meals

All residence hall students are required to contract a meal plan with the University. Several meal plans are available for students. Every attempt is made for meals to consist of good dietetic standards while serving those with special needs diets. Students with a health condition should contact the Director of Food Services.

Religious Life

Opportunity for worship is provided through chapel services. Campus worship is held Tuesdays at 11:10 a.m. These programs are under the direction of Campus Ministry. Personal religious growth may come not only through the classroom, but also through the aforementioned worship opportunities, bible study sessions and interest groups. The goal at Midland is to stimulate not only intellectual maturity, but also spiritual maturity within the Christian faith. Midland University prides itself on being open to students of all faiths and takes an inclusive/ecumenical approach to student's spiritual life. The Office for Campus Life will help students who ask to locate a place of worship in their religious tradition.

Individualized Counseling Services

A variety of services and programs are offered by the Office of Counseling. These services include individual counseling, workshops, consultation and referrals. Services are provided without cost to all Midland University students. The Office of Counseling is located in the Olson Student Center. Appointments may be made in person or by calling 402-941-6449/ 402-941-6404.

Health Services

A health information record is required from all newly enrolled students (including those in accelerated programs and graduate studies) upon acceptance to Midland for use by Student Health. Health records are maintained by this office. Student Health is required to meet medical standards set by the Nebraska State Health Department. See the Student Handbook for specific information. The Director of Student Health is available in the Olson Student Center at posted times while classes are in session. All student-athletes are required to submit proof of health insurance to the Student Billing Office, and all Midland students are expected to be covered by health insurance (see details in this Catalog under University Costs.) Such evidence may either be a valid certificate of family coverage or a policy the student has purchased. Any questions should be directed to the Director of Student Health.

Career Development

Midland provides career planning and job search services for use by all Midland students and alumni. Career Development 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.

Automobiles

Any student who owns or operates an automobile is individually responsible for knowing and fulfilling the requirements of the Nebraska motor vehicle laws, including those for insurance. Vehicles parked on or near campus must be registered with Student Development and display a valid Midland University parking tag from the rearview mirror. There is no charge for parking tags. Vehicles without a parking tag belonging to students may be ticketed or towed. Students may request temporary parking passes for visitors.



UNDERGRADUATE ADMISSIONS

The Entering First Year Student

Admission to Midland University is granted to high school graduates or the equivalent on the basis of high school achievement and American College Test (ACT) scores.

Students who graduate in the upper one-fourth of their class are most strongly encouraged to apply for admission; however, any student who graduates from high school in the upper one-half of the class may be admitted in full standing. Students who rank in the lower one-half of the high school graduating class may apply, and will be considered for admission to Midland after review of their ACT scores, personal educational objectives,

or from a guidance counselor.

Application for admission to Midland should be submitted early in the senior year. An application form is available online can be submitted to the Admissions Office. There is no application fee.

Recommended high school preparation includes four years of English, three years of mathematics, at least three years of science, two years of foreign language, and 10 elective units.

The ACT or SAT is required of all incoming first year students. Test scores reflect a student's academic potential in different areas and are a helpful tool in course planning and selection of an academic major. Students should make arrangements to take the test as early as junior year. A schedule of testing dates and registration blanks is available in high school guidance offices or can be obtained from the Midland admissions office.

All applicants should request that an official high school transcript be sent to the admissions office. A transcript request form is available from the Midland University's Admissions Office. The student must submit an official transcript confirming date of graduation in order to enroll in a course(s). Applicants will be notified of their admission status as soon as possible after the completion of the steps outlined above.

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.

A full-time, first year student is defined as a student who has not attended college during the regular academic year (excluding summer) following high school graduation.

Transfer Students

A transfer student is defined as a student who has attended another college during the regular academic year (excluding summer) after high school graduation. College work completed at an institution accredited by one of the regional accrediting associations, North Central, New England, Middle States, Northwest, Southern or Western, may be applied toward a degree at Midland University provided the transfer courses correspond reasonably to those offered at Midland, and that a grade of "C-" or above has been earned in these courses.

Acceptance of credit from unaccredited institutions cannot be assured, although exceptions are made in the case of certain special purpose institutions such as Bible colleges accredited by the American Association of Bible Colleges and nursing schools accredited by the National League for Nursing. Veterans should submit a copy of their ACE transcript, available on the American Council on Education website, and contact the campus Military Services Coordinator.

Students may transfer a maximum of 72 credit hours from an accredited community or junior college and unlimited credits from accredited four year institutions. In certain situations, transfer credit may be accepted provisionally and then validated by additional evidence, such as satisfactory work in residence. Final determination is made by the University Registrar.

A transfer applicant suspended for academic insufficiency from the previous college attended may not be eligible for admission to Midland until after a waiting period of one semester, unless the student has been approved by the admissions committee or has satisfactorily completed nine credit hours at another college with a minimum grade of "C-" in each.

Students transferring from other colleges or universities are required to follow the regular admissions procedure, including the submission of an official high school transcript and an official transcript from each college attended. ACT scores are not required of transfer students if over 24 college credits are completed. A minimum 2.0 GPA is required for acceptance.

Grades earned in classes at other institutions and transferred toward a degree at Midland are entered on the permanent record at Midland, but are not included in the computation of the grade point average at Midland. Under the same provisions, academic work in recognized two-year colleges will be accepted for first-year student

or sophomore credit.

In order to graduate from Midland, a transfer student must complete at least the 32 of the last 40 credit hours in residence and maintain a 2.00 GPA at Midland. Transfer students are eligible for academic honors upon graduation only if they complete at least 64 credit hours in residence at Midland.

Advanced Placement (AP) and College Level Examination Program (CLEP)

The AP Program and the CLEP of the College Entrance Examination Board and the Proficiency Examination Program (PEP) of the American College Testing Service are advanced placement and credit by examination programs recognized at Midland University.

Official exam results must be sent from the testing agency to the Registrar's Office. Evaluation for credit rests with the Registrar's Office and the department in which the subject is offered. Credit will be awarded based on the American Council of Education's recommendations. Students are encouraged to take subject exams. Full academic credit for such work will not be granted until the student has successfully completed at least one term at Midland.

Defense Activity for Non-traditional Education Support (DANTES)

Midland University may award credit for DANTES subject exams based on the recommendations of the American Council of Education. The student must have an official transcript sent to the Registrar.

International Baccalaureate (IB)

Midland University may award credit for IB courses for scores on Higher Level exams of 5 or above. Students should submit transcripts for all IB course work as part of their application to the University.

Re-admission

Undergraduate students who have been away from Midland one semester or more, or who have graduated from Midland, must file an application for re-admission. Re-admission applications will be reviewed and checked to make sure that all academic and or financial obligations have been met before a student can be re-admitted to the University. There is no charge to re-apply, and the necessary form may be obtained in the admissions office or completed online at www.midlandu.edu. Graduate students must apply for re-admission if they have been away from the University for one session or more.

If a student has attended or completed coursework at other colleges, all transcripts from these institutions must also be submitted.

Students Holding an Associate Degree

Students who have successfully completed the Associate of Arts degree or its equivalent from a regionally accredited or corresponding institution and have a minimum of 60 transferable hours are eligible for admission to Midland as first-term juniors. This includes Associate of Science degrees from Nebraska community colleges. A.S. degrees from other states will be evaluated on an individual basis. Graduation from Midland is contingent upon fulfillment of institutional and major requirements for the baccalaureate degree. Students holding an Associates of Applied Science degree will have courses evaluated individually.

Special Admission

Persons who do not meet regular admission requirements, but who wish to take particular course work, may be granted admission as special students for no more than two courses. Individuals admitted as special may count such course work toward a degree only upon completion of all regular admission and prerequisite requirements.

International Students

Undergraduate and graduate applicants normally should apply for admission one year before the time they expect to enter Midland. All credentials must be on file at least two months before the Midland term begins. Foreign Candidates for admission must file an application and official document certifying in English their

complete secondary training. A TOEFL test (Testing of English as a Foreign Language) of 550 (written), 213 (computer), 79 (internet based) or IECTS score of 6.5 is required, along with a statement of finances indicating sufficient funding to cover all costs. International students are also required to purchase health insurance as a condition of enrollment. Further details from the Admissions Office are available online at MidlandU.edu.

High School Scholars

Midland University's High School Scholar program allows high school juniors and seniors to take one or two college courses per semester on Midland's campus. Students will earn college credit toward a degree at Midland or students may choose to transfer their credits to another institution. These courses are taught by Midland University faculty and can be part of the students' regular high school schedule. In addition, students may earn credit towards high school graduation by enrolling in Dual Enrollment courses at their high school.



FULL-TIME FACULTY |

Thomas R. Adamson, *Business*

B.A., Coe College; M.B.A., University of Nebraska–Lincoln

Rebecca Baumeister, *Nursing*

B.S.N., M.S.N., Nebraska Methodist College

Deborah Brester, *Nursing*

B.S.N., Midland University; M.S.N., Nebraska Methodist College

Rita M. Bristol, *Business*

B.S., Peru State College; M.Ed., University of Nebraska–Lincoln

Cynthia S. DeLanie, *Nursing*

B.S.N., Midland University; M.S.N., Clarkson College

Susan J. Evanich, *Education*

B.A., University of Northern Colorado; M.S., Ed.D., University of Nebraska at Omaha

Barbara Feezell, *Education*

B.S., M.S., Creighton University; Ph.D., University of Nebraska–Lincoln

Jef Field, *HPM*

B.S., Northern State University; M.S. South Dakota State University

Norma Jean Goble, *Nursing*

A.S.N., Maryville University; B.S.N., University of Nebraska Medical Center; M.S.N., Creighton University

Dan Hays, *Theatre*

B.F.A., University of Nebraska-Kearney; M.A., University of Nebraska-Omaha

Becky Hotovy, *Nursing*

B.S.N., University of Nebraska Medical Center; M.S.N., Nebraska Methodist College

Teresa Houser, *History*

B.A., University of Nebraska – Omaha; M.A., University of Nebraska – Omaha

Zhongming Huang, *Math/Computer Science*

B.S., Guandong University; M.S., Tennessee Technological University; Ph.D., Southern Illinois University

Lance Johnson, *Biology*

B.A., Hastings College; Ph.D. University of Nebraska Medical Center

Jolene Kotschwar, *Nursing*

B.S.N., M.S.N., University of Texas at Austin

Henry E. Krusiewicz, *English*

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