



2017-18 UNDERGRADUATE  
*Academic Catalog*

## TABLE OF CONTENTS

Table of Contents	1
About this Catalog	1
About Midland University	2
Midland University's Mission	3
Accreditation	4
Undergraduate Admissions	5
Academic Policies and Standards	8
Student Records and Privacy Rights	15
Rules, Rights, and Responsibilities	18
Academic Resources	25
Student Life and Services	26
The 4-1-4 Academic Calendar	28
Undergraduate Degrees	30
The Undergraduate Curriculum	33
Pre-Professional/Dual Degree Programs	39
Schools/Colleges and Faculty	42
Academic Affairs	45
Undergraduate Programs	46
Art	46
Arts Management	47
Biology	50
Business Administration	52
Chemistry	55
Criminal Justice	55
Education	56
English	66
History and Politics	68
Human Performance	69
Human Services	71
Mass Communication	72
Mathematics/Computer Science	73
Natural Science	74
Nursing	76
Psychology	81
Religion/Philosophy	82
Respiratory Therapy	83
Sociology	84
Youth and Family Ministry	86
General Studies	87
Course Descriptions	88
Administration and Staff Contacts	154

## ABOUT THIS CATALOG

This Academic Catalog contains official announcements of policies and practices for the academic year 2017-2018, effective August 24, 2017.

Although Midland University intends to adhere to the content of this catalog, the University reserves the right to modify or change the curriculum, admission and degree requirements, tuition and fees, and other policies and procedures without prior notice and without regard to date of application for admission or enrollment. The information in this catalog is not an offer to enter into a binding contract between the student and the University.

These academic policies will apply to all students who begin their academic program during the period of this catalog. Students currently enrolled under a previous Academic Catalog have the option of remaining under that Academic Catalog or substituting this new catalog. This option may be exercised by informing the Registrar of the requested change in writing.

Questions about this catalog should be directed to the University Registrar: registrar@midlandu.edu.

## ABOUT MIDLAND UNIVERSITY

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

### Character and History

Midland University owns a rich history of more than 130 years of service in higher education. Our institution was first founded in 1883 as Luther College and was then established as Midland College in 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 50 miles from Lincoln, the capital of Nebraska.

### Profile

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

### Academic Programs

The University offers six bachelors programs along with four graduate programs. Within the 21 subject areas, Midland offers 35 full and compressed majors, 29 concentrations, 21 education endorsements, 18 minors, and 14 pre-professional fields of study. In addition, independent study, interdisci-

plinary concentrations, 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.

Midland has an additional location in Omaha. This 10,000 square-foot facility, located in the Old Mill business district, contains classrooms, collaborative space where students can work, café areas for community events, and office space. The Omaha location is home to the Midland MBA program and the Para to Teacher Program,

### 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.

## MIDLAND UNIVERSITY'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 experi-

ence 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 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

**Department of Higher Education of the Evangelical Lutheran Church**

8765 W Higgins Road  
Chicago, IL 60631  
(800)638-3522

Individual program approvals and/or accreditation:

The nursing program is approved by:

**Nebraska State Board of Nursing**

301 Centennial Mall South, P.O. Box 94986  
Lincoln, Nebraska 68509-4986  
(402)471-4376

**Accreditation Commission for Education in Nursing (ACEN)**

3343 Peachtree Road, Suite 850  
Atlanta, Georgia 30326  
(404)975-5000  
[www.acenursing.org](http://www.acenursing.org)

The respiratory therapy program is approved by:

**Commission on Accreditation for Respiratory Care (CoARC)**

1248 Harwood Road  
Bedford, TX 76021-4244  
(817)283-2835

The education program is approved by:

**Nebraska State Department of Education**

301 Centennial Mall South, P.O. Box 94987  
Lincoln, NE 68509-4987  
(402)471-2295

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

## 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 at MidlandU.edu and 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 that a grade of C- or better has been earned in these courses. Course equivalencies may be applied if the courses correspond reasonably to those offered by Midland University. Courses over seven (7) years old and subject-specific courses may be evaluated individually and reviewed by faculty in the area of study before the equivalency is awarded.

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. Veterans should submit a copy of their ACE transcript, available on the American Council on Education website, and contact the University Registrar.

Students may transfer a maximum of 90 credits 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. The University Registrar makes final

determination of transfers of credit.

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 30 of the last 36 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 60 credit hours in residence at Midland.

#### *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.

#### *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 University Registrar. Evaluation for credit rests with the University Registrar 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 University 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.

#### *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 University Registrar for evaluation. Midland University follows the guidelines outlined by the American Council on Education in awarding credit for military training and experience.

### **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 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.

### **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. These students will be classified as Non-Degree Seeking students.

### **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. International transcripts must be evaluated by an accredited agency for the U.S. equivalent before submitting to the University Registrar for transfer of credit.

### **High School Scholars/Dual Enrollment**

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. These students will be classified as Non-Degree Seeking students.



## 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. Students may not register for and enter a course, section, or laboratory after the first week of a semester or session. Students may not enter a class after two sessions of the class have met during Interterm and four sessions during Summer.

### Change of Registration

During the fall or spring semesters, a student who desires to drop or change a course may do so during the first week of the term. Beginning the second week of the term, students must obtain signatures of the instructor and advisor and submit a Change of Schedule Form to the University 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 Fall or Spring semesters, after one week of Interterm, or four weeks of a Summer term, will result in a grade of F in the course(s) dropped. Non-standard length courses are subject to the same dates as the full term. All students should refer to the appropriate Academic Calendar for exact registration dates.

### Classification of Students

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, which is the first day of Academic Week 3 unless otherwise indicated on the Academic Calendar.

### Academic Load

The typical load for an undergraduate 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 Academic Affairs, 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.

### Overload Policy:

**19 credit hours:** 3.25 grade point average previous semester\* and a 3.25 cumulative GPA

**20-21 credit hours:** 3.50 grade point average previous semester\* and a 3.50 cumulative GPA

\*Based upon a minimum of 12 credit hours graded on the A-F scale

Undergraduate students desiring to take graduate classes require approval from Academic Affairs 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 credits earned
Sophomore	28-59 credits earned
Junior	60-89 credits earned
Senior	90 or more credits earned

### 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 program offering the course, in consultation with the Academic Affairs, 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 credits during that term or

in excess of three credits during Interterm. Test out courses are awarded grades 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 Offerings**

Courses which are included in the regular curriculum of the University are listed in this Catalog. 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 500s and 600s.

### *Course Sequencing*

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

### *Independent Study Courses*

Independent study involves scholarship and research above and beyond the departmental courses offered at Midland, providing students the opportunity to explore a specialized topic in depth. The student consults with a faculty supervisor and completes a written proposal form. If approved, the student pursues the study with minimal direction from the supervising professor. Independent study opportunities are available in all departments under the common course number 450 or 650. They

may be proposed for one or more credits, although they are usually valued at three credits. Grading includes sharing the results of the study with the campus community in the form of 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 affects the instructor's time, directed studies are purposely held to a minimum. The student consults with the instructor who normally teaches the course and, if approved, prepares a full written proposal form for review by Academic Affairs.

### *Research*

A research course is offered within most programs for Junior or Senior students in good standing with the University. The research class is typically listed under the common course number of 496 and is a variable credit 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 and program faculty and after gaining approval from Academic Affairs.

### *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 are completed in three credit blocks to a maximum of nine credits 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. They are open to all Midland students via a written proposal form with approval/rejection from the department asked to grant the credit and Academic Affairs. 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 complete 270 clock hours including their clinical work. 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.

### **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 University Registrar as a P, PM or NC. Students may opt for the P/NC grade system in a maximum of one course per term, including summer, exclusive of courses designated as graded on the P/NC only basis. Students are reminded that the core curriculum courses identified 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.

Grading options must be made by midterm of the regular semester and the end of the drop period of Interterm and Summer and filed with the University Registrar. The instructor is responsible for keeping a record of the options chosen and for recording the option on the official grade report at midterm. 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 University Registrar, the student's grading option choice cannot be changed except in the case of exceptional circumstances.

The University requires a minimum of two-thirds of the credits for graduation to be graded on the A-F system. The number of P/NC options a student may take, exclusive of P/NC only courses, is limited to four courses. A minimum of two-thirds of the credits for the major must be graded on the A-F system. Departments may raise the two-thirds minimum, but may not lower it without the approval of Academic Affairs. In instances where the departmental standard is more or less than two-thirds, the variation is stated in this Catalog.

### **Grades**

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

*\*The Nursing Program requires a C+ to meet satisfactory completion of coursework. See the Nursing Handbook for more information.*

An AW indicates Administrative Withdrawal from the course. No academic credit is awarded for

courses in which the student receives a grade of F or AW; F and AW grades are computed as 0.00 in the GPA.

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

#### *Repeated Courses*

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

#### *Grade Point Average*

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

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

Sample Computation of a Term Grade Point Average:

Course	Credits	Grade	Grade Quality Points	Course Quality Points
MID101	1	P		
SOC130	3	B	3.0	9.0
SPE110	3	C+	2.3	6.9
MUS084	1	P		
CHE103	4	A-	3.7	14.8
BIO110	3	A	4.0	12.0
HPM151	1	P		
	16			42.7

A student's GPA for each term is determined by dividing the number of points earned in A-F graded courses by the number of A-F graded credits taken. The P, PM and NC grades are not computed into the student's grade point average. In this instance, MID101, MUS084, and HPM151 are graded on the P/NC only basis and are not computed in the GPA. Thus, the grade quality points of 42.7 are divided by 13 (letter-graded credits) = GPA = 3.285. Sixteen credits, however, are earned toward the graduation requirement of 120 credits.

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

#### *Grade Reports*

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

## **Academic Honors**

### *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 credits 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 credits on the A-F grading system during the term.

### *Departmental Honor*

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 60 credits 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. Honors for the Commencement Ceremony will be based upon grades through the prior Fall and Interterm semesters.

## **Academic Progression**

### *Minimum GPAs*

The following standards of scholarship have been established and must be maintained by the student:

\*Any term of attendance: 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 Academic Affairs. Students may petition the Vice President of Academic Affairs 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 University Reading and Writing courses (ENG111 and ENG112), followed by the required Composition (ENG120) and Humanities courses (MID120 and MID130). Students enrolled

in these courses may be required to take a proficiency exam that will determine whether his/her placement in these courses can be adjusted, per the discretion of the instructor. Students that are unsuccessful in ENG111 will be required to repeat the course the following semester and will be placed on Academic Probation. Any student that is not successful in the ENG111 after two attempts will be Academically Suspended. Students must take ENG112 in the semester immediately after completing ENG111, unless otherwise recommended per the discretion of the English faculty. Students unsuccessful in ENG112 will be placed on Academic Probation and those students unsuccessful in two attempts will be Academically Suspended. Once enrolled in Midland University, students placed on this track may not bypass the Reading and Writing sequence. However, during the enrollment process to Midland, students may transfer credit for ENG120: Composition I and bypass the Reading and Writing sequence, regardless of ACT scores.

#### *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 Academic Affairs prior to the last week of the term. The deadline for removal of incomplete grades is as follows:

- Fall and Spring terms – Sixty (60) days following the conclusion of the term
- Interterm and Summer terms – Forty-five (45) days following the conclusion of the term

Deadlines are posted to the official Academic Calendar.

In cases of hardship and at the instructor's discretion, students may be granted extensions on the incomplete deadline. Incomplete grades not removed by the deadline will automatically be recorded NC or F, depending upon the student's original grade option choice for the course.

#### **Withdrawals**

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

A student who finds it necessary to fully withdraw from Midland before the end of a term should obtain and complete the necessary paperwork from his/her academic advisor. This must be done within one week following the last attendance at class. This procedure must be followed in order to ensure an official withdrawal. If withdrawal occurs prior to four weeks before the last day of classes in that term but after the last day to drop, a grade of W is then assigned to all courses unless an AW or IW has already been assigned.

Failure to attend class for any period of time does not constitute a withdrawal. Failure to complete the withdrawal procedure through academic advising or the Registrar's Office will not constitute withdrawal and may result in failing grades being placed on a student's permanent academic record.

#### *Administrative Withdrawal*

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

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

### *Institutional Withdrawal*

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

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

### **Attendance**

A student's full participation in class and community activities is vital to their academic success at Midland. As a general university practice, students are expected to attend all classes and, when absent, are responsible for work missed. Please see course syllabi for guidelines. Violation of attendance guidelines may be reported to Academic Affairs 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.

### **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 80 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 credits 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 credits to be completed, but no more than 12, may petition Academic Affairs 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 grad-

## STUDENT RECORDS AND PRIVACY RIGHTS

uation 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 credits at Midland in addition to the credits earned for the first degree. Students will not be required to meet new core, general education 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 requirements in addition to all other graduation requirements such as cumulative GPA of 2.0, residency requirement and major requirements. Credits transferred in from the previously earned bachelor's degree may count towards Midland University graduation requirements including major, minor, and core.

### **Confidentiality of Information**

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

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

### *Parental Access to Academic Records*

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

### **FERPA (Family Education Right and Privacy Act)**

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

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**

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

## RULES, RIGHTS, AND RESPONSIBILITIES

### 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

### 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 Academic Affairs. If such acts occur, disposition of the case is the prerogative of the instructor. Penalties may range from rejection of the assignment with the request that the work be resubmitted to a grade of "F" in the courses. Instructors may recommend a more severe penalty, up to and including academic suspension.

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

here may be put in place by instructors. All incidents of confirmed plagiarism will be communicated to Academic Affairs for appropriate action.

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

### **Appeals**

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

#### *Grade Appeals*

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

#### *Timeline*

Appeals must be submitted within thirty (30) days of the close of the semester in which the decision was made. Students will have 24 hours to appeal their Administrative Withdrawal from a course.

## **Accommodation for Students with Disabilities**

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

Upon acceptance to Midland, students seeking accommodation are responsible for notifying the Coordinator of Academic Program Support. 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 Coordinator of Academic Program Support and the Student Handbook.

## **Student Code of Conduct**

Students are required to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community.

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary action and review and possible sanctions:

1. Acts of dishonesty, including but not limited to the following:
  - a. Furnishing false information to any University official, faculty member, or office.
  - b. Forgery, alteration, or misuse of any University document, record, or instrument of identification.
2. Physical harm, verbal harm, threats, intimidation, harassment, sexual misconduct, coercion,

and/or other conduct which threatens or endangers the health or safety of any person.

3. Attempt of actual theft of and/or damage to property of the University or property of a member of the University community or other personal or public property, on or off campus. Theft includes, but is not limited to:
  - a. Use of another's Student ID card for the dining hall or to gain unauthorized entrance to a residence hall or campus activity, unauthorized use of another's Student ID card in regard to the declining balance program, or any other unauthorized use of a Student ID card.
  - b. Forgery to obtain products, services, or monetary gain via another's checks.
  - c. Knowingly possessing stolen property.
4. Hazing, which is a broad term encompassing any action or activity which does not contribute to the positive development of a person, or which inflicts or intends to cause mental or bodily harm or anxieties, or which may demean, degrade, or disgrace any person.
5. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
6. Unauthorized possession, duplication or use of keys to any University premises or unauthorized entry to or use of University premises.
7. Intentionally, negligently or recklessly initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency.
8. Soliciting or offering funds or favors to obtain or furnish unauthorized information or material.
9. Knowingly, freely, or negligently allowing violations of University rules and regulations to take place.
10. Violation of any federal, state or local law.
11. Use, possession, manufacturing, or distribution of illegal drugs.
12. Use, possession, manufacturing, or distribution of alcoholic beverages or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
13. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any

such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.

14. Disruption of any activity occurring on campus or participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

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:

- a. Failure to obey the notice from a University official or Conduct Committee to appear for a meeting as part of the Disciplinary Review Process.
- b. Falsification, distortion, or misrepresentation of information during the Disciplinary Review Process.
- c. Disruption or interference with the orderly conduct of a Disciplinary Review proceeding.
- d. Attempting to discourage an individual's proper participating in, or use of, the Disciplinary Review System.
- e. Attempting to influence the impartiality of a member of the Disciplinary Review System prior to, and/or during the course of, the Disciplinary Review proceeding.
- f. Harassment (verbal or physical) and/or intimidation to any professional or a member of a Conduct Committee prior to, during, and/or after a Disciplinary Review proceeding.
- g. Influencing or attempting to influence another person to commit an abuse of the Disciplinary Review System.
- h. Failure to comply with the sanction(s) im-

posed under the Disciplinary Review System.

### **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 their first and last names separated by a period. First year students will be assisted with the accounts in their MID101 class and at New Student Registration events. Upper-class students may stop by the IT Help Desk in the Library if assistance is needed to access their accounts.
- Students are required to use their Midland University email account. A student's Midland University email is a means of official communication as is 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 his/her own account on the Midland University network. This account gives access to Midland University computers, Internet, network storage, email, Canvas and more. Individuals who are provided access to Midland University technology, labs, and services will assume responsibility for the appropriate use of these privileges. Please direct any questions or concerns related to technology, to the online computer Help Desk at [helpdesk@MidlandU.edu](mailto: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 Univer-

sity'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.
  - 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](mailto: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](http://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](http://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 website.

## **Cancellation of Classes Due to Inclement Weather**

Since the majority of Midland University students reside on-campus, it is the general policy of the University to hold classes if possible. Members of the faculty, staff and commuting students are encouraged to make individual judgment as to whether or not they can safely reach the campus. In those rare instances when inclement weather forces cancellation of all university activities, notification is made via 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.

## **University Regulations**

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

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

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

## ACADEMIC RESOURCES

### **The Student Success Center Advising Team**

As Midland University works to fulfill our mission of inspiring students to learn and lead in the world with purpose, we are committed to individual student success. Each student is assigned a Student Success Advisor that will work alongside the student during his or her career at Midland. 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 opportunities. They have a special understanding of working with students as they declare or search for their major. Advisors assist students in understanding the role and purpose of a liberal arts education, as students build the foundations of their careers at Midland.

Advisors are well versed in the support services offered by the University, including the Student Affairs team, Academic Program Support, Counseling, Student Health, Campus Ministries, and other campus resources. The advisor and student will work as a team to seek out and use the best resources and strategies available to promote academic and personal success. This advising assistance gives Midland students the benefits of a carefully planned academic program and a holistic approach to personal development.

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. All advisors receive grade reports for his/her advisees. Advisors, at their discretion, may consult with the advisee's instructors, campus resources, coaches, and arts directors to best support the student on their way to degree completion.

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. Copies of the Mid-

land University Academic Catalogs are located at [my.midlandu.edu](http://my.midlandu.edu) for each incoming class.

The Student Success Center is located on the north-east end of the Olson Student Center and is open 8a-4:30pm Monday-Friday.

### **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 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, assists students with any math related studies.

## STUDENT LIFE AND SERVICES

### Personal and Career Development Center (PCDC)

Midland provides career planning and job search services for use by all Midland students and alumni. The PCDC 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.



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 below. 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.

#### Co-Curricular Programs

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

- Varsity Intercollegiate Sports
- Intramural & Club Sports
- Student Government
- Campus Ministries
- Sororities & Fraternities
- Vocal music
- Instrumental music
- Drama
- Student Publications
- Department Clubs
- Speech & Debate

#### 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

#### **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. Nursing students will have to verify insurance coverage (see the Nursing Handbook for more information). Any questions should be directed to the Director of Student Health.

#### **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.

#### **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 Uni-

## THE 4-1-4 ACADEMIC CALENDAR

versity 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.



### 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 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 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 textbook.
- 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 August with courses in various blocks. During the summer session, the maximum student load without special permission is nine (9) credits.

### Traditional Academic Calendar, Academic Year 2017-2018

Fall Semester	
August 24 (T)	Beginning of Term
September 4 (M)	Labor Day Holiday
October 19-20 (R-F)	Fall Break
November 22-24 (W-F)	Thanksgiving Holiday
December 14 (R)	End of Term
Interterm	
January 3 (W)	Beginning of Term
January 15 (M)	Martin Luther King, Jr. Day Observed
January 19 (F)	End of Term
Spring Semester	
January 25 (R)	Beginning of Term
March 26-30(M-F)	Spring Break
March 30, April 1 (F, M)	Easter Holiday
May 17 (R)	End of Term
Summer Session	
May 30 (W)	Beginning of Term
July 4 (W)	Independence Day Holiday
August 21 (T)	End of Term

See the full Academic Calendar posted online or in the Registrar's Office for more details. Academic Calendar is subject to change.

## UNDERGRADUATE DEGREES

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 multiple majors will declare a primary major, which will then determine the degree awarded. 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 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:

- The successful completion of at least 120 credits or the equivalent, including all general education requirements.
- 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 in work taken in the major or minor, unless otherwise specified.
- The majority of course work applied to the baccalaureate degree must be graded on the A-F system:
  - \* A minimum of 80 credits 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.
- Residence requirements stipulate that 30 of the final 36 credits must be completed in residence at Midland.
- All financial obligations to the University must be fulfilled.

### *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 full major. Certain compressed majors may not be combined with each other or with certain full majors or minors. Note the restrictions under the program descriptions.



Degrees, Majors, and Corresponding Academic Programs			
Degree	Major	Concentrations	Areas of Study
Bachelor of Arts (BA)	Art		Graphic Arts
	Arts Management	Vocal, Instrumental, Theatre Performance, Technical Performing Arts, General Business, Marketing, Management	
	Compressed Finance; Compressed General Business; Compressed Management; Compressed Marketing		
	Criminal Justice; Compressed Criminal Justice		
	Education	Elementary K-8; Secondary Education 6-12 or 7-12; Special Education Generalist K-12; Elementary and Secondary, PK-12	
	English; Compressed English		
	History; Compressed History		
	Human Services	Early Childhood; Social Science; Community Health	
	Human Performance	Athletic Training; Pre-Professional Exercise Science; Sports Marketing & Management; Strength and Conditioning	
	Mass Communication		
	Psychology; Compressed Psychology		
	Religion/Philosophy; Compressed Religion/Philosophy		
	Sociology; Compressed Sociology		
	Youth and Family Ministry; Compressed Youth and Family Ministry		

Degrees, Majors, and Corresponding Academic Programs			
Bachelor of Fine Arts (BFA)	Studio Arts	Ceramics; Drawing; Graphic Design; Painting; Sculpture	
Bachelor of Science in Nursing (BSN)	Nursing Program options: Traditional; LPN to BSN; RN to BSN		
Bachelor of Science in Business Administration (BSBA)	Business Administration;	Accounting; General Business; Management; Marketing	
Bachelor of Science (BS)	Biology		Pre-Medicine, Pre-Physician Assistant, Pre-Pharmacy, Pre-Physical Therapy, Pre-Dental, Pre-Veterinary Medicine, Pre-Occupational Therapy, Pre-Environmental Science
	Mathematics/Computer Science; Compressed Mathematics	Mathematics; Computer Science	
	Natural Science Composite	Biology; Medical Arts	
	Respiratory Therapy		
Bachelor of General Studies (BGS)	General Studies		

**Minors:**

Applied Behavior Analysis; Art; Biology; Business Administration; Chemistry; Coaching; Computer Science; Criminal Justice; Earth Science; English; Graphic Art; Human Services; Mathematics; Nutrition; Politics; Psychology; Religion/Philosophy; Sociology; Writing;

**Education Endorsements:**

*Field:* Business, Marketing, & Information Technology 6-12 (pending NDE approval); Elementary K-8; Health and Physical Education PK-12 (pending NDE approval); Mathematics 6-12; Music PK-12; Science 7-12; Social Science 7-12; Special Education Generalist K-12

*Subject:* Biology 7-12; History 7-12; Physical Education PK-12; Secondary English 7-12; Special Education Generalist K-6; Special Education Generalist 7-12; Vocal Music PK-12

*Supplemental:* Coaching 7-12; Early Childhood PK-3; English as a Second Language (ESL) PK-12; English as a Second Language (ESL) PK-6; English as a Second Language (ESL) 7-12; Theatre 7-12

## 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.

### 1) WRITING REQUIREMENT

(3-9 credits on the A-F scale with a C- or better): 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. Students placed into this track are required to pass the ENG111 and ENG112 sequence within one academic year

ENG111: University Reading & Writing I (3 credits)

ENG112: University Reading & Writing II (3 credits)

ENG120: English Composition (3 credits)

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

ENG120: English Composition (3 credits)

### 2) REQUIRED HUMANITIES COURSES

(8 credits on the A-F scale with a C- or better): 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

MID120: Blue Humanities (4 credits)

MID130: Orange Humanities (4 credits)

### 3) HUMANITIES CHOICES

(9 credits total, with 3 credits from each of the following categories):

a. Category A: Fine and Performing Arts (3 Credits) Select a course from Art, Music, or Theater including, but not limited to:

ART100: Introduction to Drawing

ART110: Introduction to Design

ART131: Ceramics Hand-building

ART132: Ceramics Wheel Throwing

ART133: Empty Bowls

ART140: Introduction to Advertising Design

ART160: Introduction to Graphic Illustration

ART180: Introduction to Graphic Design

ART150: Introduction to Painting

ART201: Art History I

ART202: Art History II

ART219: Introduction to Sculpture

MUS011: Voice

MUS021: Organ

MUS031: Piano

MUS041-44: Instrumental courses

MUS080: Clef Dwellers

MUS050: Orchestra

MUS060: Jazz Ensemble

MUS070: Percussion Ensemble

MUS072: Band

MUS080: Clef Dwellers

MUS084: Choir

MUS101: Fundamentals of Music

- MUS180 Topics in Music
- MUS210: American Music Experience
- THE111: Theatre Technology
- THE202: Fundamentals of Acting
- THE260: Musical
- THE270: Theater Practicum-Tech
- THE271: Theater Practicum-Performance

b. Category B: Religion and Philosophy (3 Credits)  
Select a course from Religion or Philosophy including, but not limited to:

- REL120: Development of Christian Thought
- REL130: Introduction to the Old Testament
- REL140: Introduction to the New Testament
- REL150: Lutheranism
- REL185: Christian Communities
- REL208: Jesus and the Prophets
- REL230: Power, Structure and Moral Responsibility
- REL240: Religions of the World
- REL280: Christianity and Human Sexuality
- PHI200: Philosophy Across the World
- PHI250: Foundations of Moral Decision Making
- PHI280: Critical Thinking
- PHI290: What is Religion? Who is God?

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

Select a course from History or English including, but not limited to:

- ENG110: Introduction to Literature
- ENG140: Plains Literature
- ENG203: Making of America
- ENG204: Development of Modern America
- ENG210: Topics in Ethic Literature
- ENG220: Advanced Writing
- ENG290: Linguistics
- HIS111: United States History to 1877
- HIS112: United State History since 1877
- HIS153: World Civilizations I
- HIS154: World Civilizations II
- HIS240: Women in America
- HIS241: Great Plains History
- POL112: Introduction to Political Science
- POL113: American Government

#### 4) MATHEMATICAL LITERACY:

(3 credits on the A-F scale with a C- or better):

- MTH100: Math for Liberal Arts
- MTH140: College Algebra

- MTH150: Pre-Calculus
- MTH210: Elementary Statistics
- MTH220: Calculus I
- SSC330: Social Science Statistics\*

\*Only approved for Criminal Justice, Human Services, Psychology, and Sociology majors.

#### 5) LAB SCIENCE PROFICIENCY:

(4 credits on the A-F scale with a C- or better):

- BIO100: Principles of Environmental Science
- BIO103: Principles of Biology
- BIO106: General Zoology
- BIO190: Survey of A&P
- CHE103: General Chemistry I
- CHE104: General Chemistry II
- CHE122: Chemistry for Health Sciences
- ESC101: Physical Geology
- ESC102: Historical Geology
- PHY121: Descriptive Astronomy
- PHY122: Topics in Astronomy
- PHY151: General Physics I

#### 6) ORAL COMMUNICATION PROFICIENCY:

(3 credits on the A-F scale with a C- or better):

- SPE110: Fundamentals of Oral Communication
- SPE210: Interpersonal Communication
- SPE250: Group Communication

#### 7) INTRODUCTION TO MIDLAND (1 credit)

- MID101: Introduction to Midland

Students may take upper-level courses but must meet course prerequisites. Internship courses will not meet Humanities requirements.

#### 8) REQUIRED WRITING ("W") Courses:

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 demonstrate 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 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 for assessment

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 (3) 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.

Courses meeting the Required Writing requirement are designated in the course descriptions.

### **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 other details differ from major to major, as noted in 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.

### **Academic Enrichment and Honors**

#### *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.

#### *Honors Program*

The Midland University Honors Program provides a diverse, rigorous academic culture for qualified students who desire this challenge.

The Honors Program's 30 credit curriculum includes a Humanities and Speech 4 credit course (8 total credits); a 3 credit international or region

al travel course; 12 credits of additional Honors courses (which might be part of a student's major requirements); and a 1 credit Experiential and Service Learning course for six semesters (6 total credits). Honors Students also enroll in a Presidential Capstone course (1 credit) during the senior year. Cultural events designed for Honors Students are scheduled throughout the academic year.

Honors courses are designated with an "H" after the course prefix and number and are indicated in the course descriptions in this catalog by "*Honors section available.*" Additional courses may be designated by the faculty and Honors Committee in the future.

Most eligible students start in the Honors Program during the fall semester of the freshmen year. At the end of the first year, Midland University or transfer students, who meet Honors Program criteria and have at least six semesters remaining before graduation, are also eligible to apply for admission to the Honors Program. Honors Students who complete all Honors Program curriculum requirements graduate with an Honors designated diploma.

#### *Graduating in Four Years*

Midland University is committed to providing students the diverse experiences of a liberal arts education with the support and guidance necessary to graduate in four years. By working closely with a Student Success Advisor, students are ensured access to the courses and support needed to be successful and graduate in four years. All students meeting the four basic requirements below will be guaranteed the opportunity to earn their undergraduate degree in four years:

**1. Declare a major by the start of their sophomore year.** Students may use the first year to explore major options and possible programs of interest. The Four-Year Graduation Guarantee applies to all full time undergraduate students entering college for the first time and their completion of one major and one minor; including majors that require on-time acceptance into a specific program of study. Programs requiring early matriculation and acceptance include the Nursing program (acceptance by the start of the Sophomore year) and the Education program (acceptance by the completion of the Sophomore year).

**2. Enroll in classes to fulfill the requirements of the student's declared major(s) and/or minor(s).** Courses at Midland University have been sequenced to allow for completion of requirements within four years. Students are required to meet with their Student Success Advisor at least once per semester to review their program of study, register for classes and partner in developing a graduation plan. The Advisor will assist in developing the graduation plan utilizing the Academic Catalog which will be available as a reference guide to the student.

**3. Maintain a normal course load as a full-time student, and earn the minimum passing grade in all classes.** Students enrolling in at least 15 credit hours (a normal course load) during each Fall and Spring semester should be able to earn enough credits to satisfy degree requirements within four years as long as they earn the minimum passing grade for each course as stated in the Academic Catalog for each course and program. Students opting to take a course load of fewer than 15 credits a semester will need to enroll in extra hours either in a future, Summer or Interterm semester. Students taking a course graded as P/PM/NC must earn a 'P' to satisfy course requirements and earn a passing grade.

**4. Remain in good academic, financial and disciplinary standing.** Students are required to meet the minimum GPA requirements outlined in the Academic Catalog. All student accounts must be in good standing prior to the beginning of the next term. Students are required to establish an acceptable payment plan with the Midland Student Billing Office. Students will have no major violations of campus policies as outlined in the Midland University Student Handbook, the Academic Catalog and/or the Athletic Commitment of Excellence

## 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, such as the ETS Proficiency Profile exam, Major Field Tests in particular programs, 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 Academic Program Support.

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

Core Area	Outcomes Assessed
Humanities Choice Courses	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate a basic understanding of a central element(s) within each of the following areas: <ul style="list-style-type: none"> <li>• History or Literature</li> <li>• Fine or Performing Arts</li> <li>• Religion or Philosophy</li> </ul> </li> <li>• Analyze their own and others' assumptions and carefully evaluate the relevance and context when presenting a position.</li> <li>• State and describe an issue/problem comprehensively to be considered critically is stated clearly and described, delivering all relevant information necessary for full understanding.</li> <li>• Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.</li> <li>• Reach conclusions that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</li> </ul>
Mathematical Literacy	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).</li> <li>• Represent relevant information into mathematical forms (e.g., equations, graphs, diagrams, tables, words) and solve the problem applying appropriate mathematical models.</li> <li>• Make judgment and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.</li> <li>• 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).</li> </ul>
Lab Science Proficiency	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of scientific principles and their interrelationships to the environment.</li> <li>• Apply the scientific method to design experiments, collect, and analyze data from coherent conclusions.</li> <li>• Demonstrate the ability to assemble, evaluate, and present scientific information.</li> <li>• Demonstrate an understanding of social, moral, and ethical implications of science.</li> </ul>
Oral Communi- cation Proficiency	<p>Students will be able to :</p> <ul style="list-style-type: none"> <li>• Gain a theoretical and practical understanding of the basic theories, concepts, and tenets of human communication.</li> <li>• Demonstrate a capacity to apply critical thinking skills in the creative process.</li> <li>• Build confidence in applying effective communicative strategies in one's own human communication behaviors.</li> <li>• Develop and sharpen active listening skills.</li> <li>• Appreciate the importance of both the verbal and nonverbal components of human communication.</li> <li>• Appreciate the importance, complexity, and relation of the self-concept to achieving satisfying and effective communication in both personal and professional contexts.</li> </ul>
<p><i>Note: Some outcomes based partly on the AAC&amp;U's Valid Assessment of Learning in Undergraduate Education rubrics</i></p>	

## 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 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 and academic advisors. 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 credits 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.

#### *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 credits, an overall GPA of 3.5 or higher, and the Medical College Admission Test (MCAT).

#### *Occupational Therapy*

Occupational therapists help people overcome physical and psychosocial dysfunctions and en-

abling 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.

### *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 credits), 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).

### *Physician 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.

### *Physical Therapy*

Those wishing to attend a school of physical therapy should plan on a minimum of three years of prerequisite work (90 credits) 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.

### *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 credits 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.

### *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 credits 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.

### **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.

## SCHOOLS/COLLEGES AND FACULTY

### LUTHER COLLEGE OF ARTS AND SCIENCES

Jamie Simpson

*Director of the Luther College of Arts and Sciences*

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

#### **Humanities**

Rex Barker

*Director of Instrumental Activities*

*Music*

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

Dan Hays

*Director of Theatre Activities*

*Theatre*

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

Henry E. Krusiewicz

*Professor of English*

*English*

B.A., Kalamazoo College; M.A., Ph.D., University of Colorado

Jim Logue

*Director of Vocal Music Activities*

*Music*

B.A., Augustana College; M.A., University of Iowa

Jeremy Rehwaldt

*Professor of Religion*

*Religion/Philosophy*

B.A., Macalester College; M.T.S., Harvard Divinity School; Ph.D. Vanderbilt University

Tracy Shell

*Professor of Art*

*Art*

B.F.A. University of Montevallo; M.F.A, Rochester Institute of Technology School for American Crafts

Courtney Wilder

*Professor of Religion*

*Religion/Philosophy*

B.A., University of Montana; M.A., Ph.D., University of Chicago Divinity School

Susan H. Wood

*Professor of English*

*English*

B.A., Carleton College; A.M., Washington University, St. Louis; Ph.D., University of Tennessee, Knoxville

Molly Zimmer

*Assistant Professor of English*

*English*

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

#### **Mathematics and Sciences**

Jeff Dennis

*Respiratory Therapy Instructor*

B.S., Midland Lutheran College

Zhongming Huang

*Professor of Math*

*Mathematics and Computer Science*

B.S., Guangdong University of Technology; M.S., Tennessee Technological University; Ph.D., Southern Illinois University

Lance Johnson

*Professor of Biology*

*Biology*

B.A., Hastings College; Ph.D. University of Nebraska Medical Center

Todd Klopfenstein

*CHI Health-Immanuel Respiratory Therapy Program Coordinator*

B.S., Midland Lutheran College; M.A.S., University of Nebraska at Lincoln

Chintamani S. Manish

*Professor of Biology*

*Biology*

B.S., Punjabrao Krishi Vidyapeeth, Akola, India; M.S., Governors State University; Ph.D., West Virginia University

Rachel J. Meyer

*Professor of Biology*

*Biology*

B.S., South Dakota State University; M.S., University of Nebraska at Omaha; Ph.D., South Dakota State University

Evangeline Rukundo  
*Assistant Professor of Chemistry*  
*Chemistry*  
B.S., Oklahoma Christian University; Ph.D., Oklahoma State University

Lynn Schnoor  
*Associate Professor of Computer Science*  
*Mathematics and Computer Science*  
B.S., Midland University; M.S., University of Nebraska at Omaha

### ***Social Sciences***

Chair: Megan E. Nielsen  
*Professor of Sociology*  
*Sociology*  
B.S., Wayne State College; M.S., Ph.D., Iowa State University

Dustin Gann  
*Assistant Professor of History*  
*History and Politics*  
A.A., Hutchinson Community College; B.A., Washburn University; M.A., Emporia State University; Ph.D., University of Kansas

Adam Knowlton  
*Associate Professor of Speech and Communication*  
*Speech and Debate Coach*  
*Mass Communication*  
B.A., University of Nebraska at Lincoln; M.A., University of Nebraska at Omaha; Ph.D. University of Nebraska at Lincoln

Scott Sasse  
*Professor of Criminal Justice*  
*Criminal Justice*  
B.S., University of Nebraska at Lincoln; M.S., University of Nebraska at Omaha; Ph.D. University of Nebraska at Lincoln

Connie C. Taylor  
*Professor of Psychology*  
*Psychology*  
A.A., Columbia College; B.A., B.F.A., Stephens College; M.S., Ph.D., Florida State University

### **COLLEGE OF HUMAN PERFORMANCE**

Mark Snow  
*Director of the School of Human Performance*  
B.A., Midland University; M.A., San Jose State University

Jef Field  
*Associate Professor of Human Performance*  
B.S., Northern State University; M.S. South Dakota State University

Heather Hess  
*Assistant Professor of Athletic Training*  
*Clinical Education Coordinator*  
B.S., College of Mount St. Joseph; M.A., East Tennessee State University

---

### **DUNKLAU SCHOOL OF BUSINESS**

Debora Sepich  
*Director of Dunklau School of Business*  
B.A., M.B.A., George Fox University; Ed.D., Creighton University

Thomas R. Adamson  
*Associate Professor of Business*  
B.A., Coe College; M.B.A., University of Nebraska at Lincoln

Rita M. Bristol  
*Associate Professor of Business*  
B.S., Peru State College; M.Ed., University of Nebraska at Lincoln

Jon D. Moxness  
*Associate Professor of Business*  
B.S.B.A., M.P.A., University of Nebraska–Lincoln, C.P.A.

Nick Schreck  
*Instructor of Marketing*  
B.S., Midland University; M.A., Gonzaga University

## **WALKER SCHOOL OF EDUCATION**

Susan J. Evanich

*Director of the School of Education*

B.A., University of Northern Colorado; M.S., Ed.D.,  
University of Nebraska at Omaha

Nancy Christensen

*Assistant Professor of Education*

B.S., University of Nebraska at Lincoln; M.S., Doane  
College

Theresa Ferg

*Assistant Professor of Education*

B.A., University of Nebraska at Kearney; M.S.,  
Wayne State College

Andrew Goodman

*Assistant Professor of Education*

B.A., Truman State University; B.A., University of  
Missouri; M.A. Emporia State University; Ed. D.,  
University of Nevada

Kerry Williams

*Assistant Professor of Education*

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

## **SCHOOL OF NURSING**

Linda Quinn

*Director of the School of Nursing*

B.A., Nursing, Gustavus Adolphus; M.S.N., Loyola  
University; M.A. Counseling, Grace University; Ph.D.,  
Capella University

Rebecca Baumeister

*Assistant Director of the School of Nursing*

B.S.N., M.S.N., Nebraska Methodist College

Deborah Brester

*Assistant Professor*

B.S.N., Midland University; M.S.N., Nebraska Meth-  
odist College

Jane Covington

*Assistant Professor*

B.S.N., M.S.N., Nebraska Methodist College

Cynthia S. DeLanie

*Associate Professor*

B.S.N., Midland University; M.S.N., Clarkson College

Becky Hotovy

*Assistant Professor*

B.S.N., University of Nebraska Medical Center;  
M.S.N., Nebraska Methodist College

Jolene Kotschwar

*Associate Professor*

B.S.N., M.S.N., University of Texas at Austin

Diana J. Moxness

*Associate Professor*

B.S.N., M.S.N., University of Nebraska Medical Cen-  
ter

Jean Phelan

*Assistant Professor*

B.S.N., Creighton University; M.S.N., DePaul Univer-  
sity

Robert E. Steed

*Assistant Professor*

B.S.N., University of Maryland; M.S.N., University of  
Florida

## ACADEMIC AFFAIRS STAFF

Susan M. Kruml

*Vice President of Academic Affairs*

B.S., M.B.A., University of South Dakota; Ph.D., Temple University

AnnMarie Marlier

*Dean of Curriculum & Instruction; Director, Master of Science-Adult & Organizational Learning*

B.A., St. Norbert College; M.Ed., Carroll University; Ph.D., University of Wisconsin-Milwaukee

Sarah Allen

*Academic Affairs Coordinator*

B.A., M.A.T., Hastings College

Eric Maczka

*Director of Academic Services: University Registrar, Veterans' Affairs School Certifying Official*

B.S., University of Wisconsin-Madison; M.S., Rutgers University-Newark

Gwynese Craighead

*Assistant Registrar*

B.A., Duquesne University

Connie Kreikemeier

*Executive Director: Personal & Career Development Center*

B.A., University of Nebraska-Lincoln; M.S.E., Wayne State College

Jennifer Gegzna

*Career and Alumni Relations Coordinator: Personal & Career Development Center*

B.S.B.A, M.B.A., Midland University

Jamie Folkers

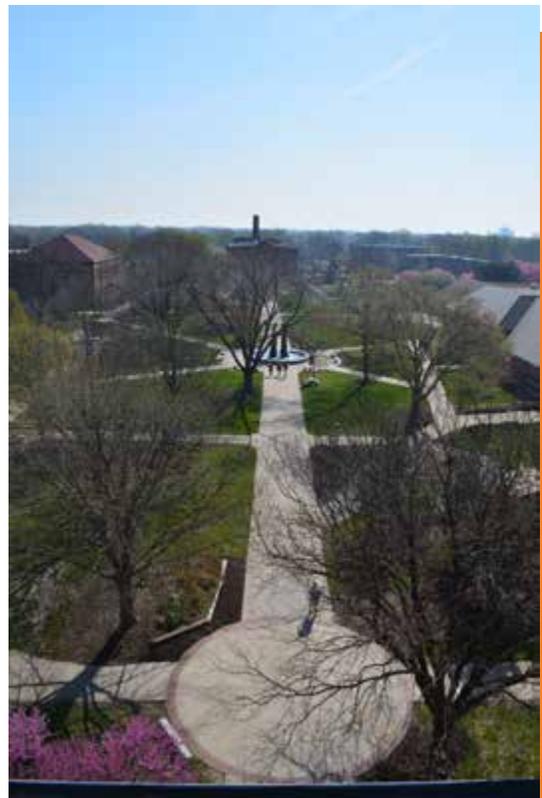
*Administrative Assistant to the School of Education*

B.A., M.A., University of Northern Iowa

LaVonne Stewart

*Administrative Coordinator of the School of Nursing*

A.A.S., Metropolitan Community College; B.S.B.A., Midland University



## UNDERGRADUATE PROGRAMS

### ART

The Art Department at Midland University offers students a wide range of career choices including comprehensive programs in fine art or commercial art. 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 can also lead to graduate study in art history, art therapy, or fine art. The Bachelor of Fine Art (BFA) 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 through idea generation to object making;
- Identifies and articulates the significance of major periods and works in the history of art (Western, and non-Western);
- Demonstrates a proficiency of basic skills in the studio, providing evidence of mastery skill in at least one studio area, and competence in other areas of studio endeavor;
- Participates in the creative process, critical evaluation and appreciation of the visual arts;
- Prepares and presents artwork with an understanding of basic professional practices in the field of visual art;
- Exhibits knowledge, skills, values, and motivation

to promote the quality of life in our community; 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;
- Shows competence in the following areas: illustration techniques and tools, computer use in illustration, advertising design mechanicals, layouts for proposed printing, computer use in publication, product and package design, and computer use in graphic design.

#### **Art Major Requirements:**

Complete the following 38 to 40 credits, graded on the A-F scale, with a grade of C- or better:

ART100: Introduction to Drawing (3 credits)

or ART102: Introduction to Figure Drawing (3 credits)

ART110: Design (3 credits)

ART133: Empty Bowls: Ceramic Art and Civic Engagement (3 credits)

ART150: Introduction to Painting (3 credits)

or ART151: Mixed Media Painting (3 credits)

ART180: Introduction to Graphic Design (3 credits)

ART201: Art History I (3 credits)

ART202: Art History II (3 credits)

ART219: Introduction to Sculpture (3 credits)

ART420: Senior Thesis (3 credits)

ART421: Thesis Exhibition (1 credit)

ART499: Art Internship (1 to 3 credits)

COM222: Introduction to Digital Photography (3 credits)

Six (6) credits of ART electives

#### **Graphic Arts Concentration Requirements:**

In addition to the Art Major requirements, students wishing to concentrate in Graphic Arts should complete the following 18 credit hours, graded on the A-F scale, with a grade of C- or better:

ART140: Introduction to Advertising Design (3 credits)

ART160: Introduction to Graphic Illustration (3 credits)

ART180: Introduction to Graphic Design (3 credits)

BUS242: Principles of Marketing (3 credits)

or BUS348: Advertising (3 credits)

or COM342: Public Relations (3 credits)

Nine (9) credits of electives:

ART360: Intermediate Graphic Illustration (3 credits)  
or ART370: Intermediate Advertising Design (3 credits)  
BUS217: Principles of Management (3 credits)  
COM230: Visual Literacy (3 credits)

### **Art Minor Requirements:**

Complete 21 credits including ART100 or ART102, ART110, ART133, ART150 or ART151, ART201, ART202 and one (1) additional ART course.

### **Graphic Arts Minor for non-Art Majors Requirements:**

This minor is only open to non-Art Majors. Complete 25-27 credit hours including ART100 or ART110, ART133 or ART219, ART140, ART160, ART180, ART499 (1 to 3 credits), BUS242, BUS348, and COM222.

### **Studio Arts Major Requirements:**

The Studio Arts major leads to a Bachelor of Fine Arts. Complete the following 32 to 34 credits, graded on the A-F scale, with a grade of C- or better:

ART100: Introduction to Drawing (3 credits)  
or ART102: Introduction to Figure Drawing (3 credits)  
ART110: Design (3 credits)  
ART133: Empty Bowls: Ceramic Art and Civic Engagement (3 credits)  
ART150: Introduction to Painting (3 credits)  
or ART151: Mixed Media Painting (3 credits)  
ART180: Introduction to Graphic Design (3 credits)  
ART201: Art History I (3 credits)  
ART202: Art History II (3 credits)  
ART219: Introduction to Sculpture (3 credits)  
ART420: Senior Thesis (3 credits)  
ART421: Thesis Exhibition (1 credit)  
ART499: Art Internship (1 to 3 credits)  
COM222: Introduction to Digital Photography (3 credits)

In addition to the core courses listed above, Studio Arts BFA candidates will also choose an area of concentration and take an additional 9 credits in Drawing, Painting, Ceramics, Sculpture or Graphic Arts. To complete a concentration, students must complete 6 additional credits in a medium, with requirements noted below:

*Ceramics:* 12 credits of upper level ART courses including ART330 and ART414

*Painting:* 12 credits of upper level ART courses including ART310 and ART413

*Sculpture:* 12 credits of upper level ART courses including ART340 and ART412

*Drawing:* 12 credits of upper level ART courses including ART320 and ART418

*Graphic Arts:* 12 credits of upper level ART courses including ART380 and ART415

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

## **ARTS MANAGEMENT**

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 credits of instruction in business courses with an emphasis in **General Business, Marketing, or Management**. This will be partnered with 30 credits of instruction in the performing arts based on one's area of emphasis: **Vocal, Instrumental, Theatre Performance, or Technical Performing Arts**.

### **A Midland Arts Management major:**

- Develops a plan to organize and manage their own career involving the arts
- Compares and contrasts management and marketing strategies of arts individuals, organizations, operations and facilities
- Evaluates and integrates arts skills will applicable business strategies
- Analyze, evaluates and creates events that will further their understanding and skills in the arts.

Arts Management Majors with an Instrumental Music Focus will:

- Performs in a variety of instrumental ensembles, solo performances and settings.
- Continues to develop their musical craftsmanship.

Arts Management Majors with a Vocal Music Focus will:

- Performs in a variety of vocal ensembles, solo performances and settings.
- Continues to develop their musical craftsmanship.

Arts Management Majors with a Theater Focus will:

- Perform in a variety of theater ensembles and settings.
- Continue to develop their acting craft.

Arts Management Majors with a Technical Arts Focus will:

- Support a variety of performing arts ensembles in a variety of settings with sound reinforcement, lighting, set construction, stage management, and performance setting.
- Continue to develop their technical arts craft.

### **Vocal Emphasis**

The core requirements of the emphasis include:

MUS011: Voice (4 credits)

MUS084: Choir (8 credits)

MUS101: Fundamentals of Music I (3 credits)

MUS210: American Music Experience (3 credits)

MUS300: Arts Professional Seminar (0 credits, meets

once each semester)

Six (6) credits of electives from:

MUS102: Fundamentals of Music II (3 credits)

MUS301: Music in Western Civilization (3 credits)

THE260: Musical (3 credits)

Select six (6) additional credits from the following electives with at least 2 credits outside of the area of emphasis):

MUS051: Orchestra (1 credit/semester)

MUS060: Jazz Ensemble (1 credit/semester)

MUS072: Band (1 credit/semester)

MUS080: Clef Dwellers (1 credit/semester)

MUS104: Arts Omaha (0.5 credit/semester)

MUS123: Acoustic Performance (1 credit/semester)

MUS399: External Music Internship (1-3 credits/

semester)

MUS499: Internal Music Internship (1-3 credits/semester)

THE270: Theatre Practicum: Technical (1-2 credits/semester, no more than 3 total credits)

THE271: Theatre Practicum: Performance (1-2 credits/semester, no more than 3 total credits)

THE440: Special Topics (3 credits)

### **Instrumental Emphasis**

The core requirements for this emphasis include:

MUS031: Piano *and/or* MUS041-044: Instrumental Lessons (1 credit/semester, total of 4 credits)

MUS072: Band (1 credit/semester, total of 8 credits)

MUS101: Fundamentals of Music I (3 credits)

MUS210: American Music Experience (3 credits)

MUS300: Arts Professional Seminar (0 credits, meets once each semester)

Six (6) credits of electives from:

MUS102: Fundamentals of Music II (3 credits)

MUS301: Music in Western Civilization (3 credits)

THE260: Musical (3 credits)

Six (6) additional credits from the following electives:

MUS080: Clef Dwellers (1 credit/semester)

MUS399: External Music Internship (1-3 credits/semester)

MUS499: Internal Music Internship (1-3 credits/semester)

MUS084: Choir (1 credit/semester)

MUS 23: Acoustic Performance (1 credit/semester)

MUS 051: Orchestra (1 credit/semester)

MUS104: Arts Omaha (0.5 credit/semester)

MUS060: Jazz Ensemble (1 credit/semester)

THE 270: Theatre Practicum: Tech (1-2 credits/semester, no more than 3 total credits)

THE 271: Theatre Practicum: Performance (1-2 credits/semester, no more than 3 total credits)

THE 440: Special Topics (3 credits)

### **Theatre Performance Emphasis**

The core requirements for this emphasis include:

MUS300: Arts Professional Seminar (0 credits, meets once each semester)

THE100: Introduction to Theatre (3 credits)

THE111: Theatre Technology (3 credits)

*or* THE115: Costume and Makeup Design (3 cred

its)  
 THE202: Fundamentals of Acting (3 credits)  
 THE290: Directing I (3 credits)  
 THE310: Theatre History I (3 credits)  
 THE490: Theatre Capstone (3 credits)  
 Six (6) credits of electives from:  
   THE260: Musical (3 credits)  
   THE270: Theatre Practicum: Tech (1-3 credits)  
   THE271: Theatre Practicum: Performance (1-3 credits)  
   THE300: Acting II  
   THE320: Theatre History II (3 credits)  
   THE390: Directing II  
 Six (6) additional credits from the above elective or from the courses below:  
   THE111: Theatre Technology (3 credits)  
     *or* THE115: Costume and Makeup Design (3 credits)  
   THE200: Theatre Management (3 credits)  
   THE270: Theatre Practicum: Tech (1-6 credits)  
   THE271: Theatre Practicum: Performance (1-6 credits)  
   THE440: Special Topics  
   THE450: Independent Study (1-3 credits)  
   THE499: Internship (1-3 credits)  
   MUS051: Orchestra (1 credit)  
   MUS060: Jazz Ensemble (1 credit)  
   MUS072: Band (1 credit)  
   MUS080: Clef Dwellers (1 credit)  
   MUS084: Choir (1 credit)  
   MUS104: Arts Omaha (1 credit)  
   MUS123: Acoustic Performance (1 credit)  
   MUS210: American Musical Experience (3 credits)

### **Technical Performing Arts**

The core requirements for this emphasis include:  
 MUS300: Arts Professional Seminar (0 credits, meets once each semester)

THE100: Introduction to Theatre (3 credits)  
 THE111: Theatre Technology (3 credits)  
*or* THE115: Costume and Makeup Design (3 credits)  
 THE200: Theatre Management (3 credits)  
 THE202: Fundamentals of Acting (3 credits)  
 THE310: Theatre History I (3 credits)  
 THE490: Theatre Capstone (3 credits)

Six (6) credits of electives from:  
   THE111: Theatre Technology (3 credits)  
   *or* THE115: Costume and Makeup Design (3

credits)  
 THE270: Theatre Practicum: Tech (1-3 credits)  
 THE271: Theatre Practicum: Performance (1-3 credits)  
 THE290: Directing I (3 credits)  
 THE320: Theatre History I (3 credits)  
 Six (6) additional credits from the following electives:  
   THE260: Musical (3 credits)  
   THE270: Theatre Practicum: Tech (1-6 credits)  
   THE271: Theatre Practicum: Performance (1-6 credits)  
   THE300: Acting II (3 credits)  
   THE390: Directing II (3 credits)  
   THE440: Special Topics (3 credits)  
   THE450: Independent Study (1-3 credits)  
   THE499: Internship (1-3 credits)  
   MUS051: Orchestra (1 credit)  
   MUS060: Jazz Ensemble (1 credit)  
   MUS072: Band (1 credit)  
   MUS080: Clef Dwellers (1 credit)  
   MUS084: Choir (1 credit)  
   MUS104: Arts Omaha (1 credit)  
   MUS123: Acoustic Performance (1 credit)

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

### **General Business:**

BUS103: Principles of Accounting (3 credits)  
 BUS210: Principles of Economics I (3 credits)  
 BUS208: Business Communications (3 credits)  
 BUS217: Principles of Management (3 credits)  
 BUS230: Global Business (3 credits)  
 BUS242: Principles of Marketing (3 credits)  
 BUS350: Business Presentations (3 credits)  
 BUS361: Financial Management (3 credits)  
 BUS413: Business Law I (3 credits)  
 BUS442: Business Policy (3 credits)

### **Marketing:**

BUS103: Principles of Accounting (3 credits)  
 BUS210: Principles of Economics I (3 credits)  
 BUS208: Business Communications (3 credits)  
 BUS230: Global Business (3 credits)  
 BUS242: Principles of Marketing (3 credits)  
 BUS346: Consumer Behavior (3 credits)  
 BUS348: Advertising (3 credits)  
 BUS350: Business Presentations (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

### **Management:**

BUS103: Principles of Accounting (3 credits)

BUS210: Principles of Economics I (3 credits)

BUS208: Business Communications "W" (3 credits)

BUS217: Principles of Management (3 credits)

BUS230: Global Business (3 credits)

BUS331: Total Quality Management (3 credits)

BUS350: Business Presentations (3 credits)

BUS361: Financial Management (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

## **BIOLOGY**

The Biology major is designed to prepare students with the skills and knowledge necessary to pursue entrance into a professional program or obtain employment in the biology/science field. The major emphasizes foundational scientific knowledge, problem solving and critical thinking skills, research methodologies, bioethics, and practical exposure to multiple areas within the biology field (including the health sciences, ecology, environmental science, cellular and molecular biology, and research).

A Midland Biology Major:

- Identify and describe the biological foundations of organisms;
- Compare and contrast the interrelationships of biological organisms and their environment;
- Apply the scientific method to design biological experiments, collect and analyze data, and form coherent conclusions;
- Assemble, evaluate, and present scientific information;
- Critically analyze the social, moral, and ethical implications of biology;
- Develop the skills to be a biologically literate, life-long learner, and an advocate of biological education;

### **Biology Major Requirements:**

Complete at least 44 credits, on the A-F scale with a grade of C- or better:

*Biology Core*

BIO125: Organismal Biology (4 credits)

BIO211: Cellular and Molecular Biology (4 credits)

BIO215: Microbiology (4 credits)

BIO305: Genetics (4 credits)

BIO420: Biology Capstone (2 credits)

CHE103: General Chemistry I (4 credits)

CHE104: General Chemistry II (4 credits)

CHE201: Organic Chemistry I (4 credits)

BIO310: Immunology (3 credits) *or* CHE407: Biochemistry (4 credits)

BIO190: Survey of Anatomy and Physiology (4 credits) *or* BIO204: Anatomy and Physiology I (4 credits)

BIO300: Ecology and Field Biology (4 credits) *or* BIO308: General Botany (4 credits)

*Biology elective (3 credits)*

BIO100: Environmental Science (4 credits)

BIO106: General Zoology (4 credits)

BIO110: Bioethics (3 credits)

BIO120: Contemporary Issues in Nutrition (3 credits)

BIO125: Organismal Biology (non-majors course) (4 credits)

BIO190: Survey of Anatomy & Physiology (4 credits)

BIO192: Forensic Science (3 credits)

BIO205: Anatomy & Physiology II (4 credits)

BIO207: Normal Nutrition (3 credits)

BIO209: Medical Terminology (2-3 credits)

BIO212: Experiencing Biomes in a Zoo (3 credits)

BIO220: Pathophysiology (3 credits)

BIO225: Nutrition in the Community (3 credits)

BIO304: Developmental Biology (4 credits)

BIO306: Biology of Aging (3 credits)

BIO316: Neurobiology (4 credits)

BIO210/410: Topics in Biology (3 credits)

BIO320: Nutrition Throughout the Lifespan (3 credits)

BIO426: Marine Ecology (3 credits)

BIO450: Independent Study (1-3 credits)

BIO496: Research (1-3 credits)

BIO499: Internship (1-3 credits)

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 courses 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 (33 credits):**

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

BIO205: Anatomy and Physiology II (4 credits)

BIO304: Developmental Biology (4 credits)

BIO310: Immunology (3 credits)

CHE202: Organic Chemistry II (4 credits)

CHE407: Biochemistry (4 credits)

MTH220: Calculus (4 credits) or MTH210: Statistics (3 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

PSY120: Fundamentals of Psychology (3 credits)

**Pre-Physician Assistant Concentration (31 credits):**

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

BIO205: Anatomy and Physiology II (4 credits)

BIO304: Developmental Biology (4 credits)

BIO310: Immunology (3 credits)

CHE202: Organic Chemistry II (4 credits)

CHE407: Biochemistry (4 credits)

MTH210: Statistics (3 credits)

PSY120: Fundamentals of Psychology (3 credits)

PSY210: Developmental Psychology (3 credits)

PSY333: Abnormal Psychology (3 credits)

**Pre-Pharmacy Concentration (42 credits):**

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

BIO205: Anatomy and Physiology II (4 credits)

BUS103: Principles of Accounting I (3 credits)

BUS210: Principles of Economics I (3 credits)

CHE190: Pharmacology (3 credits)

CHE202: Organic Chemistry II (4 credits)

CHE407: Biochemistry (4 credits)

MTH220: Calculus I (4 credits)

MTH210: Statistics (3 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

PSY120: Fundamentals of Psychology (3 credits)

PSY210: Developmental Psychology (3 credits)

**Pre-Physical Therapy Concentration (27 credits):**

Most PT programs require at least a 3.5 cumulative

GPA and competitive GRE scores.

BIO205: Anatomy and Physiology II (4 credits)

HPM220: Care & Prevention of Athletic Injuries (3 credits)

HPM307: Kinesiology (3 credits)

HPM312: Physiology of Exercise (3 credits)

MTH210: Statistics (3 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

PSY120: Fundamentals of Psychology (3 credits)

**Pre-Dental Concentration (32 credits):**

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

ART219: Introduction to Sculpture (3 credits)

BIO205: Anatomy and Physiology II (4 credits)

BUS103: Principles of Accounting I (3 credits)

CHE202: Organic Chemistry II (4 credits)

CHE407: Biochemistry (4 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

MTH210: Statistics (3 credits)

PSY120: Fundamentals of Psychology (3 credits)

**Pre-Veterinary Medicine Concentration (31 credits):**

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

BIO106: Zoology (4 credits)

BIO205: Anatomy and Physiology II (4 credits)

BIO304: Developmental Biology (4 credits)

CHE202: Organic Chemistry II (4 credits)

CHE407: Biochemistry (4 credits)

MTH210: Statistics (3 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

**Pre-Occupational Therapy Concentration (24 credits):**

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

BIO205: Anatomy and Physiology II (4 credits)

BIO210: Topics in Biology (3 credits)

HPM307: Kinesiology (3 credits)

MTH210: Statistics (3 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

PSY120: Fundamentals of Psychology (3 credits)

**Pre-Environmental Science Concentration (29**

## BUSINESS ADMINISTRATION

credits):

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

BIO100: Environmental Science (4 credits)

BIO210: Topics in Biology (Ecology based) (3 credits)

BIO212: Biomes (3 credits)

BIO300: Ecology/ Field Biology (4 credits)

CHE407: Biochemistry (4 credits)

ESC101: Physical Geology (4 credits)

ESC123: Principles of Geography (4 credits)

MTH210: Statistics (3 credits)

### **Biology Minor Requirements:**

Complete 24 credits, on the A-F scale with a grade of C- or better, including BIO125, BIO211, BIO300 or BIO308; CHE103 and CHE104. The remaining courses must be 300-level or higher, excluding BIO499.

### **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:

Complete 15 credits, graded on the A-F scale, with a grade of C- or better, including: BIO190 or BIO204/ BIO205; BIO207; BIO320; plus two of the following four courses: BIO120, BIO225, BIO306, or HPM311.

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 Administration 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 Major Requirements:**

Complete the following 33 credits for the core requirements and a concentration below. Only two (2) courses in the core and concentration areas may be taken on the P-PM-NC scale.

*Business Administration Core*

BUS103: Principles of Accounting I (3 credits)

BUS104: Principles of Accounting II (3 credits)

BUS160: Business Ethics (3 credits)

BUS208: Business Communications (3 credits)

BUS210: Principles of Economics 1 (3 credits)

BUS217: Principles of Management (3 credits)

BUS230: Global Business (3 credits)

BUS242: Principles of Marketing (3 credits)  
BUS413: Business Law I (3 credits)  
BUS442: Business Policy (3 credits)  
MTH210: Elementary Statistics (3 credits)

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 credits. While graduation requirements at Midland are 120 credits, accounting students are urged to complete the 150 credits 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 requirement.

In addition to the core requirements, the student planning to concentrate in accounting will need to complete the following 42 credit hours:

BUS211: Principles of Economics II (3 credits)  
BUS203: Intermediate Accounting I (3 credits)  
BUS204: Intermediate Accounting II (3 credits)  
BUS209: Governmental Accounting (3 credits)  
BUS303: Cost Accounting I (3 credits)  
BUS311: Quantitative Methods (3 credits)  
BUS361: Financial Management (3 credits)  
BUS402: Cost Accounting II (3 credits)  
BUS403: Federal Taxes I (3 credits)  
BUS404: Federal Taxes II (3 credits)  
BUS405: Advanced Financial Accounting (3 credits)  
BUS406: Auditing (3 credits)  
BUS407: Accounting Information Systems (3 credits)  
BUS414: Business Law II (3 credits)

#### **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:

BUS361: Financial Management (3 credits)  
12 additional credits 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 22-24 credits:

BUS201: Managerial Cost Accounting (3 credits)  
or BUS303: Cost Accounting I (3 credits)  
BUS311: Quantitative Methods (3 credits)  
BUS350: Business Presentations (3 credits)  
BUS361: Financial Management (3 credits)  
BUS417: Organizational Behavior (3 credits)  
Three (3) courses selected from:  
BUS211: Principles of Economics II (3 credits)  
BUS326: Entrepreneurship (3 credits)  
BUS331: Total Quality Management (3 credits)  
BUS334: Labor Relations (3 credits)  
BUS370: Global Finance (3 credits)  
BUS380: Topics in Contemporary Finance (3 credits)  
BUS499: Business Internship (1-3 credit)  
HPM421: Management of Human Performance (3 credits)

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 credits:

CSC160: Object Oriented Programming (3 credits)

CSC180: Visual Basic I (3 credits)

CSC220: Data Structures (3 credits)

CSC250: Computer Organization/Assembler (3 credits)

CSC270: Web Page Development (3 credits)

CSC360: Computer Networks & Data Com (3 credits)

CSC440: Systems Analysis & Design (3 credits)

BUS201: Managerial Cost Accounting (3 credits)

### **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 22-24 credits:

BUS343: Retail Marketing (3 credits)

BUS346: Consumer Behavior (3 credits)

BUS348: Advertising (3 credits)

BUS409: Principles of Selling (3 credits)

BUS434: Marketing Research (3 credits)

Plus three (3) courses from:

BUS211: Principles of Economics 2 (3 credits)

BUS326: Entrepreneurship (3 credits)

BUS350: Business Presentations (3 credits)

BUS499: Business Internship (1-3 credits)

COM230: Visual Literacy (3 credits)

COM342: Public Relations (3 credits)

COM420: Promotional Strategies and Techniques (3 credits)

And courses approved by the Business Department.

### **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 one another. Only two courses in a compressed major may be taken P-PM-NC.

### **General Business Compressed Major Requirements:**

BUS103: Principles of Accounting I (3 credits)

BUS160: Business Ethics (3 credits)

BUS208: Business Communications (3 credits)

BUS210: Principles of Economics I (3 credits)

BUS217: Principles of Management (3 credits)

BUS230: Global Business (3 credits)

BUS242: Principles of Marketing (3 credits)

BUS350: Business Presentation (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

### **Marketing Compressed Major Requirements:**

BUS103: Principles of Accounting I (3 credits)

BUS160: Business Ethics (3 credits)

BUS208: Business Communications (3 credits)

BUS230: Global Business (3 credits)

BUS242: Principles of Marketing (3 credits)

BUS346: Consumer Behavior (3 credits)

BUS348: Advertising (3 credits)

BUS350: Business Presentation (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

### **Management Compressed Major Requirements:**

BUS103: Principles of Accounting I (3 credits)

BUS160: Business Ethics (3 credits)

BUS208: Business Communications (3 credits)

BUS210: Principles of Economics I (3 credits)

BUS217: Principles of Management (3 credits)

BUS230: Global Business (3 credits)

BUS331: Total Quality Management (3 credits)

BUS350: Business Presentation (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

### **Finance Compressed Major Requirements:**

BUS103: Principles of Accounting I (3 credits)

BUS104: Principles of Accounting II (3 credits)

BUS160: Business Ethics (3 credits)

BUS208: Business Communications (3 credits)

BUS216: Financial Well-Being (3 credits)

BUS361: Financial Management (3 credits)

BUS370: Global Finance (3 credits)

BUS380: Topics in Contemporary Finance (3 credits)

BUS413: Business Law I (3 credits)

BUS442: Business Policy (3 credits)

### **Business Administration Minor Requirements:**

Complete 27 credits including BUS103, BUS104, BUS208, BUS210, BUS217, BUS242, and nine (9) additional credits with the BUS prefix. Only one course in the minor may be taken P-PM-NC.

## **CHEMISTRY**

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.

### **Chemistry Minor Requirements:**

Complete 20 credits, on the A-F scale, with a grade of C- or better:

- CHE103: General Chemistry (4 credits)
- CHE104: General Chemistry II (4 credits)
- CHE201: Organic Chemistry I (4 credits)
- CHE202: Organic Chemistry II (4 credits)
- CHE407: Biochemistry (4 credits)
- CHE122 may not be applied to the minor.

## **CRIMINAL JUSTICE**

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 identifies all aspects of the American criminal justice system;
- Compares and contrasts the system's origins, history, and operations;
- Compares and contrasts the social, personal, political, cultural and economic influences, and the values and principles upon which it is based;
- Applies a scientific approach to Criminal Justice in evaluating best practices based on empirical information, scientific methodology and evidence-based practice.

- Explains the role of discretion and ethics among criminal justice actors;
- Evaluates the merits of competing theoretical perspectives used to explain the nature of crime;
- Demonstrates an ability to apply criminological theories to specific types of crimes.
- Demonstrates preparation and ability to be a competitive candidate for entry to professional level employment openings in the field of criminal justice and related careers;
- Demonstrates the ability to be a competitive candidate for admission to quality graduate programs or professional schools.

### **Criminal Justice Major Requirements:**

Complete the following 45 credits on the A-F scale with a grade of C- or better:

- CJU205: Survey of Criminal Justice (3 credits)
- CJU307: Criminology (3 credits)
- CJU310: Juvenile Justice (3 credits)
- CJU323: Police and Society (3 credits)
- CJU337: Corrections (3 credits)
- CJU426: Advanced Social Research Methods (3 credits)
- CJU499: Criminal Justice Internship (3 credits)
- SOC130: Principles of Sociology (3 credits)
- SOC220: Minorities and Cultural Diversity (3 credits)
- SSC330: Social Science Statistics (3 credits)
- SSC340: Social Science Research Methods (3 credits)
- 12 elective credits from:
  - CJU314: Criminal Law (3 credits)
  - CJU350: Domestic Violence (3 credits)
  - CJU355: Organized Crime and Terrorism (3 credits)
  - CJU360: Criminal Procedure (3 credits)
  - CJU400: Serial Murder (3 credits)
  - CJU440: Seminar in Selected Topics (3 credits)
  - CJU450: Independent Study (3 credits)
  - CJU499: Criminal Justice Internship (3 credits)
  - SOC212: Introduction to Human Services (3 credits)
  - SOC342: Social Inequality (3 credits)
  - BIO192: Forensics (3 credits)
  - HIS313: US Constitutional History (3 credits)
  - PSY333: Abnormal Psychology (3 credits)

### **Criminal Justice Compressed Major Requirements:**

## EDUCATION

Complete the following 30 credits on the A-F scale with a grade of C- or better:

CJU205: Survey of Criminal Justice (3 credits)

CJU307: Criminology (3 credits)

CJU323: Police and Society (3 credits)

CJU337: Corrections (3 credits)

CJU426: Advanced Social Research Methods (3 credits)

SOC130: Principles of Sociology (3 credits)

SOC220: Minorities and Cultural Diversity (3 credits)

SSC330: Social Science Statistics (3 credits)

SSC340: Social Science Research Methods (3 credits)

Three (3) elective credits from:

CJU310: Juvenile Justice (3 credits)

CJU314: Criminal Law (3 credits)

CJU350: Domestic Violence (3 credits)

CJU355: Organized Crime and Terrorism (3 credits)

CJU360: Criminal Procedure (3 credits)

CJU400: Serial Murder (3 credits)

CJU440: Seminar in Selected Topics (3 credits)

CJU450: Independent Study (3 credits)

CJU499: Criminal Justice Internship (3 credits maximum)

BIO192: Forensics (3 credits)

PSY333: Abnormal Psychology (3 credits)

Students may choose to double major in Criminal Justice and Sociology as well as Criminal Justice and Human Services. Students who plan to enter graduate programs should consult with the Criminal Justice faculty for recommended courses.

### **Criminal Justice Minor Requirements:**

Complete 18 credits of Criminal Justice courses, including CJU205. BIO192 may be taken for the minor. CJU499 cannot be taken to fulfill the minor.

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 to prepare 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 our 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 field or subject endorsement.

Our program is comprised of five central themes for our student learning outcomes: Effective Instruction, Learning Communities, Professionalism, Content Knowledge, and ALL Students Can Learn.

### **A Midland University Teacher Candidate:**

#### **A. Plans and Delivers Effective Instruction:**

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

#### **B. Builds Learning Communities:**

1. Recognizing how student development, behavior, self-esteem, and motivation impacts learning
2. Demonstrating a variety of strategies for managing behaviors, promoting positive social interactions, and fostering collaboration within the school environment
3. 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

C. Models Professionalism:

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

D. Understands Content:

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

E. Supports ALL Learners:

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

For those students pursuing an education major, the four-year guarantee applies to:

- Completion of one endorsement for Elementary, Secondary, PK-12, or Special Education
- One additional supplemental endorsement
- Candidates who are accepted into the Education Program before the end of second semester of Sophomore year.

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 avail-

able from the Midland Teacher Education Program upon request and on the NDE website: <https://www.education.ne.gov/educatorprep/TopPages/TitleIIRpts.html>.

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

<b>Field Endorsements</b>	
<i>Business, Marketing &amp; Information Technology</i>	6-12
Elementary	K-6 (K-8, Self-contained only)
<i>Health and Physical Education</i>	PK-12
Mathematics	6-12
Music	PK-12
Science	7-12
Social Science	7-12
Special Education Generalist	K-12

<b>Subject Endorsements</b>	
*Biology	7-12
*History	7-12
Physical Education	PK-12
Secondary English	7-12
***Special Education Generalist	K-6, 7-12
Vocal Music	PK-12

<b>Supplemental Endorsements</b>	
Coaching	7-12
**Early Childhood Education	PK-Grade 3
***English as a Second Language (ESL)	PK-12, PK-6, 7-12
Theatre	7-12

NOTES:

\*Must be accompanied with proper field endorsement

\*\*Must be accompanied with Elementary field endorsement

\*\*\*Must be accompanied with a field or subject endorsement and will match the level(s) of preparation

*The endorsements in italics will be offered pending*

*the approval of the Nebraska State Board of Education.*

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 can vary in different states, students planning to teach in a state other than Nebraska should inquire about specific requirements for that state at the corresponding state department of education.

**If the State of Nebraska mandates changes in teacher education certification, 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 plan their course schedules in consultation with their advisor and education faculty mentor. Students are expected to follow the course sequence carefully and to consult regularly with their advisor to assure timely fulfillment of graduation and certification requirements. Each education student also has an education faculty mentor. The student and mentor should meet at least annually to review course planning, career goals, and progress.

Admission to and retention within the Midland University Teacher Education Program is not automatic and is determined by the Midland University Teacher Education Committee (TEC). This committee monitors ongoing eligibility for retention of teacher candidates. Students wishing to appeal a TEC decision, regarding requirements for program admission or program retention, should file written notification within 10 days of any TEC decision, with the Academic Affairs Office of the University.

### **Program Requirements:**

Program requirements are described below and are 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/Nebraska (SEA/N). *Pre-candidates are responsible for costs (approximately \$40).*
2. Complete and sign a Professional Fitness statement addressing required information in the areas of criminal convictions, moral character, and emotional/mental capacity.
3. Complete EDU201: Teacher Education Orientation Seminar and register for the Academic Core Praxis Exams. These should be taken the summer between the freshman and sophomore year. *Pre-candidates are responsible for all costs (approximately \$150).*

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

1. Complete EDU190: Topics in Education with a grade of C or better or transfer of its equivalent (also includes a minimum of 10 hours of field based experience).
2. Achieve and maintain a minimum cumulative grade point average (GPA) of 2.5.
3. Classify as a sophomore (credits equal to 28 or above).
4. Pass EDU201: Teacher Education Orientation Seminar.
5. Achieve a passing score for all three of the Academic Core Basic Skills Tests, as required by the Nebraska Department of Education (NDE). The pre-candidate must provide Midland University with an official institutional passing score report. *All costs associated with testing requirements are the responsibility of the MU pre-candidate (approximately \$150).*
6. Meet with your education mentor.
7. Complete and submit the application for acceptance. The application includes a confidential recommendation, verification of membership in SEA/N, an official background check, and appropriate signatures. *The MU pre-candidate is responsible for all costs associated with a background check (approximately \$28).*
8. Professionally interview and be accepted by the Teacher Education Committee (TEC).
9. **For students to qualify for the Four-Year Guarantee, acceptance must occur no later than the end of second semester of Sophomore year.**

### **Requirements for Program Retention of Teacher Candidates:**

Once a pre-candidate has been accepted as a “Candidate” into the MU Teacher Education Program, he/she enters the next phase of professional preparation. The Candidate builds knowledge, skills, and dispositions that help ready the Candidate for senior-level Clinical Experience. To be retained in the MU Teacher Education Program, each Candidate must meet these requirements:

1. Progress from the minimum 2.50 cumulative grade point average (GPA) toward the minimum 2.75 cumulative GPA and 3.0 endorsement coursework GPA.
2. Maintain the physical and mental fitness necessary for the demands of the P-16 classroom.
3. Written documentation of any and ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. *All costs associated with this requirement are the responsibility of the candidate.*
4. Enroll in the MU Chapter of the Student Education Association of Nebraska (SEA/N) annually. *All costs associated with SEA/N membership is the responsibility of the MU Candidate (approximately \$40).*
5. Abide by all rules and expectations set forth in classes and by the University. The Director has the right to remove a student from the program who violates these rules and expectations. All decisions can be appealed to the Vice President of Academic Affairs.

### **Requirements for Clinical Experience Admission:**

1. Complete all requirements for acceptance to candidacy and retention in the Midland University Teacher Education Program.
2. Attain the 2.75 cumulative GPA and a 3.0 endorsement coursework GPA with no grade below C in EDU and endorsement coursework.
3. Complete a minimum of 100 hours of field-based experience prior to Clinical Experience.
4. Complete all Education methods coursework and at least 75% of other endorsement coursework. Exceptions will be considered on a case-by-case basis.
5. Attend EDU401: Clinical Experience Application Seminar and complete all requirements, including

a background check. *All costs associated with this requirement are the responsibility of the candidate (approximately \$28).*

### **Requirements for Initial Nebraska Teacher Certification Recommendation:**

1. Complete all requirements for the Bachelor’s degree.
2. Complete all Midland Teacher Education Program requirements and the Nebraska Department of Education requirements as set forth in Rules 20, 21, 23, 24, and 27 including competencies in human relations, reading and writing, special education, and technology. To demonstrate these competencies students must obtain a grade of C or above in: Human Relations (EDU220); Reading and Writing (EDU340/341 for elementary and K-12 SPED, EDU381 for secondary and PK-12); Special Education (EDU296); and Technology (EDU204).
3. Complete and pass the appropriate Praxis Content Area Assessment(s). *Costs associated with those tests are the responsibility of the Candidate (approximately \$150).*
4. Submit application for initial Nebraska certification and pay 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 (approximately \$60 for Nebraska residents and approximately \$90 for non-residents).*

### **Teacher Education Major Requirements:**

Complete the following 25 credits of CORE education courses, required by all Teacher Education majors, on the A-F scale, with a grade of C or better:

- EDU190: Topics in Education (3 credits)
- EDU201: Teacher Education Orientation Seminar (0 credits)
- EDU204: Technology for Teachers (3 credits)
- EDU220: Multicultural Education (3 credits)
- EDU270: Instructional Design (2 credits)
- EDU275: Classroom Management (2 credits)
- EDU296: Introduction to Special Education (3 credits)
- EDU370: Assessment for Learning (2 credits)
- EDU401: Clinical Experience Application Seminar

(0 credits)

EDU410: Clinical Experience Seminar (1 credit)

PSY200: Psychology of Learning (3 credits)

PSY210: Developmental Psychology (3 credits)

### **Concentration Requirements:**

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

### **Elementary, K-6 (K-8 Self-Contained)**

In addition to the CORE education course requirements, the following Elementary Education coursework (39 credits) is required:

EDU120: Understanding the Math You Teach (3 credits)

EDU221: Art Methods-Elementary and Middle Grades (1 credit)

EDU235: Music Methods-Elementary and Middle Grades (1 credit)

EDU237: Physical Education Methods-Elementary and Middle Grades (1 credit)

EDU250: Literature for Children & Adolescents (2 credits)

EDU294: Language Arts-Elementary and Middle Grades (2 credits)

EDU307: Science Methods-Elementary and Middle Grades (3 credits)

EDU340: Developmental Reading (3 credits)

EDU341: Diagnostic and Remedial Reading (3 credits)

EDU388: Social Studies Methods-Elementary and Middle Grades (3 credits)

EDU393: Mathematics Methods-Elementary and Middle Grades (3 credits)

EDU420: Clinical Experience Elementary (14 credits)

Also, a minimum of thirty-six (36) credits of academic/content coursework is required. A minimum of nine (9) credits is required in English, six (6) credits in mathematics, seven (7) to eight (8) credits in science, nine (9) credits in social sciences, three (3) credits in Fine Arts and Humanities, and two (2) credits in Health and Wellness.

### **Secondary, 6-12 or 7-12**

For secondary subject and field endorsements, in

addition to the CORE education course requirements, the following Secondary Education coursework (22 credits) is required:

EDU260: Introduction to Middle and Secondary Schools (3 credits)

EDU381: Teaching Reading and Writing in the Content Area (3 credits)

EDU409: Secondary Methods (2 credits)

EDU430: Clinical Experience Secondary (14 credits)

Also, these endorsements have requirements for content courses. Credits vary by endorsement.

### **Elementary and Secondary, PK-12 (*Health and Physical Education, Music, Physical Education, Vocal Music*)**

For the PK-12 or K-12 subject and field endorsement, in addition to the CORE education course requirements, the following education coursework (26 credits) is required:

EDU260: Introduction to Middle and Secondary Schools (3 credits)

EDU381: Teaching Reading and Writing in the Content Area (3 credits)

EDU409: Secondary Methods (2 credits)

ECE386: Methods for Primary Teaching (3 credits)

ECE386A: Practicum, Methods for Primary Teachers (1 credit)

EDU436: Clinical Experience, PK-12 (14 credits)

Also, these endorsements have requirements for content courses. Credits vary by endorsement.

### **Special Education Generalist: K-12**

For this field endorsement, in addition to the CORE education requirements, the following Special Education coursework (a minimum of 71 credits) is required:

Elementary and Secondary coursework (36-37 credits):

EDU120: Understanding the Math You Teach (3 credits)

EDU250: Literature for Children and Adolescents (2 credits)

EDU294: Language Arts—Elementary and Middle Grades (2 credits)

EDU340: Developmental Reading (3 credits)

EDU341: Diagnostic and Remedial Reading (3 credits)

ECE386: Methods for Primary Teaching (3 credits)

ECE386A: Practicum, Methods for Primary Teach-

ers (1 credit)  
EDU393: Mathematics Methods-Elementary and Middle Grades (3 credits)  
EDU409: Secondary Methods (2 credits)  
or EDU260: Introduction to Middle and Secondary Education (3 credits)  
SPD436: Clinical Experience, K-12 (14 credits)

Special Education Content coursework (35 credits):

ESL100: Introduction to ESL (3 credits)  
or ESL150: Cross-Cultural Communication (3 credits)  
SPD233: Methods, Materials and Technology for Special Ed (4 credits)  
SPD242: Collaboration and Inclusive Learning Environments (4 credits)  
SPD247: Early Childhood Special Education (3 credits)  
SPD252: Speech Language and Learning Disabilities (3 credits)  
SPD353: Assessment and Behavior Interventions (4 credits)  
SPD355: Lifelong Planning for Exceptional Learners (3 credits)  
SPD356: K-6 Special Education Practicum (1 credit)  
SPD357: 7-12 Special Education Practicum (1 credit)  
SPD358: Legal Issues and Program Development (3 credits)  
SPD365: Multi-Disciplinary Process and IEP Development (3 credits)  
SPD368: Verification of Children with Disabilities (3 credits)

### **Field Endorsements**

*Business, Marketing, & Information Technology 6-12 Field Endorsement (Pending NDE approval):*

Requirements: this endorsement requires a minimum of 51-54 credits of business, marketing, and information technology, with all courses graded on the A-F scale, with a grade of C or better:

BUS103: Principles of Accounting I (3 credits)  
BUS104: Principles of Accounting II (3 credits)  
BUS208: Business Communications (3 credits)  
BUS210: Principles of Economics I (3 credits)  
BUS217: Principles of Management (3 credits)  
BUS230: Global Business (3 credits)  
BUS242: Principles of Marketing (3 credits)  
BUS244: Management Procedures and Information Processing (3 credits)

BUS326: Entrepreneurship (3 credits)  
BUS346: Consumer Behavior (3 credits)  
or BUS348: Advertising (3 credits)  
BUS413: Business Law I (3 credits)  
BUS499: Internship (3 credits) As needed  
*\*BUSXXX: Work-Based (3 credits)*  
*\*course is offered from designated institutions Online*  
CSC160: Object Oriented Programming (3 credits)  
CSC240: Special Topics (3 credits)  
CSC270: Web Design (3 credits)  
CSC499: Internship (3 credits)  
EDU409: Secondary Methods (2 credits)  
EDU409A: Business Methods and Career Technical Education (1 credit)

*Health and Physical Education PK-12 Field Endorsement (Pending NDE Approval):*

Requirements: this field endorsement, in addition to the CORE and Elementary and Secondary Education requirements, the following endorsement coursework (54 credits) is required with all courses graded on the A-F scale, with a grade of C or better:

BIO190: Survey of Anatomy and Physiology (4 credits)  
BIO207: Normal Nutrition  
or BIO225: Nutrition in the Community (3 credits)  
EDU320: Health: Materials, Curriculum, and Programs (3 credits)  
EDU320A: Practicum in Health Education (1 credit)  
HPM161: Intro to Human Performance (3 credits)  
HPM180: Health and Wellness (2 credits)  
HPM208: Principles of Strength (2 credits)  
HPM210: First Aid, CPR, and AED (2 credits)  
HPM220: Care and Prevention of Athletic Injuries (3 credits)  
HPM223: Motor Learning (2 credits)  
HPM307: Kinesiology (3 credits)  
HPM311: Sports Nutrition (2 credits)  
HPM312: Physiology of Exercise (3 credits)  
HPM360: Methods of Teaching Elementary Physical Education (3 credits)  
HPM361: Methods of Teaching Secondary Physical Education (3 credits)  
HPM403: Adapted Physical Education (3 credits)  
HPM406: Assessment in Human Performance (3 credits)  
REL280: Christianity and Human Sexuality (3 credits)

REL285: Disability Theology (3 credits)  
SSC201: Contemporary Issues in Public Health (3 credits)

#### *Mathematics 6-12 Field Endorsement*

Requirements: this field endorsement, in addition to the CORE and Secondary Education requirements, the following endorsement coursework (36-37 credits) is required with all courses graded on the A-F scale, with a grade of C or better:

CSC160: Intro to Object Oriented Programming (3 credits)

MTH210: Elementary Statistic (3 credits)

or MTH310: Mathematical Statistics (4 credits)

MTH220: Calculus I (4 credits)

MTH240: Discrete Structures (3 credits)

MTH250: Calculus II (4 credits)

MTH260: Numerical Analysis (3 credits)

MTH300: Number Theory (3 credits)

MTH340: Linear Algebra (3 credits)

MTH350: Multivariable Calculus (4 credits)

MTH360: College Geometry (3 credits)

MTH440: Abstract Algebra (3 credits)

#### *Music PK-12 Field Endorsement*

Requirements: this field endorsement, in addition to the CORE and Elementary and Secondary Education requirements, the following endorsement coursework (59 credits) is required, with all courses graded on the A-F scale, with a grade of C or better:

MUS011: Voice (5 credits)

or MUS041-044 Instrumental (5 credits)

MUS012: Applied Voice (2 credits)

or MUS045 -048 Applied Instrumental (2 credits)

MUS072: Band (7 credits)

MUS084: Choir (7 credits)

MUS099: Piano Proficiency Class (1 credit)

MUS101: Fundamentals of Music I (3 credits)

MUS102: Fundamentals of Music II (3 credits)

MUS102A: Aural Skills I (1 credit)

MUS181: Topics in Music: World Music (2 credits)

MUS201: Fundamentals of Music III (3 credits)

MUS201A: Aural Skills II (1 credit)

MUS202: Fundamentals of Music IV (3 credits)

MUS203: Brass Pedagogy (1 credit)

MUS204: Woodwinds Pedagogy (1 credit)

MUS205: Strings Pedagogy (1 credit)

MUS206: Percussion Pedagogy (1 credit)

MUS210: American Musical Experience (3 credits)

MUS245: Methods of Teaching Elementary Music (2 credits)

MUS301: Music in Western Civilization I (2 credits)

MUS302: Music in Western Civilization II (2 credits)

MUS304: Conducting (2 credits)

MUS350: Choral Methods-Secondary (2 credits)

MUS351: Secondary Instructional Pedagogy (2 credits)

MUS400: Voice Pedagogy & Diction (1 credit)

MUS440: Senior Recital (1 credit)

#### *Science 7-12 Field Endorsement*

Requirements: this field endorsement, in addition to the CORE and Secondary Education requirements, the following endorsement coursework (52 credits) is required, with all courses graded on the A-F scale, with a grade of C or better. This endorsement requires laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines (biology, chemistry, Earth and space, and physics.)

BIO125: Organismal Biology (4 credits)

BIO204: Anatomy and Physiology I (4 credits)

or BIO190: Survey of Human Anatomy and Physiology (4 credits)

BIO211: Cellular and Molecular Biology (4 credits)

BIO300: Ecology and Field Biology (4 credits)

Choose 8 credits from the following:

BIO106: General Zoology (4 credits)

or BIO308: General Botany (4 credits)

BIO215: Microbiology (4 credits)

BIO305: Genetics (4 credits)

*The following are required:*

CHE103: General Chemistry I (4 credits)

CHE104: General Chemistry II (4 credits)

CHE201: Organic Chemistry (4 credits)

ESC101: Physical Geology (4 credits)

PHY151: General Physics I (4 credits)

PHY152: General Physics II (4 credits)

PHY121: Descriptive Astronomy (4 credits)

or PHY122: Selected Topics in Astronomy (4 credits)

#### *Social Science 7-12 Field Endorsement*

Requirements: this field endorsement, in addition to the CORE and Secondary Education requirements, the following endorsement coursework (60 credits) is required, with all courses graded on the A-F scale, with a grade of C or better. A Social

Sciences endorsement must include coursework in Economics, Geography, History, Political Science, Psychology and Sociology.

BUS210: Principles of Economics I (3 credits)

BUS211: Principles of Economics II (3 credits)

ESC123: Principles of Geography (3 credits)

ESC126: Human Geography (3 credits)

PSY200: Psychology of Learning (3 credits)

PSY210: Developmental Psychology (3 credits)

SOC130: Principles of Sociology (3 credits)

HIS111: United States History to 1877 (3 credits)

HIS112: United States History since 1877 (3 credits)

HIS153: World Civilizations I (3 credits)

HIS154: World Civilizations II (3 credits)

POL112: Introduction to Political Science (3 credits)

POL113: American Government (3 credits)

HIS/POL221: Current Topics (3 credits)

HIS241: Great Plains History (3 credits)

or HIS421: Seminar: New Deal Era (3 credits)

HIS340: Historical Research and Writing (3 credits)

Choose one from the following:

HIS420: Selected Topics (3 credits)

HIS422: Seminar: American Exceptionalism (3 credits)

HIS423: Seminar: From Empires to Nations - Europe (3 credits)

HIS424: Seminar: Decolonization (3 credits)

Choose one from the following:

HIS311: America and the World (3 credits)

HIS313: US Constitutional History (3 credits)

HIS331: Political Philosophy I (3 credits)

HIS332: Political Philosophy II (3 credits)

Choose one from the following:

SOC220: Minorities and Cultural Diversity (3 credits)

SOC230: Sociology of Sports (3 credits)

SOC300: Marriage and the Family (3 credits)

SOC342: Social Inequality (3 credits)

SOC370: Sociology of Addictions (3 credits)

SOC390: Gender and Society (3 credits)

SOC414: Social Change

Choose one more (3 credit) social science course with prefix of: ESC, HIS, PSY, SOC, or SSC

## Subject Endorsements

### *Biology 7-12 Subject Endorsement*

Requirements: this endorsement must be accompanied with the Science, Field Endorsement. Twen-

ty-four credits must be in biology specific courses with 16 credits in lab-based courses in three natural science areas (40 credits total.) All courses are graded on the A-F scale, with a grade of C or better:

BIO125: Organismal Biology (4 credits)

BIO190: Survey of Human Anatomy and Physiology (4 credits)

BIO211: Cellular and Molecular Biology (4 credits)

BIO215: Microbiology (4 credits)

BIO300: Ecology and Field Biology (4 credits)

or BIO308: General Botany (4 credits)

BIO305: Genetics (4 credits)

CHE103: General Chemistry I (4 credits)

CHE104: General Chemistry II (4 credits)

ESC101: Physical Geology (4 credits)

PHY151: General Physics I (4 credits)

### *History 7-12 Subject Endorsement*

Requirements: this endorsement must be accompanied with the Social Science, Field Endorsement. This endorsement requires 42 credits, 36 in history and 6 additional credits in the social sciences. All course are graded on the A-F scale, with a grade of C or better:

HIS111: United States History to 1877 (3 credits)

HIS112: United States History since 1877 (3 credits)

HIS153: World Civilizations I (3 credits)

HIS154: World Civilizations II (3 credits)

POL112: Introduction to Political Science (3 credits)

POL113: Federal Government (3 credits)

HIS241: Great Plains History (3 credits)

or HIS421: Seminar: New Deal Era (3 credits)

HIS331: Political Philosophy I (3 credits)

or HIS332 Political Philosophy II (3 credits)

HIS340: Historical Research and Writing (3 credits)

Choose 1 of the following:

HIS420: Selected Topics (3 credits)

HIS422: Seminar: American Exceptionalism (3 credits)

HIS423: Seminar: From Empires to Nations (3 credits)

HIS424: Seminar: Decolonization (3 credits)

Choose 2 of the following:

HIS221/POL221: Special Topics (3 credits)

HIS240: Women in America (3 credits)

HIS311: America and the World (3 credits)

HIS313: US Constitutional History (3 credits)

HIS498: Thesis (3 credits)

PSY200: Psychology of Learning (3 credits)  
PSY210: Developmental Psychology (3 credits)

*Physical Education PK-12 Subject Endorsement*

Requirements: this endorsement requires 43 credits of course work with all courses graded on the A-F scale, and a grade of C or better.

BIO190: Survey of Human Anatomy and Physiology (4 credits)

HPM161: Intro to Human Performance (3 credits)

HPM180: Health and Wellness (2 credits)

HPM208: Principles of Strength and Conditioning (2 credits)

HPM210: First Aid, CPR and AED (2 hours)

HPM223: Motor Learning (2 credits)

HPM307: Kinesiology (3 credits)

HPM311: Sports Nutrition (2 credits)

HPM312: Physiology of Exercise (3 credits)

HPM360: Methods of Teaching Elementary Physical Education (3 credits)

HPM361: Methods of Teaching Secondary Physical Education (3 credits)

HPM403: Adapted Physical Education (3 credits)

HPM406: Assessment of Human Performance (3 credits)

HPM430: Ethics & Law in Human Performance (2 credits)

Choose six (6) Activity credits from the following:

HPM110: Social Dance (1 credit) - Required

HPM112: Dance Exercise (1 credit)

HPM115: Outdoor Leisure Activities (1 credit)

HPM130: Beginning Swimming (1 credit)

HPM131: Social Recreation Activities (1 credit)

HPM140: Lifetime Fitness (1 credit) - Required

HPM142: Lifeguard Training (1 credit)

HPM150: Racquet Sports (1 credit)

HPM160: Intermediate Swimming (1 credit)

HPM190: Lifetime Sports (1 credit)

Any intercollegiate athletic participation (1 credit)

*Secondary English 7-12 Subject Endorsement*

Requirements: this endorsement requires a minimum of 37 credits in writing, language, and literature coursework including EDU381 (3 credits), with all courses graded on the A-F scale, with a grade of C or better:

ENG110: Introduction to Literature (3 credits)

ENG203: American Literature I (3 credits)

ENG204: American Literature II (3 credits)

ENG205: Adolescent Literature (3 credits)

ENG220: Advanced Writing (3 credits)

ENG230: Introduction to Creative Writing (3 credits)

or ENG240: Wordsmiths (3 credits)

ENG237: World Voices (3 credits)

ENG315: British Literature I (3 credits)

OR ENG350: Shakespeare (3 credits)

ENG316: British Literature II (3 credits)

ENG355: Linguistics (3 credits)

ENG380: Literary Criticism (3 credits)

ENG460: Senior Essay (1 credit)

*Special Education K-6 Subject Endorsement*

Requirements: this endorsement is offered only in combination with the Elementary, K-6 endorsement and includes an additional 31 credits in special education content coursework:

ESL150: Cross-Cultural Communications (3 credits)

SPD233: Methods, Materials and Technology for Special Education (4 credits)

SPD242: Collaboration and Inclusive Learning Environments (4 credits)

SPD247: Early Childhood Special Education (3 credits)

SPD252: Speech Language and Learning Disabilities (3 credits)

SPD353: Assessment and Behavior Interventions (4 credits)

SPD356: K-6 Practicum (1 credit)

SPD358: Legal Issues and Program Development (3 credits)

SPD365: Multi-Disciplinary Process and IEP Development (3 credits)

SPD368: Verification of Children with Disabilities (3 credits)

*Special Education 7-12 Subject Endorsement*

Requirements: this endorsement is offered only in combination with a secondary field or subject endorsement and includes an additional 31 credits in special education content coursework:

ESL150: Cross-Cultural Communications (3 credits)

SPD233: Methods, Materials and Technology in Special Education (4 credits)

SPD242: Collaboration and Inclusive Learning Environments (4 credits)

SPD252: Speech Language and Learning Disabilities (3 credits)

SPD353: Assessment and Behavior Interventions (4

credits)  
SPD355: Lifelong Planning for Exceptional Learners (3 credits)  
SPD357: 7-12 Practicum (1 credit)  
SPD358: Legal Issues and Program Development (3 credits)  
SPD365: Multidisciplinary Process and IEP Development (3 credits)  
SPD368: Verification of Children with Disabilities (3 credits)

#### *Vocal Music PK-12 Subject Endorsement*

Requirements: this endorsement requires 46 credits of music coursework with all courses graded on the A-F scale, with a grade of C or better:

MUS011: Voice (5 credits)  
MUS012: Applied Voice (2 credits)  
MUS084: Choir (7 credits)  
MUS099: Piano Proficiency Class (1 credit)  
MUS101: Fundamentals of Music I (3 credits)  
MUS102: Fundamentals of Music II (3 credits)  
MUS102A: Aural Skills I (1 credit)  
MUS181: Topics in Music: World Music (2 credits)  
MUS201: Fundamentals of Music III (3 credits)  
MUS201A: Aural Skills II (1 credit)  
MUS202: Fundamentals of Music IV (3 credits)  
MUS210: American Musical Experience (3 credits)  
MUS245: Methods of Teaching Elementary Music (2 credits)  
MUS301: Music in Western Civilization I (2 credits)  
MUS302: Music in Western Civilization II (2 credits)  
MUS304: Conducting (2 credits)  
MUS350: Choral Methods-Secondary (2 credits)  
MUS400: Voice Pedagogy & Diction (1 credit)  
MUS440: Senior Recital (1 credit)

#### **Supplemental Endorsements**

The following endorsements are offered only in combination with a field or subject endorsement. All courses must be graded on the A-F scale, with a grade of C or better.

#### *Early Childhood, PK-3 Supplemental Endorsement*

This supplemental endorsement is offered only in combination with Elementary K-6-8. In addition to the Elementary concentration there are 18 required credits to complete:

ECE155: Child, Family and Community (2 credits)  
ECE247: Early Childhood Special Education (3

credits)  
ECE255: Introduction to Early Childhood Education (3 credits)  
ECE257: Preschool Methods (3 credits)  
ECE257A: Preschool Methods Practicum (1 credit)  
ECE376: Early Childhood Assessment (2 credits)  
ECE386: Methods for Primary Teaching (3 credits)  
ECE386A: Methods for Primary Teaching Practicum (1 credit)

#### *Coaching, 7-12 Supplemental Endorsement*

This endorsement must accompany a field and/or subject endorsement and requires 13 credits of the following coursework:

HPM162: Foundations of Coaching (2 credits)  
HPM210: First Aid, CPR, AED (2 credits)  
HPM220: Care and Prevention of Athletic Injuries (3 credits)  
HPM200-222: Theory coursework - select three (3) courses for a total of six (6) credits. \*Note, only one officiating course will count toward the three courses, HPM215 or HPM216.

#### *English as a Second Language (ESL), PK-12, PK-6, 7-12 Supplemental Endorsement*

This endorsement requires 15 credits of the following coursework and the grade levels of certification must match the level of the field and/or subject endorsement(s) earning.

ESL100: Introduction to ESL(3 credits)  
ESL150: Cross-Cultural Communications (3 credits)  
EDU381: Teaching Reading/Writing in the Content Areas (3 credits)  
or ENG355: Linguistics (3 credits)  
ESL300: Methods, Assessment, and Evaluation of ESL (4 credits)  
ESL498: ESL Practicum (2 credits)

#### *Theatre, 7-12 Supplemental Endorsement*

This endorsement requires 19 credits of the following coursework.

THE100: Introduction to Theater (3 credits)  
THE111: Theater Technology 1 (3 credits)  
THE115: Costume and Makeup Design (3 credits)  
THE202: Fundamentals of Acting (3 credits)  
THE290: Directing 1 (3 credits)  
THE310: Theater History 1 (3 credits)  
THE394: Secondary Methods of Teaching Speech and Theatre (1 credits)

## Para-To-Teacher Program

Midland recognizes that a critical pipeline for quality teachers can be the para-educator serving in our school classrooms. Midland has developed a program that provides the opportunity for paras to complete the required coursework to meet the requirements of Nebraska Teacher Certification for endorsements in Elementary Education and English as a Second Language, K-6.

To be accepted into this program, the para must be currently employed as a para in the Omaha Public Schools, be selected by the district, successfully completed the required general education requirements, and passed the Praxis Academic Core Exams. The student learning outcomes, courses and major assessments are aligned with the undergraduate program. The courses are blocked and major concepts integrated. The work of the para-educator, in the classroom, helps in fulfilling the field-based experience requirements and provides a strong basis for application, reflection and continuous improvement. The courses required are as follows:

### Year 1 Summer

- EDU190: Topics in Education (3 credits)
- EDU199: Child Growth and Development (4 credits) [Replaces the requirement of PSY200 and PSY210]

### Year 1 First Semester

- EDU204: Technology for Teachers (3 credits)
- EDU220: Multicultural Education (3 credits)
- EDU296: Introduction to Special Education (3 credits)
- EDU270: Instructional Design (2 credits)
- EDU370: Assessment for Learning (2 credits)
- EDU275: Classroom Management (2 credits)

### Year 1 Second Semester

- EDU221: Art Methods-Elementary and Middle Grades (1 credit)
- EDU235: Music Methods-Elementary and Middle Grades (1 credit)
- EDU237: Physical Education Methods-Elementary and Middle Grades (1 credit)
- EDU250: Literature for Children (2 credits)
- ESL100: Introduction to ESL (3 credits)
- ESL150: Cross Cultural Communications (3 credits)
- EDU120: Understanding the Math You Teach (3 credits)

- EDU121: Understanding the Science You Teach (3 credits)
  - ESL498: Practicum (1 credit)
- Year 2 Summer
- ENG355: Linguistics (3 credits)
  - ESL300: Methods, Assessment and Evaluation of ESL (4 credits)
  - ESL498: ESL Practicum (1 credit)
- YR 2 First Semester
- EDU307: Science Methods-Elementary and Middle Grades (3 credits)
  - EDU393: Math Methods-Elementary and Middle Grades (3 credits)
  - EDU340: Developmental Reading (3 credits)
  - EDU341: Diagnostic Reading (3 credits)
  - EDU388: Social Studies Methods-Elementary and Middle Grades (3 credits)
  - EDU294: Language Arts Methods-Elementary and Middle Grades (2 credits)
- Year 2 Second Semester
- EDU420: Clinical Experience (14 credits)
  - EDU410: Clinical Experience Seminar (1 credit)

## ENGLISH

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 wide variety of literary works, encompassing the analytical skills of placing a work in context, understanding literary forms, reading closely, and using proper literary terms.
- Recognize the power of language to manipulate and shape reality through aesthetic forms over time.
- Recognize and apply literary and rhetorical devices appropriate to the audience.
- Apply literary critical theory, apply literary criticism, and address literary history.
- Engage in works of literary criticism.
- Identify similarities and differences among genres and write using different genres.

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.

Complete 36 credits on the A-F scale with a grade of C- or better:

ENG110: Introduction to Literature (3 credits)

ENG203: American Literature I (3 credits)\*

ENG204: American Literature II (3 credits)\*

ENG220: Advanced Writing (3 credits)

ENG315: British Literature I (3 credits)\*

ENG316: British Literature II (3 credits)\*

ENG350: Shakespeare (3 credits)

ENG355: Linguistics (3 credits)

ENG380: Literary Criticism (3 credits)

ENG460: Senior Thesis (3 credits)

Three (3) credits of creative writing selected from the following:

ENG230: Introduction to Creative Writing (3 credits)

ENG234: Creative Nonfiction (3 credits)

ENG240: Wordsmiths (3 credits)

Three (3) credits of English electives

*\*Students may substitute ENG237: World Voices for ENG203, 204, 315, or 316.*

### **English Compressed Major Requirements:**

The Compressed Major is a briefer English Major with a large number of electives, making it suitable to pair with almost any other major. This major is an invitation to the student interested in studying English as a second major. 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.

Complete 30 credits on the A-F scale with a grade of C- or better:

ENG220: Advanced Writing

ENG380: Literary Criticism

24 additional credits with the ENG prefix (excluding ENG111, ENG112, and ENG120).

Nine (9) credits must be taken at the 300-level or above

### **English Minor Requirements:**

Complete 18 credit hours on the A-F scale with a grade of C- or better from the ENG course listing (excluding ENG111, ENG112, and ENG120). At least two (2) courses must be at the 300-level or above.

### **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.

Complete 15 credits on the A-F scale with a grade of C- or better:

ENG220: Advanced Writing

ENG460: Senior Thesis

Nine (9) credits from:

BUS208: Business Communications (3 credits)

COM121: Writing for Media (3 credits)

ENG230: Introduction to Creative Writing (3 credits)

ENG234: Creative Non-Fiction (3 credits)

ENG240: Wordsmiths (3 credits)

ENG355: Linguistics (3 credits)

HIS340: Historical Research and Writing (3 credits)

SOC425: Social Research Methods (3 credits)

## HISTORY AND POLITICS

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 develop their own interests by selecting from a number of elective support courses. Students also may pursue a minor in either history or politics.

### A Midland History Major:

- Engages in historical inquiry, research, and analysis;
- Crafts historical narrative and argument;
- Identifies the complex nature of the historical record;
- Applies historical thinking as central to engaged citizenship;
- Develops written and oral communication skills to succeed in graduate study and professional careers.

### History Major Requirements:

Complete the following 36 credits graded on the A-F scale, with a grade of C- or better:

HIS111: United States History to 1877 (3 credits)

HIS112: United States History since 1877 (3 credits)

POL113: American Government (3 credits)

HIS153: World Civilizations I (3 credits)

HIS240: Women in America (3 credits)

HIS241: Great Plains History (3 credits)

HIS340: Historical Research and Writing (3 credits)

Seminar Series (one of the following is required):

HIS421: Seminar - New Deal Era (3 credits)

HIS422: Seminar - American Exceptionalism (3 credits)

HIS423: Seminar - From Empires to Nations – Europe (3 credits)

HIS424: Seminar - Decolonization (3 credits)

HIS 498: Thesis (3 credits)

or HIS 499: Internship (3 credits)

Nine (9) credits from the remaining 300- or 400-level HIS course offerings

### History Compressed Major

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 full major and relevant courses outside the department. Consult with an advisor on the best program.

### History Compressed Major Requirements:

Complete the following 30 credits on the A-F scale, with a grade of C- or better, including:

HIS111: United States History to 1877 (3 credits)

HIS112: United States History since 1877 (3 credits)

POL113: American Government (3 credits)

HIS153: World Civilizations I (3 credits)

HIS154: World Civilizations II (3 credits)

HIS340: Historical Research and Writing

Seminar Series (one of the following is required):

HIS421: Seminar - New Deal Era (3 credits)

HIS422: Seminar - American Exceptionalism (3 credits)

HIS423: Seminar - From Empires to Nations – Europe (3 credits)

HIS424: Seminar - Decolonization (3 credits)

Nine (9) credits from the remaining 300- or 400-level HIS course offerings

### History Minor Requirements:

Complete 18 credits in History, with at least half of these credits completed in the upper division (300- or 400-level) courses. All courses must be graded on the A-F scale and a grade of C- or better is required in History courses for minors.

### Politics Minor Requirements:

Politics minors must complete the following 18 credits, graded on the A-F scale, with a grade of C- or better:

POL112: Introduction to Political Science (3 credits)

POL113: American Government (3 credits)

POL331: Political Philosophy I (3 credits)

or POL 332: Political Philosophy II (3 credits)

Seminar Series (one of the following is required):

POL421: Seminar - New Deal Era (3 credits)

POL422: Seminar - American Exceptionalism (3 credits)

POL423: Seminar - From Empires to Nations – Europe (3 credits)

POL424: Seminar - Decolonization (3 credits)

SSC340: Social Research Methods (3 credits)  
Three (3) credits from the remaining POL course offerings

## HUMAN PERFORMANCE

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 exercise science, athletic training, sports marketing and management, and strength and conditioning.

### A Midland Human Performance Major Demonstrates:

- KNOWLEDGE
  1. Explain key concepts
  2. Application of skills related to the students profession
  3. Analyze performance of themselves as well of others
- RESPONSIBILITY
  1. Distinguish between appropriate and inappropriate professional behaviors
  2. Practice effective professionalism, ethics and responsibility
  3. Model appropriate behaviors of professionalism, ethics and responsibility
- LEADERSHIP & TEAMWORK
  1. Identify qualities of leadership and teamwork
  2. Self assessment of strengths and leadership qualities
  3. Assessment of others to improve outcomes of the team

### Human Performance Major Requirements:

Complete the following 24 Core credits, graded on the A-F scale, with a grade of C- or better:

BIO190: Survey of Anatomy & Physiology (4 credits) {Strength and Conditioning & Sports Management and Marketing}  
or BIO204: Anatomy & Physiology I (4 credits) {Athletic Training and Exercise Science concentrations}  
HPM161: Intro to Human Performance (3 credits)  
HPM180: Health & Wellness (2 credits)  
HPM208: Principles of Strength & Conditioning (2

credits)  
HPM210: First Aid, CPR & AED (2 credits)  
HPM307: Kinesiology (3 credits)  
HPM311: Sports Nutrition (2 credits)  
HPM312: Physiology of Exercise (3 credits)  
HPM406: Assessment of Human Performance (3 credits)

In addition to the Core requirements, the Human Performance major must also complete one of the following concentrations.

### Athletic Training Concentration Requirements:

The concentration prepares students for entrance into an entry level graduate athletic training. Admission requirements for the continued program of choice should be checked and fulfilled for acceptance into the graduate/professional program.

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

- Prepare students to meet all necessary criteria for admittance into the Midland University Master of Athletic Training (MAT) program by the end of their junior year.

In addition to the required Human Performance core requirements, the Athletic Training concentration requires 30 credits, on the A-F scale, with a grade of C- or better, including:

BIO103: Principles of Biology (4 credits)  
BIO205: Anatomy & Physiology II (4 credits)  
CHE122: Chemistry for Health Sciences (4 credits)  
HPM100: Introduction to Athletic Training (1 credit)  
HPM220: Care & Prevention of Athletic Injuries (3 credits)  
HPM223: Motor Learning (2 credits)  
HPM225: Movement (2 credits)  
HPM299/399/499: Internship (6 credits total)  
MTH210: Elementary Statistics (3 credits)  
PHY151: Physics I (4 credits)

### Pre-Professional Exercise Science Concentration Requirements:

This concentration prepares students for careers in wellness programs, rehabilitation programs, clinical research 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. Recommended minors are Chemistry or Biology.

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;

In addition to the required Human Performance core requirements, the Exercise Science Concentration requires 48 credits, on the A-F scale, with a grade of C- or better, including:

BIO125: Organismal Biology (4 credits)  
BIO205: Anatomy & Physiology II (4 credits)  
BIO211: Cellular and Molecular Biology (4 credits)  
CHE103: General Chemistry I (4 credits)  
CHE104: General Chemistry II (4 credits)  
HPM220: Care and Prevention of Athletic Injuries (3 credits)  
HPM223: Motor Learning (2 credits)  
HPM299/399/499: Internship (6 credits total)  
MTH210: Elementary Statistics (3 credits)  
PHY151: General Physics I (4 credits)  
PHY152: General Physics II (4 credits)  
PSY120: Fundamentals of Psychology (3 credits)  
PSY210: Developmental Psychology (3 credits)

### **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 prepares 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 32 credits, on the A-F scale, with a grade of C- or better, including:

BUS103: Principles of Accounting I (3 credits)  
BUS104: Principles of Accounting II (3 credits)  
BUS210: Principles of Economics (3 credits)  
BUS217: Principles in Management (3 credits)  
BUS242: Principles of Marketing (3 credits)  
BUS244: Management Procedures and Information Processing (3 credits)  
BUS361: Financial Management (3 credits)  
HPM421: Management of Human Performance (3 credits)  
HPM430: Ethics & Law in Human Performance (2 credits)  
HPM299/399/499: Internship (6 credits total)

### **Strength and Conditioning Concentration Requirements:**

The Strength and Conditioning concentration prepares students for possible careers as a personal trainer or strength coach. This concentration also prepares students for postgraduate 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
- 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) by the final semester of their senior year.

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 37 credits, on the A-F scale, with a grade of C- or better, including:

BUS103: Principles of Accounting (3 credits)

BUS242: Principles of Marketing (3 credits)

BUS361: Financial Management (3 credits)

HPM140: Lifetime Fitness (1 credit)

HPM112: Dance Exercise (1 credit)

HPM223: Motor Learning (2 credits)

HPM225: Human Movement Patterns and Screening (2 credits)

HPM323: Advanced Strength and Conditioning (2 credits)

HPM421: Management of Human Performance (3 credits)

HPM430: Ethics and Law in Human Performance (2 credits)

HPM299/399/499 –Internship (6 credits total)

MTH210: Elementary Statistics (3 credits)

PSY120: Fund of Psychology (3 credits)

PSY200: Psychology of Learning (3 credits)

Coaching Minor:

The minor is for non-Education majors. 13 credits, graded on the A-F basis with no grade below a C-, including HPM162, HPM210, HPM220 and six (6) credits of electives from HPM200, HPM201, HPM202, HPM203, HPM205, HPM206, or HPM222.

Nebraska Special Services Coaching Certificate:

The certificate is for non-certified personnel to serve as assistant coaches in NSAA sponsored activities. Courses required are HPM162, HPM210, and EDU220 or EDU207 (offered summer session only).

## HUMAN SERVICES

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 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 human services agencies such as Lutheran Family Services, The Bridge, Head Start, Department of Health and Human Services, and the Masonic Eastern Star Home for Children, among others.

A Midland Human Services Major:

- Describes key concepts, principles, and applications in the areas of human behavior, human development, social & cultural issues, social problems, and ethics in helping relationships.
- Applies the scientific method and ethical principles to the study of human behavior: integrates previous empirical literature, designs, conducts, and interprets social science research.
- Demonstrates information literacy using scientific reasoning to interpret and evaluate social scientific phenomenon.
- Demonstrates effective writing, presentation, and communication skills for different purposes.
- Is a competitive candidate for entry-level work in the field and/or admission to graduate school.

### Human Services Major Requirements:

The Human Services major or minor may not be combined with a major or minor in Psychology or Sociology. Complete the following 45-46 credits graded on the A-F scale, with a grade of C- or better:

Human Services Core:

SOC212: Introduction to Human Services (3 credits)  
PSY210: Developmental Psychology (3 credits)  
PSY120: Fundamentals of Psychology (3 credits) *or*  
SOC130: Principles of Sociology (3 credits)  
BUS208: Business Communications (3 credits)  
SSC330: Social Science Statistics (3 credits)  
SSC340: Social Science Research Methods (3 credits)  
SOC426: Advanced Social Research Methods (3 credits) *or* PSY498: Advanced Experimental Design (3 credits)  
SOC499: Internship (3 credits) *or* PSY499: Internship (3 credits)

Pick one concentration:

Early Childhood Concentration

ECE155: Child, Family and Community (2 credits)  
ECE247: Early Childhood Special Education (3 credits)  
ECE255: Introduction to Early Childhood Education (3 credits)  
ECE257: Preschool Methods (3 credits)  
ECE257A: Preschool Methods Practicum (1 credit)  
SOC245: Sociology of Childhood & Adolescence (3 credits)  
SOC300: Marriage and Family (3 credits)  
PSY200: Psychology of Learning (3 credits)

Social Science Concentration

SOC220: Minorities and Cultural Diversity (3 credits)  
PSY370: Introduction to Counseling (3 credits)  
15 credits from:  
SOC245: Sociology of Childhood & Adolescence (3 credits)  
SOC300: Marriage and Family (3 credits)  
SOC342: Social Inequality (3 credits)  
SOC370: Sociology of Addictions (3 credits)  
SOC414: Social Change (3 credits)  
SSC302: Social Aspects of Aging (3 credits)  
PSY200: Psychology of Learning (3 credits)  
PSY314: Social Psychology (3 credits)  
PSY333: Abnormal Psychology (3 credits)

Community Health Concentration

SSC201: Contemporary Issues in Public Health (3 credits)

HPM180: Health & Wellness (2 credits)  
BIO204: Anatomy and Physiology I (4 credits)  
BIO205: Anatomy and Physiology II (4 credits)  
BIO207: Normal Nutrition (3 credits)  
BUS242: Principles of Marketing (3 credits)  
SOC342: Social Inequality (3 credits)

**Human Services Minor Requirements:**

Complete 21 credits on the A-F scale, including PSY 120, SOC130, SOC212 and at least six (6) additional credits at the 300- or 400- level from CJU, PSY and/or SOC courses (excluding Internship (499) courses).

## MASS COMMUNICATION

The Mass Communications major of Midland University allow students to explore the substantial role mediated communication plays in shaping our ever changing world. In addition to developing their visual, oral, and written communication skills, majors will be asked to think critically about the theories, legal issues, functions, and responsibilities of mass media. Due to the interdisciplinary nature of the major, students are encouraged to explore additional majors and minors in Business, Art, or Commercial Art.

A Midland Mass Communication Major:

- Will value ethical behavior by demonstrating the ability to apply ethical principles;
- Will articulate the historical grounding of mass communication and how that history influences contemporary media industries (advertising, photography, journalism, public relations, new media);
- Will express their intellectual capacities through application of information literacy surrounding mediated and non-mediated messages;
- Will express their intellectual capacities through application of critical thinking, problem solving, and perspective taking that reflects communication research, concepts, and theories;
- Will exhibit their communicator confidence by presenting messages that are clear, organized, fluent, audience appropriate and strategic.

**Mass Communication Major Requirements:**

Complete the following 34-36 credits on the A-F scale, with a grade of C- or better:

BUS242: Principles of Marketing (3 credits)  
 BUS348: Advertising (3 credits)  
 COM100: Introduction to Mass Communication (3 credits)  
 COM121: Writing for Media (3 credits)  
 COM230: Introduction to Visual Literacy (3 credits)  
 COM222: Digital Photography (3 credits)  
 COM305: Media Practicum (1 to 3 credits)  
 COM342: Public Relations (3 credits)  
 COM420: Promotional Strategies and Techniques (3 credits)  
 COM441: Mass Communications Law and Ethics (3 credits)  
 Six (6) credits of electives from:  
 ART140: Introduction to Advertising Design (3 credits)  
 ART160: Introduction to Graphic Illustration (3 credits)  
 ART180: Introduction to Graphic Design (3 credits)  
 BUS 350: Business Presentation (3 credits)  
 BUS434: Marketing Research (3 credits)  
 COM110: Mass Communication and Society (3 credits)  
 COM305: Media Practicum (1 to 3 credits)  
 COM499: Internship (1 to 3 credits)

- Solves problems in multiple settings by using analytical, critical or creative thinking skills;
- Is qualified to succeed in continued academic studies, math teaching, or an entry level position in the field.

A Midland Mathematics/Computer Science Major with a Mathematics concentration is able to:

- Performs computations and solves problems in calculus and linear algebra using logical and critical thinking;
- Formulates and solves mathematical problems analytically and utilizes appropriate technology if necessary.
- Reads and constructs well-organized, concise and logical mathematical arguments and proofs.

A Midland Mathematics/Computer Science Major with a Computer Science concentration is able to:

- Analyzes a problem, and identifies and defines the computing requirements appropriate to its solution;
- Designs, implements, and evaluates a computer-based system, process, component, or program to meet desired needs;
- Uses current techniques, skills, and tools necessary for computing practice;
- Functions effectively as a team member and/or leader in an ever-changing professional environment;
- Communicates information related to the field effectively with a range of audiences.

## MATHEMATICS/COMPUTER SCIENCE

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:

- Describes and explains key concepts, theories and fundamental applications in the core areas including calculus, analysis, algebra, and computer algorithms;

### Mathematics/Computer Science Major Requirements:

Complete the following 14 credits, on the A-F scale, for the core requirements and a concentration below:

CSC160: Object Oriented Programming (3 credits)  
 MTH220: Calculus I (4 credits)  
 MTH250: Calculus II (4 credits)  
 MTH260: Numerical Analysis (3 credits)

### Mathematics Concentration Requirements:

In addition to the core requirements, complete 24 credits, on the A-F scale, including:

MTH310: Mathematical Statistics (4 credits)  
 MTH340: Linear Algebra (3 credits)  
 MTH350: Multivariable Calculus (4 credits)  
 MTH420: Analysis of Real Variables (3 credits) or

## NATURAL SCIENCE

MTH440: Abstract Algebra (3 credits)  
MTH460: Capstone (1 credit)  
Nine (9) additional credits from other MTH courses  
220 or above

### **Computer Science Concentration Requirements:**

In addition to the core requirements, complete 30 credits, on the A-F grading scale, including:

CSC220: Data Structures (3 credits)  
CSC250: Computer Organization Assembler (3 credits)  
CSC350: Operating Systems (3 credits)  
CSC360: Computer Networks and Data Communication (3 credits)  
CSC430: Database Management (3 credits)  
CSC440: Systems Analysis & Design (3 credits)  
CSC299, 399, 499: Computer Science Internship (6 credits)  
MTH240: Discrete Structures (3 credits)  
Three (3) credits from:  
MTH340: Linear Algebra (3 credits)  
CSC courses numbered 180 or above

### **Compressed Mathematics Major Requirements:**

Complete 32 credits on the A-F grading scale:  
CSC160: Object Oriented Programming (3 credits)  
MTH220: Calculus I (4 credits)  
MTH250: Calculus II (4 credits)  
MTH260: Numerical Analysis (3 credits)  
MTH310: Mathematical Statistics (4 credits)  
MTH340: Linear Algebra (3 credits)  
MTH350: Multivariable Calculus (4 credits)  
MTH420: Analysis of Real Variables (3 credits) *or*  
MTH440: Abstract Algebra (3 credits)  
MTH460: Capstone (1 credit)  
Elective (3 credits) from any Math course from 240 or above, including a topics course

### **Computer Science Minor Requirements:**

Complete 24 credits on the A-F scale including CSC160, CSC180, CSC220, and CSC250; MTH240 or MTH260, and an additional three credits from CSC courses numbered 160 or above.

### **Mathematics Minor Requirements:**

Complete 20 credits on the A-F grading scale including MTH220, MTH250, and CSC160, and nine (9) credits in MTH courses numbered 210 or above.

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 teaching, law, theology, business, government, as well as science.

A Midland Natural Science major:

- Identifies and describes the fundamental concepts in a variety of areas of scientific inquiry fields (biology, chemistry, earth science, physics and astronomy);
- Applies the scientific method to design biological experiments, collect and analyze data, and form coherent conclusions;
- Assembles, evaluates, and presents scientific information;
- Critically analyzes the social, moral, and ethical implications of the natural world;
- Identifies and describes the concepts of a sustainable earth.

Natural Science Major Requirements:

Complete 50 credits, on the A-F grading scale, with a grade of C- or better. At least 34 credits will complete the core studies in biology, chemistry, physics, earth science and astronomy, and 16 additional credits to concentrate in biology. Students who wish to double major in Biology and Natural Science may apply up to, but no more than, 12 duplicate credits toward both majors.

Natural Science Core Courses (32 credits):

Biology

BIO125: Organismal Biology (4 credits)  
BIO300: Ecology & Field Biology (4 credits)  
BIO420: Biology Capstone (2 credits)

Chemistry

CHE103: General Chemistry I (4 credits)  
CHE104: General Chemistry II (4 credits)

Physics

PHY151: General Physics I (4 credits)  
PHY152: General Physics II (4 credits)

Earth Science

2 courses from the following:

- ESC101: Physical Geology (4 credits)
- ESC102: Historical Geology (4 credits)
- PHY121: Descriptive Astronomy (4 credits)
- PHY122: Select Topics in Astronomy (4 credits)

In addition to the (10) required biology credits listed above, 16 credits in biology including BIO106 or BIO308 and 12 additional credits of biology lab courses, level 200 or above.

Additional recommended classes for the program: MTH215 or MTH220, ESC123, and CHE201.

### **NATURAL SCIENCE (MEDICAL ARTS)**

The Natural Science (Medical Arts) degree is intended for 3+1 programs where 3 years of coursework is completed at Midland University and 1 final year of coursework is completed in a professional program (i.e. Radiography, Medical/Clinical Laboratory Science, Chiropractic Medicine, and others). The final year of coursework is transferred back to Midland University to compete the degree requirements.

A Midland Natural Science (Medical Arts) Major:

- Identify and describe the foundational natural and physical principles that govern and sustain the world;
- Apply the scientific method to design biological experiments, collect and analyze data, and form coherent conclusions;
- Assemble, evaluate, and present scientific information;
- Critically analyze the social, moral, and ethical implications associated within the health sciences;
- Successfully complete one year of a clinical program of training in a medically related field.

Natural Science (Medical Arts) Concentration Requirements:

32 credits from the BIO, CHE, ESC, MTH, PHY and PSY listings including successful completion of the first year of study at an approved program. All courses must be graded on the A-F scale, with a grade of C- or better:

Natural Science (Medical Arts) Concentration (Chiropractic) Major Requirements:

- BIO125: Organismal Biology (4 credits)
- BIO204: Human Anatomy & Physiology (4 credits)
- BIO211: Cellular and Molecular Biology (4 credits)
- CHE103: General Chemistry I (4 credits)
- CHE104: General Chemistry II (4 credits)
- CHE201: Organic Chemistry I (4 credits)
- CHE202: Organic Chemistry II (4 credits)
- PHY151: General Physics I (4 credits)
- PHY152: General Physics II (4 credits)

\*BIO205: Advanced Human Anatomy and Physiology is highly recommended and may be required for some professional programs. BIO190: Survey of Human Anatomy and Physiology should be taken if only one semester of anatomy and physiology is to be taken. Please see the Pre-Professional 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

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 University Nursing graduate who demonstrates competencies consistent with ACEN, AACN, QSEN, and IOM recommendations for Nursing education. The Nursing program is accredited by:

### **Accreditation Commission for Education in Nursing (ACEN)**

3343 Peachtree Road, Suite 850  
Atlanta, Georgia 30326  
(404)975-5000  
www.acenursing.org

Additional approval is from:

### **Nebraska State Board of Nursing**

301 Centennial Mall South  
P.O. Box 94986  
Lincoln, Nebraska 68509-4986  
(402) 471-4376

Upon completion of the Bachelor of Science degree in Nursing program of study the student will be able to:

- Synthesize knowledge from the arts and sciences as a basis for professional nursing decisions.
- Incorporate leadership concepts in promoting safe, high-quality care with a focus on continual evaluation and improvement within a variety of organizations and systems.
- Integrate nursing research and evidenced-based practice into professional nursing practice.
- Evaluate information management, technology, and systems in an ethical manner to ensure safe care and enhance sound decision-making in

health care delivery systems.

- Examine state, regional, national and regulatory agency health care system policies to inform professional activism.
- Foster intra/interprofessional team collaboration with healthcare providers and consumers for the improvement of healthcare delivery and patient health outcomes.
- Provide professional nursing care across the lifespan to diverse individuals, families, and populations to promote health and prevent disease and injury.
- Assume responsibility and legal/ethical accountability for one's personal and professional behavior and its impact on the care of diverse populations.
- Integrate the competencies of a professional nurse to provide, coordinate, and advocate for care of diverse populations.
- Explore personal faith/spirituality with respect to nursing practice in a diverse global society.

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 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: completion of a health exam, satisfactory health status, compliance with immunization requirements, current American Heart Association CPR certification, satisfactory drug testing, satisfactory abuse and criminal background check(s) and ability to meet program technical standards. Nursing majors are required to have a health 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 annually 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 more than 1000 hours 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 is 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 to develop further 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.

### Admission to the Nursing Program

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 School 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 School 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 program. 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 to BSN or RN to BSN program options must have a current unencumbered state license. College prerequisites, or equivalents when applicable, are to be completed prior to beginning Nursing courses.

### Application Procedure

**Traditional undergraduate nursing applicants are reviewed on a regular basis for fall admission. RN to BSN 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 to BSN, and RN to BSN 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 School of Nursing for specific timelines concerning admission.

### ***Notification of Admission***

Applicants will receive notification from the School 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 BIO204, BIO205, BIO207, BIO215, BIO220, CHE122, CHE190, MTH210, PHI 250 or other Ethics course, PSY120, PSY210, SOC130, and SPE110 or other Speech course. Students who earn a C- or below in a support course must then repeat the course.
- One Nursing course may be repeated because 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 dismissal from the Nursing Program.
- Students are required to provide proof of a current health insurance policy prior to each clinical experience in the Nursing Program.
- Students must submit proof of current immunizations in accordance with immunization policy requirements. Health records must be submitted prior to beginning the initial clinical experience in nursing.
- Students are required to satisfactorily complete drug testing and satisfactorily meet the abuse and criminal background check prior to beginning the initial clinical experience in nursing. 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.

*Note: The Nursing program reserves the right to deny admission to or dismiss any student whose health record, immunization compliance, drug test-*

*ing, abuse or criminal background record, academic or clinical performance, clinical compliance such as CPR or behavior is determined to be unsatisfactory.*

### **BSN Traditional Program Option Curriculum:**

63 Nursing credits and 57-58 support course credits including:

#### **First Year**

##### **Semester One**

BIO204: Anatomy and Physiology I (4 credits)  
MID101: College to Career Foundations (1 credit)  
MID120: Blue Humanities (4 credits)  
PSY120: Fundamentals of Psychology (3 credits)  
SOC130: Principles of Sociology (3 credits)

##### **Semester Two**

BIO205: Anatomy and Physiology II (4 credits)  
CHE122: Chemistry for Health Science (4 credits)  
MID130: Orange Humanities (4 credits)  
SPE110: Fundamentals of Oral Communication (3 credits)

#### **Second Year**

##### **Semester One**

BIO207: Normal Nutrition (3 credits)  
BIO215: Microbiology (4 credits)  
NUR203: Foundations of Nursing (5 credits)  
NUR210: Health Assessment (3 credits)

##### **Semester Two**

BIO220: Pathophysiology (3 credits)  
CHE190: Pharmacology (3 credits)  
NUR205: Medical Surgical Nursing Adult (6 credits)  
PSY210: Developmental Psychology (3 credits)

#### **Third Year**

##### **Semester One**

MTH210: Elementary Statistics (3 credits)  
PHI250: Foundations of Moral Decision Making (3 credits) [Humanities Category B]  
NUR365: Mother/Baby Nursing (5 credits)  
NUR375: Mental Health Nursing (5 credits)

##### **Semester Two**

NUR305: Medical Surgical Pediatric Nursing (9 credits)  
NUR392: Nursing Research and Evidence-Based Practice (3 credits)  
Humanities Category A: Fine and Performing Arts or Category C: History, English/Literature elective (3 credits)\*

#### **Fourth Year**

##### **Semester One**

NUR405: Advanced Medical Surgical Nursing (9 credits)

NUR415: Nursing Leadership and Management (3 credits)

Humanities Category A: Fine and Performing Arts or Category C: History, English/Literature elective (3 credits)\*

Semester Two

NUR425: Professional Concepts (3 credits)

NUR465: Population Focused Care (5 credits)

NUR497: Seminar/Practicum (7 credits)

*\*Electives may be taken during Interterm as offered.*

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. Requirements for the Nursing major include both nursing courses designated by NUR and identified support courses within other disciplines. A suggested year-by-year program of study is available from the School of Nursing. The program of study for the Nursing major is also included in the Nursing Student Handbook and available in the Student Success Center.

### **LPN to BSN Program Option**

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 to BSN 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*

BIO204: Anatomy and Physiology I (4 credits)

BIO205: Anatomy and Physiology II (4 credits)

BIO207: Normal Nutrition (3 credits)

BIO215: Microbiology (4 credits)

CHE122: Chemistry for Health Sciences (4 credits)

ENG120: English Composition I (3 credits)

MID120: Blue Humanities (4 credits)

MID130: Orange Humanities (4 credits)

PSY120: Fundamentals of Psychology (3 credits)

PSY210: Developmental Psychology (3 credits)

SOC130: Introduction to Sociology (3 credits)

SPE110: Fundamentals of Oral Communication (3 credits)

### **LPN to BSN Program Option Curriculum:**

Semester One

BIO207: Normal Nutrition (3 credits)

BIO215: Microbiology (4 credits)

NUR206: LPN to BSN Transition (3 credits);  
*5-11 total credits awarded upon completion*

NUR210: Health Assessment (3 credits)

Semester Two

BIO220: Pathophysiology (3 credits)

CHE190: Pharmacology (3 credits)

NUR205: Medical Surgical Nursing Adult (6 credits)

PSY210: Developmental Psychology (3 credits)

Semester Three

MTH210: Elementary Statistics (3 credits)

PHI 250: Foundations of Moral Decision Making (3 credits) [Humanities Category B]

NUR365: Mother/Baby Nursing (5 credits)

NUR375: Mental Health Nursing (5 credits)

Semester Four

NUR305: Medical Surgical Pediatrics Nursing (9 credits)

NUR392: Nursing Research and Evidence-Based Practice (3 credits)

Humanities Category A: Fine and Performing Arts or Category C: History, English/Literature elective (3 credits)\*

Semester Five

NUR405: Advanced Medical Surgical Nursing (9 credits)

NUR415: Nursing Leadership and Management (3 credits)

Humanities Category A: Fine and Performing Arts or Category C: History, English/Literature elective (3 credits)\*

Semester Six

NUR425: Professional Concepts (3 credits)

NUR465: Population Focused Care (5 credits)

NUR497: Seminar/Practicum (7 credits)

*\*Electives may be taken during Interterm as offered.*

**RN to BSN Program Option**

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 to BSN student must also fulfill other University requirements for graduation. Upon admission into the RN to BSN program option, students will meet with a Nursing program RN to 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 to BSN Program Option:**

120 Total Credit Hours required for graduation from Midland University

<b>RN to BSN Prerequisite Courses</b>	
English and Humanities	15 credits
BIO204: Anatomy and Physiology I	4 credits
BIO204: Anatomy and Physiology II	4 credits
SOC130: Principles of Sociology	3 credits
PSY120: Fundamentals of Psychology	3 credits
PSY210: Developmental Psychology	3 credits
CHE122: Chemistry for Health Science	4 credits
SPE110: Fundamentals of Oral Communications	3 credits
BIO215: Microbiology	4 credits
BIO207: Normal Nutrition	3 credits
BIO220: Pathophysiology	3 credits
CHE190: Pharmacology	3 credits
NUR210: Health Assessment	3 credits
MTH210: Elementary Statistics	3 credits
PHI250: Foundations of Moral Decision Making	3 credits

<b>RN to BSN Core Courses</b>	
NUR372R: Spiritual Nursing Care	3 credits
NUR382R: Multicultural Nursing	3 credits

<b>RN to BSN Core Courses</b>	
NUR392R: Nursing Research and Evidence-Based Practice	3 credits
NUR415R: Nursing Leadership and Management	3 credits
NUR425R: Professional Concepts	3 credits
NUR462R: Complex Care – Gerontology	3 credits
NUR475R: Nursing Perspectives in Population Centered Care: Assessment (clinical)	3 credits
NUR476R: Nursing Perspectives in Population Centered Care: Implementation (clinical)	3 credits
Electives at Midland University	6 credits
Nursing Electives available: NUR260R: Ethics for Healthcare NUR395R: Palliative Care Nursing	



## PSYCHOLOGY

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:

- Describes key concepts, principles, and fundamental applications in the areas of general psychology, human development, social psychology, abnormal psychology, cognition, physiological psychology, personality, counseling, tests and measurements of individual differences, and learning.
- Identifies, describes and applies the APA ethical principles and code of conduct to psychological science and practice
- Applies the scientific method to human behavior: interprets, designs, and conducts basic psychological research.
- Demonstrates information literacy using scientific reasoning to interpret and evaluate psychological phenomena
- Demonstrates effective writing, presentation, and communication skills for different purposes
- Is a competent candidate for entry level work in the field and/or admission to graduate school

### Psychology Major Requirements:

Complete the following 42 credits, on the A-F scale, with a grade of C- or better. The Psychology major may not be combined with a Human Services major or minor.

PSY120: Fundamentals of Psychology (3 credits)  
PSY200: Psychology of Learning (3 credits)  
PSY210: Developmental Psychology (3 credits)  
PSY314: Social Psychology (3 credits)  
PSY331: Physiological Psychology (3 credits)  
PSY333: Abnormal Psychology (3 credits)  
PSY350: Tests & Measurement (3 credits)  
PSY370: Introduction to Counseling (3 credits)

PSY414: Cognition (3 credits)

PSY434: Personality Theory (3 credits)

PSY498: Advanced Experimental Psychology (3 credits)

SOC130: Principles of Sociology (3 credits)

SSC330: Social Science Statistics (3 credits)

SSC340: Social Science Research Methods (3 credits)

### Compressed Psychology Major Requirements:

Complete the following 30 credits, on the A-F scale, with a grade of C- or better. The Compressed Psychology major may not be combined with a Human Services major or minor.

PSY120: Fundamentals of Psychology (3 credits)

PSY200: Psychology of Learning (3 credits)

PSY210: Developmental Psychology (3 credits)

PSY333: Abnormal Psychology (3 credits)

PSY350: Tests & Measurement (3 credits)

PSY498: Advanced Experimental Psychology (3 credits)

SSC330: Social Science Statistics (3 credits)

SSC340: Social Science Research Methods (3 credits)

Six (6) credit hours of electives must be from:

PSY314: Social Psychology (3 credits)

PSY331: Physiological Psychology (3 credits)

PSY370: Introduction to Counseling (3 credits)

PSY414: Cognition (3 credits)

PSY434: Personality Theory (3 credits)

### Psychology Minor Requirements:

Complete 21 credit hours in psychology, including at least six (6) credit hours of upper division courses (300-level or above, excluding PSY499). All courses must be graded on the A – F scale.

### Applied Behavior Analysis:

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 24 credits on the A-F scale with a C- or better, including PSY120, PSY200, PSY324, PSY424, PSY485, and twelve (12) credits of PSY499 (internship credits are taken over two semesters and must include 540 hours of intensive practicum in behavior analysis). PSY200 must be taken at Midland University. Upon completion of the first upper level course in the Applied Behavior Analysis sequence (PSY324 or 424), students must apply to the Psychology Department for approval to participate in an ABA internship.

## **RELIGION/PHILOSOPHY**

As a university of the Lutheran tradition, Midland believes that faith and learning are inexorably linked. The Religion/Philosophy program 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 program 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 program offers both a major and a minor in Religion/Philosophy. Students who complete a major in Religion/Philosophy, in addition to learning about 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 program.

### **A Midland Religion/Philosophy Major:**

- Identify the assumptions underlying particular arguments or positions.
- Describe the historical and literary context of Christian scripture.
- Employ a typology to describe the diversity of the Christian tradition, trace historical change, 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.
- Demonstrate intellectual curiosity and a commitment to learning.
- Identify one's Gallup Strengths and describe how they might be employed in an academic setting.

### **Religion/Philosophy Major Requirements:**

Complete the following 36 credits:

PHI280: Critical Thinking (3 credits)

REL112: Introduction to Christianity as Religion (3 credits)

REL120: Development of Christian Thought (3 credits)

REL130: Introduction to the Old Testament (3 credits)

REL185: Christian Communities (3 credits)

REL240: Religions of the World (3 credits)

REL420: Senior Thesis (3 credits)

15 credits from:

Religion/Philosophy courses not listed above

ENG180: Ethics and Film

ENG190: Ethics and Literature

**Compressed Religion/Philosophy Major Requirements:**

Complete the following 30 credits, on the A-F grading scale:

PHI280: Critical Thinking (3 credits)

REL112: Introduction to Christianity as Religion (3 credits)

REL120: Development of Christian Thought (3 credits)

REL130: Introduction to the Old Testament (3 credits)

REL185: Christian Communities (3 credits)

REL240: Religions of the World (3 credits)

REL420: Senior Thesis (3 credits)

Nine (9) credits from:

Religion/Philosophy courses not listed above

ENG180: Ethics and Film

ENG190: Ethics and Literature

**Religion/Philosophy Minor Requirements:**

Complete 18 credits including: REL130 or REL140; REL240; and 12 credits from other Religion/Philosophy courses, ENG180, ENG190, or ENG380.



**RESPIRATORY THERAPY**

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 (3) 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 Prerequisite Requirements:**

BIO103: Principles of Biology (4 credits)

or BIO106: General Zoology (4 credits)

or BIO125: Organismal Biology (4 credits)

BIO204: Anatomy and Physiology I (4 credits)

BIO205: Anatomy and Physiology II (4 credits)

BIO215: Microbiology (4 credits)

BIO420: Biology Capstone (2 credits)  
 BUS217: Principles of Management (3 credits)  
 CHE103: General Chemistry I (4 credits) or  
 CHE122: Chemistry for the Health Sciences (4 credits)  
 ENG120: English Composition I (3 credits)  
 or MID120: Blue Humanities (4 credits)  
 or MID130: Orange Humanities (4 credits)  
 MTH140: College Algebra (3 credits)  
 or MTH210: Elementary Statistics (3 credits)  
 PHY151: General Physics I (4 credits)  
 PSY120: Fundamentals of Psychology (3 credits)

\*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):**

Complete 50 credits, graded on the A-F basis with no grade below C-, including:  
 RET201: Medical Arts (3 credits)  
 RET202: Advanced Cardiac Life Support (2 credits)  
 RET203: Respiratory Therapist as an Educator (2 credits)  
 RET302: Medical Gas Therapy (2 credits)  
 RET305: Cardio-Pulmonary and Renal Anatomy and Physiology (4 credits)  
 RET311: Airway Management (3 credits)  
 RET312: Respiratory Therapy Equipment (2 credits)  
 RET313: Pulmonary Medicine Lecture Series (1 credit)  
 RET406: Cardio-Pulmonary Pharmacology (2 credits)  
 RET407: Medical Microbiology (2 credits)  
 RET408: Ventilator management (4 credits)  
 RET409: Advanced Ventilator Management (4 credits)  
 RET412: Respiratory Diagnostics (5 credits)  
 RET415: Pediatric and Neonatal Respiratory Therapy (3 credits)  
 RET417: Pulmonary Rehabilitation (1 credit)  
 RET418: Sleep Medicine (1 credit)  
 RET431: Clinical Theory I (1 credit)  
 RET432: Clinical Practice (2 credits)  
 RET433: Clinical Theory II (1 credit)  
 RET434: Clinical Practice II (2 credits)  
 RET435: Clinical Theory III (1 credit)  
 RET436: Clinical Practice III (2 credits)

See the *Respiratory Therapy School Policy* for details on making satisfactory academic progress.

**Course Schedule**

<i>Fall</i>		<i>Interterm</i>
<i>Early Fall</i>	<i>Late Fall</i>	RET202
RET201	RET302	
RET203	RET305	
	RET311	
	RET312	
	RET313	
	RET431	
	RET432	
<i>Spring</i>	<i>Summer</i>	
RET406	RET409	
RET407	RET415	
RET408	RET417	
RET412	RET418	
RET433	RET435	
RET434	RET436	

**SOCIOLOGY**

The Sociology program upholds the mission of the University by providing a quality education in sociology for students seeking employment in the helping professions, research, education, or other fields. The Sociology 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. Through internship and research opportunities students develop the skills and experience necessary for successful employment and graduate school admissions.

**A Midland Sociology Major:**

- Demonstrates an ability to use the sociological imagination to critically think about and understand individuals and society, as well as the relationship between them.
- Describes key concepts, principles, and applications in the areas of general sociology, culture, socialization, stratification, social structure, theory,

institutions, and differentiations by race/ethnicity, gender, age, and class.

- Applies the scientific method and ethical principles to the study of human behavior: integrates previous empirical literature, designs, conducts, and interprets sociological research.
- Demonstrates information literacy using scientific reasoning to interpret and evaluate sociological phenomenon.
- Demonstrates effective writing, presentation, and communication skills for different purposes.
- Is a competitive candidate for entry-level work in the field and/or admission to graduate school.

### **Sociology Major Requirements:**

Complete the following 42 credits on the A-F scale, with a grade of C- or better:

- PSY120: Fundamentals of Psychology (3 credits)
- SOC130: Principles of Sociology (3 credits)
- SOC220: Minorities and Cultural Diversity (3 credits)
- SOC342: Social Inequality (3 credits)
- SOC414: Social Change (3 credits)
- SOC420: Social Theory (3 credits)
- SOC426: Advanced Social Research Methods (3 credits)
- SSC330: Social Science Statistics (3 credits)
- SSC340: Social Science Research Methods (3 credits)

15 elective credits from:

- SOC212: Introduction to Human Services (3 credits)
- SOC225: Sociology of Film (3 credits)
- SOC230: Sociology of Sports (3 credits)
- SOC240: Topics in Sociology (3 credits)
- SOC245: Sociology of Childhood and Adolescence (3 credits)
- SOC250: Social Issues in Literature (3 credits)
- SOC300: Marriage & the Family (3 credits)
- SOC370: Sociology of Addictions (3 credits)
- SOC390: Gender & Society (3 credits)
- SOC440: Seminar in Selected Topics (3 credits)
- SOC450: Independent Study (1 to 3 credits)
- SOC499: Internship (1 to 6 credits)
- PSY314: Social Psychology (3 credits)

Students who plan to enter graduate study in sociology or a related field should consult with the faculty for recommended courses in addition to the core courses.

### **Compressed Sociology Major Requirements:**

Complete the following 30 credits, on the A-F grading scale, with a grade of C- or higher:

- SOC130: Principles of Sociology (3 credits)
- SOC342: Social Inequality (3 credits)
- SOC414: Social Change (3 credits)
- SOC420: Social Theory (3 credits)
- SOC426: Advanced Social Research Methods (3 credits)
- SSC330: Social Science Statistics (3 credits)
- SSC340: Social Science Research Methods (3 credits)

9 elective credits from:

- SOC212: Introduction to Human Services (3 credits)
- SOC220: Minorities and Cultural Diversity (3 credits)
- SOC225: Sociology of Film (3 credits)
- SOC230: Sociology of Sports (3 credits)
- SOC240: Topics in Sociology (3 credits)
- SOC245: Sociology of Childhood and Adolescence (3 credits)
- SOC250: Social Issues in Literature (3 credits)
- SOC300: Marriage & the Family (3 credits)
- SOC370: Sociology of Addictions (3 credits)
- SOC390: Gender & Society (3 credits)
- SOC440: Seminar in Selected Topics (3 credits)
- SOC450: Independent Study (1 to 3 credits)
- SOC499: Internship (1 to 6 credits)

Students who plan to enter graduate study in sociology or a related field should consult with the faculty for recommended courses in addition to the core courses.

### **Sociology Minor Requirements:**

Complete 18 credits including SOC130 and 15 credits from the Sociology course offerings, excluding SOC499. Any Sociology courses taken for a non-Sociology major or minor may not also be counted for this minor.

## YOUTH AND FAMILY MINISTRY

Ministry to youth and families is an important facet of ministry across denominations. The Youth and Family Ministry program at Midland University has been established to serve the church in meeting the ongoing demand for people trained in the skills and abilities required to minister effectively in this context.

A Midland Youth and Family Ministry Major:

- Identifies core psychological and sociological concepts and applies them to ministry settings.
- Describes the historical and literary context of Christian scripture.
- Traces the history of core theological concepts in the Christian tradition and how these concepts relate to major world religions.
- Develops and critically evaluates curriculum or programs for use in ministry settings.
- Compares and contrasts models of human development and learning.
- Identifies one's Gallup Strengths and describe how they might be employed in a ministry setting.

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 and 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 Major Requirements:

Complete the following 36 credits graded on the A-F scale, with a grade of C- or better:

- PHI280: Critical Thinking (3 credits)  
PSY200: Psychology of Learning (3 credits)  
or PSY210 Developmental Psychology (3 credits)

REL120: Development of Christian Thought (3 credits)

REL130: Introduction to the Old Testament (3 credits)

REL140: Introduction to the New Testament (3 credits)

SOC300: Marriage and the Family (3 credits)  
or SOC370: Sociology of Addictions (3 credits)  
or REL280: Christianity and Human Sexuality (3 credits)

YFM100: Introduction to Youth and Family Ministry (3 credits)

YFM420: Senior Thesis (3 credits)

YFM499: Internship (6 credits)  
(3 credits during first two years, 3 credits during second two years)

Six (6) credits of electives from:

Religion and Philosophy course offerings

ENG180: Ethics and Film (3 credits)

ENG190: Ethics and Literature (3 credits)

ENG380: Literary Criticism (3 credits)

### Youth and Family Ministry Compressed Major:

Complete the following 30 credits graded on the A-F scale, with a grade of C- or better:

PHI280: Critical Thinking (3 credits)

PSY200: Psychology of Learning (3 credits)  
or PSY210 Developmental Psychology (3 credits)

REL120: Development of Christian Thought (3 credits)

REL130: Introduction to the Old Testament (3 credits)

REL140: Introduction to the New Testament (3 credits)

SOC300: Marriage and the Family (3 credits)  
or SOC370: Sociology of Addictions (3 credits)  
or REL280: Christianity and Human Sexuality (3 credits)

YFM100: Introduction to Youth and Family Ministry (3 credits)

YFM420: Senior Thesis (3 credits)

YFM499: Internship (6 credits)  
(3 credits during first two years, 3 credits during second two years)

### Youth and Family Ministry Minor:

Complete the following 21 credits graded on the A-F scale, with a grade of C- or better:

- PSY200: Psychology of Learning (3 credits)  
or PSY210 Developmental Psychology (3 credits)

## GENERAL STUDIES

REL130: Introduction to the Old Testament (3 credits)

REL140: Introduction to the New Testament (3 credits)

SOC300: Marriage and the Family (3 credits)  
or SOC370: Sociology of Addictions (3 credits)  
or REL280: Christianity and Human Sexuality (3 credits)

YFM100: Introduction to Youth and Family Ministry (3 credits)

YFM499: Internship (6 credits)  
(3 credits during first two years, 3 credits during second two years)

### **Additional Program Requirements:**

After the first year of the curriculum, including YFM100, has been completed, each Youth and Family Ministry major will have recommendation letters submitted on their behalf for formal admission into the program will 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.



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 transfer credits 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 credits of coursework that include:

- 3 credits of English Composition
- 3 credits of Speech proficiency
- 3 credits of Math
- 9 credits of Art and/or Humanities
- 6 credits of Social Science
- 7 credits 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 credits within a particular defined program of study will constitute a concentration in the BGS program. At minimum, the final 30 credits of the degree program must be completed with Midland University and at least 40 credits of the degree must be completed at the 300/400 level. To remain in the program, students must maintain at 2.25 GPA.

Students interested in the BGS degree must work with Academic Affairs to define their course of study.

## COURSE DESCRIPTIONS

### **ART100: Introduction to Drawing**

*3 credits; Typically offered fall*

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 are 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.

### **ART102: Introduction to Figure Drawing**

*3 credits; Typically offered spring*

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.

### **ART110: Design**

*3 credits; Typically offered fall*

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.

### **ART120: Art Appreciation**

*3 credits; Typically offered fall*

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.

### **ART131: Ceramics - Hand Building**

*3 credits; Typically offered fall and spring*

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.

### **ART132: Ceramics - Wheel Throwing**

*3 credits; Offered upon request and approval*

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, stu-

dents will be taught how to produce creative works in clay while gaining an appreciation for the rich history of utilitarian ceramics.

### **ART133: Empty Bowls: Ceramic Art and Civil Engagement**

*3 credits; Typically offered fall and spring*

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.

### **ART140: Introduction to Advertising Design**

*3 credits; Typically offered spring*

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.

**Prerequisite:** *Permission of the instructor*

### **ART150: Introduction to Painting**

*3 credits; Typically offered fall*

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.

### **ART151: Mixed Media Painting**

*3 credits; Typically offered spring*

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.

### **ART160: Introduction to Graphic Illustration**

*3 credit; Typically offered fall*

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.

### **ART180: Introduction to Graphic Design**

*3 credits; Typically offered fall*

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.

### **ART201: Art History I**

*3 credits; Typically offered fall*

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 co-temporary cultural contexts and stimulates appreciation and critical evaluation of creative expression.

### **ART202: Art History II**

*3 credits; Typically offered spring*

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 co-temporary cultural contexts and stimulates appreciation and critical evaluation of creative expression.

### **ART203: Modern Art History**

*3 credits; Offered upon request and approval*

This course surveys modern and contemporary artistic sensibilities with emphasis on the artistic

achievements from 18th Century Neo-Classicism to Contemporary Art.

### **ART219: Introduction to Sculpture**

*3 credits; Typically offered spring*

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.

### **ART300: Introduction to Printmaking**

*3 credits; Typically offered interterm*

Introduction to Printmaking explores the different printmaking processes of monoprints, relief (woodcut), and intaglio. The course will introduce you to various tools, materials, and techniques fundamental to the discipline, and explore the medium through various directed assignments. The course aims to increase your knowledge and understanding of printmaking, create aesthetic awareness and creative insight through class discussion and critiques.

### **ART310: Intermediate Painting**

*3 credits; Offered upon request and approval*

This class is a continuing study of painting techniques that is more in-depth than those techniques mastered in ART150: 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. **Prerequisites:** ART150

### **ART320: Intermediate Drawing**

*3 credits; Offered upon request and approval*

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. **Prerequisite:** ART100

### **ART330: Intermediate Ceramics**

*3 credits; Offered upon request and approval*  
Intermediate Ceramics provides a continuing study of ceramic techniques that is more in-depth than those techniques mastered in ART131: Ceramics - Hand Building or ART132: Ceramics - Wheel Throwing. **Prerequisites:** ART131 or ART132

### **ART340: Intermediate Sculpture**

*3 credits; Offered upon request and approval*  
This course offers a continuing study of sculpture techniques that is more in-depth than those techniques mastered in ART219: Introduction to Sculpture. **Prerequisites:** ART219

### **ART360: Intermediate Graphic Illustration**

*3 credits; Offered upon request and approval*  
Intermediate Graphic Illustration is an extension of ART160. 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 are 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. **Prerequisites:** ART160

### **ART380: Intermediate Graphic Design**

*3 credits; Typically offered spring*  
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. **Prerequisites:** ART180

### **ART370: Intermediate Advertising Design**

*3 credits; Offered upon request and approval*  
Intermediate Advertising Design is an extension of ART140: 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 are 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. **Prerequisites:** ART140 and ART160

### **ART412: Advanced Sculpture**

*3 credits; Offered upon request and approval*  
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 is to be established in coordination with the instructor. **Prerequisites:** ART340

### **ART413: Advanced Painting**

*3 credits; Offered upon request and approval*  
Advanced Painting is a course of study in painting with emphasis on the development of unique stylization and more advanced technical and conceptual skills. **Prerequisites:** ART310

### **ART414: Advanced Ceramics**

*3 credits; Offered upon request and approval*  
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. **Prerequisites:** ART330

### **ART 415: Advanced Graphic Design**

*3 credits; Offered upon request and approval*  
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. **Prerequisites:** ART380

### **ART418: Advanced Drawing**

*3 credits; Offered upon request and approval*  
This course of study in drawing places an emphasis

on specialization in idea, media and unique stylization. **Prerequisites:** ART320

### **ART420: Art Thesis**

*3 credits; Offered fall upon demand*

### **ART421 Thesis Exhibition**

*1 credit; Offered spring upon demand*

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. "W" Course

### **ART450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

ART450 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 Academic Affairs. **Prerequisites:** *Permission by application*

### **ART496: Research**

*1 to 3 credits; Offered upon request and approval*

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 Academic Affairs. **Prerequisites:** *Junior or Senior students in good standing with the University*

### **ART499: Internship**

*1 to 3 credits; Offered upon request and approval*

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. **Prerequisites:** *Permission by application*

### **BIO100: Principles of Environmental Science**

*4 credits; Typically offered spring*

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*

### **BIO103: Principles of Biology**

*4 credits; Typically offered fall and spring*

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 these areas and understand how they are interconnected in a sustainable Earth. This course is recommended for non-science majors and does not meet Biology major requirements. *Laboratory included; Prerequisites: Completion of a high school biology course*

### **BIO106: General Zoology**

*4 credits; Typically offered spring even years*

This course uses the study of animals to emphasize the interrelationship of all life forms and discusses the basic natural and physical laws that 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.*

**BIO110: Bioethics**

*3 credits; Typically offered interterm even years*

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. *Course does not meet Humanities: Category B requirements*

**BIO120: Contemporary Issues in Nutrition**

*3 credits; Typically offered spring even years*

This course teaches students more about themselves, their health status, and to be better able to apply the information 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.

**BIO125: Organismal Biology**

*4 credits; Typically offered fall*

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. Prerequisites: Completion of a high school biology course*

**BIO190: Survey of Human Anatomy and Physiology**

*4 credits; Typically offered fall and spring*

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. Prerequisites: Sophomore standing or permission of instructor

**BIO192: Forensic Science**

*3 credits; Typically offered fall even years*

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. **Recommended Preparation:** *High school biology and chemistry*

**BIO204: Anatomy and Physiology I**

*4 credits; Typically offered fall and spring*

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. Prerequisites: Sophomore standing, Nursing major, or permission of instructor*

**BIO205: Anatomy and Physiology II**

*4 credits; Typically offered fall and spring*

This course presents the normal structure and function of the individual organ systems of the human body including the circulatory, respiratory, digestive, urinary, and reproductive systems. *Laboratory included. Prerequisites: BIO204 or permission of instructor*

**BIO207: Normal Nutrition**

*3 credits; Typically offered fall*

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. **Prerequisites:** *BIO190 or BIO205; Honors section available.*

**BIO209: Medical Terminology**

*2-3 credits; Typically offered interterm odd years*  
Medical Terminology is the in-depth study of medical based vocabulary. The definition, pronunciation, and proper usage of Greek and Latin root words, prefixes, suffixes, and combining vowels will be examined within a medical context. This material will also help the student interpret unfamiliar terms they may encounter in the future. This course is well suited for anyone interested in the medical field. A third credit is available and may involve guest lectures, shadowing opportunities, and the exploration of the different medical disciplines.

### **BI0210: Topics in Biology**

*3 credits; Typically offered interterm odd years*  
This course is designed to encompass beginning topics in biology.

### **BI0211: Cell and Molecular Biology**

*4 credits; Typically offered spring*  
The structure, biochemistry, physiology, and reproduction of the cell are studied. This course along with BI0125 provides the foundational knowledge for biology majors and minors. *Laboratory included. Prerequisites: BI0125*

### **BI0212: Experiencing Biomes in a Zoo**

*3 credits; Typically offered interterm even years*  
Students will be introduced to the concept of biomes, inter-specific interactions, and ecological relationships (with field trips to the Henry Doorly Zoo in Omaha to observe some of these relationships first-hand). Students will explore the impact of climate (temperature and precipitation) patterns on plant/animal adaptations that are characteristic of the different biomes. Students will also gain insights into Omaha Zoo's various exhibits from a Biomes perspective.

### **BI0215: Microbiology**

*4 credits; Typically offered fall*  
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. Prerequisites: BI0125 or BI0211 or a Nursing major; Honors section available.*

### **BI0220: Pathophysiology**

*3 credits; Typically offered spring*  
In BI0220, 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. **Prerequisites:** *BI0205 and BI0215 or permission of instructor*

### **BI0225: Nutrition in the Community**

*3 credits; Typically offered fall*  
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.

### **BI0300: Ecology and Field Biology**

*4 credits; Typically offered fall odd years*  
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. Field work includes sampling techniques commonly employed in the collection and analysis of ecological data. *W course; Prerequisites: BI0125*

### **BI0304: Developmental Biology**

*3 credits; Typically offered spring*  
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. **Prerequisites:** *BI0211*

### **BI0305: Genetics**

*4 credits; Typically offered spring*  
This course is intended to actively develop stu-

dents' 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. Prerequisites: BIO125 and BIO211; Honors section available.*

### **BIO306: Biology of Aging**

*3 credits; Typically offered spring odd years*

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 will also be discussed. This course will address the five "spheres of wellness" for longevity: physical, mental, kinship/social, spiritual, and material. **Prerequisites:** *BIO190 or BIO205*

### **BIO308: General Botany**

*4 credits; Typically offered fall even years*

General Botany introduces the scope and diversity of photosynthetic monera, photosynthetic Protista, fungi, and plants with respect to their structure, physiology, ecology, and evolution. *Laboratory included; W course; Prerequisites: BIO103 or BIO125*

### **BIO310: Immunology**

*3 credits; Typically offered spring*

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. *Does not include a laboratory; Prerequisites: BIO215 or permission of instructor*

### **BIO316: Neurobiology**

*4 credits; Offered upon request and approval*

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. Prerequisites: BIO204 and 211*

### **BIO320: Nutrition throughout the Life Span**

*3 credits; Typically offered fall*

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. **Prerequisites:** *BIO207*

### **BIO410: Topics in Biology**

*3 credits; Offered upon request and approval*

This course is designed to encompass advanced topics in biology. **Prerequisites:** *Permission of instructor*

### **BIO420: Biology Capstone Experience**

*2 credits; Offered upon request and approval*

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. **Prerequisites:** *Senior status or permission of the instructor*

### **BIO426: Marine Ecology**

*3 credits; Offered upon request and approval*

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 observa-

tions via wading, snorkeling, and scuba diving. **Prerequisites:** *BIO100 or BIO103 or BIO125 or BIO211; BIO106 or BIO308; or permission of the instructor*

### **BIO450: Independent Study**

*1 to 3 credits; Offered upon request and approval*  
This 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 Academic Affairs. **Prerequisites:** *Permission by application*

### **BIO496: Research**

*1 to 3 credits; Offered upon request and approval*  
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 Academic Affairs. **Prerequisites:** *Junior or Senior students in good standing with the University*

### **BIO499: Internship**

*1 to 3 credits; Offered upon request and approval*  
**Prerequisites:** *Permission by application*

### **BUS103: Principles of Accounting I**

*3 credits; Typically offered fall*  
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.

### **BUS104: Principles of Accounting II**

*3 credits; Typically offered spring*  
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. **Prerequisite:** *BUS103*

### **BUS160: Business Ethics**

*3 credits; Typically offered fall and spring*  
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. *Course does not meet Humanities: Category B requirements*

### **BUS201: Managerial Cost Accounting**

*3 credits; Typically offered spring odd years*  
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. **Prerequisite:** *BUS103 and BUS104 or the equivalent*

### **BUS203: Intermediate Accounting I**

*3 credits; Typically offered fall even years*  
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. **Prerequisite:** *BUS103 and BUS104 or the equivalent*

### **BUS204: Intermediate Accounting II**

*3 credits; Typically offered spring odd years*  
As a continuation of BUS203, 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. **Prerequisite:** *BUS203*

### **BUS208: Business Communications**

*3 credits; Typically offered fall and spring*  
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. *"W" Course*

### **BUS209: Governmental Accounting**

*3 credits; Typically interterm even years*

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. **Prerequisite:** BUS103 and BUS104 or the equivalent

### **BUS210: Principles of Economics I**

*3 credits; Typically offered fall*

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.

### **BUS211: Principles of Economics II**

*3 credits; Typically offered spring*

This class will cover the basic principles of micro-economic 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.

### **BUS216: Financial Well-Being**

*3 credits; Typically offered fall*

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.

### **BUS217: Principles of Management**

*3 credits; Typically offered fall and spring*

Principles of Management is a foundation course for the beginning student of business administra-

tion with emphasis on conceptual framework and empirical findings. Both the traditional and behavioral viewpoints are studied.

### **BUS230: Global Business**

*3 credits; Typically offered fall and spring*

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.

### **BUS242: Principles of Marketing**

*3 credits; Typically offered fall and spring*

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.

### **BUS244: Management Procedures and Information Processing**

*3 credits; Typically offered interterm and spring*

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.

### **BUS257: Social Media Marketing and Management**

*3 credits; Typically offered spring even years*

Social media represents one of the most significant cultural shifts in communication and has fundamentally impacted the way business interacts with their customers. With millions of users on Twitter, LinkedIn, and literally billions of users on Face-

book, it is no wonder that businesses want to join the Online conversation. This course will provide an understanding of Internet marketing, identifying the proper social media platform for customer engagement, and measure business results. Students will understand the characteristics of social media and how speed, reach, and visibility has completely changed how we communicate. A hands-on approach will be implemented as students engage Online in a social media platform.

**BUS303: Cost Accounting I**

*3 credits; Typically offered fall odd years*

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. **Prerequisite:** BUS103 and BUS104 or the equivalent

**BUS311: Quantitative Methods**

*3 credits; Typically offered fall and spring*

BUS311 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. **Prerequisite:** MTH210; **Honors section available.**

**BUS326: Entrepreneurship**

*3 credits; Typically offered fall even years and spring odd years*

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.

**BUS331: Total Quality Management**

*3 credits; Typically offered fall odd years*

This course looks 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. **Prerequisite:** BUS217

**BUS334: Labor Relations**

*3 credits; Typically offered spring even years*

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

**BUS343: Retail Marketing**

*3 credits; Typically offered spring odd years*

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.

**Prerequisite:** BUS242

**BUS346: Consumer Behavior**

*3 credits; Typically offered fall*

Consumer behavior offers a qualitative and quantitative analysis of the behavior of the consumer and the consumer decision-making process. **Prerequisite:** BUS242

**BUS348: Advertising**

*3 credits; Typically offered fall*

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. **Prerequisite:** BUS242

**BUS350: Business Presentations**

*3 credits; Typically offered fall*

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. **Prerequisite:** Successful completion of the speech proficiency core requirement

**BUS361: Financial Management**

*3 credits; Typically offered fall and spring*

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. **Prerequisites:** *Junior standing, BUS103 and 104*

### **BUS370: Global Finance**

*3 credits; Typically offered interterm even years*

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.

**Prerequisite:** *BUS361*

### **BUS380: Topics in Contemporary Finance**

*3 credits; Typically offered interterm odd years*

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.

### **BUS402: Cost Accounting II**

*3 credits; Typically offered spring even years*

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.

**Prerequisite:** *BUS303*

### **BUS403: Federal Taxes I**

*3 credits; Typically offered fall odd years*

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. **Prerequisites:** *BUS103 and 104*

### **BUS404: Federal Taxes II**

*3 credits; Typically offered spring even years*

BUS404 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. **Prerequisite:** *BUS403 ; Honors section available.*

### **BUS405: Financial Accounting**

*3 credits; Typically offered spring odd years*

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. **Prerequisites:** *BUS103 and 104*

### **BUS406: Auditing**

*3 credits; Typically offered fall even years*

The duties and responsibilities of auditors, methods of conducting various kinds of audits, audit working papers, 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. **Prerequisites:** *BUS103 and 104*

### **BUS407: Accounting Information Systems**

*3 credits; Typically offered interterm odd years*

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.

**Prerequisites:** *BUS103 and 104*

### **BUS409: Principles of Selling**

*3 credits; Typically offered fall*

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.

**Prerequisite:** *BUS242*

### **BUS413: Business Law I**

*3 credits; Typically offered fall*

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.

#### **BUS414: Business Law II**

*3 credits; Typically offered spring*

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

#### **BUS417: Organizational Behavior**

*3 credits; Typically offered spring*

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. **Prerequisite:** BUS217

#### **BUS434: Marketing Research**

*3 credits; Typically offered spring*

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. **Prerequisite:** BUS242

#### **BUS442: Business Policy**

*3 credits; Typically offered spring*

This capstone course is required of all business administration majors with either marketing, management, or accounting concentration. 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. **Prerequisite:** Senior standing Business Administration major

#### **BUS450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs.

**Prerequisite:** Permission by application

#### **BUS496: Research**

*1 to 3 credits; Offered upon request and approval*

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 Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

#### **BUS499: Internship**

*1 to 3 credits; Offered upon request and approval*

It is highly recommended that a business student participate in an internship during his/her collegiate career at Midland University. **Prerequisite:** Permission by application

#### **CHE103: General Chemistry I**

*4 credits; Typically offered fall*

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. *Laboratory included;* **Prerequisites:** high school chemistry and high school algebra

#### **CHE104: General Chemistry II**

*4 credits; Typically offered spring*

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;* **Prerequisites:** CHE103; **Honors section available.**

**CHE122: Chemistry for the Health Sciences**

4 credits; Typically offered spring

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. *Laboratory included; Prerequisites: high school chemistry and high school algebra*

**CHE190: Pharmacology**

3 credits; Typically offered spring

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. **Prerequisites:** CHE122 or CHE103; **Recommended Preparation:** At least one biology course

**CHE201: Organic Chemistry I**

4 credits; Typically offered fall

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. **Prerequisite:** CHE104, or permission of the instructor

**CHE202: Organic Chemistry II**

4 credits; Typically offered spring

This course, which is a continuation of CHE201, 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. **Prerequisite:** CHE201; **Honors section available.**

**CHE301: Inorganic Chemistry**

2 credits; Offered upon request and approval

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. **Prerequisites:** CHE104; **Recommended Preparation:** CHE202

**CHE302: Quantitative Analysis**

2 credits; Offered upon request and approval

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. **Prerequisite:** CHE104

**CHE407: Biochemistry**

4 credits; Typically offered fall

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. **Prerequisites:** CHE202 and one biology course, or permission of the instructor.

**CJU205: Survey of Criminal Justice**

3 credits; Typically offered fall

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.

**CJU307: Criminology**

3 credits; Typically offered spring

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 vari-

ables such as social class, age and gender within social structures and the study of theories of crime causation and prevention. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU310: Juvenile Justice**

*3 credits; Typically offered fall*

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. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU314: Criminal Law**

*3 credits; Typically offered spring odd years*

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. **Prerequisites:** CJU205 or permission of instructor

### **CJU323: Police and Society**

*3 credits; Typically offered fall*

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. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU337: Corrections**

*3 credits; Typically offered spring*

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. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU350: Domestic Violence**

*3 credits; Typically offered fall even years*

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 compara-

tive 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, and economic) in addressing such violence. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU355: Organized Crime and Terrorism**

*3 credits; Typically offered spring odd years*

This course will examine the topic of organized crime and terrorism, their emergence in American and other societies, their activities, and their relationship to other principle social institutions and components of the criminal justice system. It includes a review of the role played by various ethnic, religious, and racial groups; a consideration of the historical, economic, social, legal, and political events that ultimately led to the generation of terrorism and organized crime. We will also explore their history; the relationship of organized crime to federal, state, and local politics; the activities of organized crime figures; policies designed to combat organized crime; and theoretical explanations for the persistence of organized crime and terrorism in the world today. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU360: Criminal Procedure**

*3 credits; Typically offered spring even years*

CJU360 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. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU400: Serial Murder**

*3 credits; Typically offered fall and spring odd years*

This course is an exploration into the phenomenon of serial murder. Topics included are the extent of the problem in the US, trends, social theories of murder, methodological issues in studying the problem and profiles of victims and their dynamics. The topic of problems and solutions in the investigations of serial murders may also be addressed. Overall, this is a course of the “why” and “how” of the causes and dynamics of serial murder. Many

serial homicides are very sadistic and unsettling. Therefore, this course contains some graphic material and descriptions. Students who may be offended or put off by graphic sexual scenes and/or crimes or other information of that sort, should not take this course.

**Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU426: Advanced Social Research Methods**

*3 credits; Typically offered fall*

In this course, students will apply their knowledge of data analysis and research methods by designing, conducting, and analyzing their own research study. This study will be presented as part of a university-wide research fair. This course will also focus on preparing students for post-graduation employment or graduate school. *Course is cross-listed as SOC426; Prerequisites:* SOC130, CJU205, or permission of instructor

### **CJU440: Seminar in Selected Topics**

*3 credits; Typically offered fall and spring*

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. **Prerequisites:** SOC130, CJU205, or permission of instructor

### **CJU450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs.

**Prerequisite:** Permission by application

### **CJU496: Research**

*1 to 3 credits; Offered upon request and approval*

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 Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

### **CJU499: Criminal Justice Internship**

*1 to 6 credits; Offered upon request and approval*

**Prerequisite:** SOC130, CJU205, or permission of instructor

### **COM100: Introduction to Mass Communications**

*3 credits; Typically offered fall even years*

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 credits; Offered upon request and approval*

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.

### **COM121: Writing for Media**

*3 credits; Typically offered spring*

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.

### **COM222: Digital Photography**

*3 credits; Typically offered fall*

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.

**COM230: Visual Literacy**

*3 credits; Typically offered fall*

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.

**COM305: Media Practicum**

*1 to 3 credits; Offered upon request and approval*

Supervised practical experience at media facilities, providing the students with situations in which they can apply concepts learned in previous media courses. Field experience and figure career opportunities will be discussed in a collateral on-campus class. The focus of this course is on media technology.

**COM342: Public Relations**

*3 credits; Typically offered spring even years*

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.

**COM420: Promotional Strategies and Techniques**

*3 credits; Typically offered fall even years and spring odd years*

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, non-profit and public organizations, and students will design publicity campaigns.

**COM441: Mass Communications Law and Ethics**

*3 credits; Typically offered fall odd years*

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.

**COM496: Research**

*1 to 3 credits; Offered upon request and approval*

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 Academic Affairs. **Prerequisite:** *Junior or Senior students in good standing with the University*

**COM499: Internship**

*1 to 3 credits; Offered upon request and approval*

**Prerequisite:** *Permission by application*

**CSC160: Object Oriented Programming**

*3 credits; Typically offered fall*

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.

**CSC180: Visual Basic I**

*3 credits; Typically offered spring even years*

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.

**CSC220: Data Structures**

*3 credits; Typically offered spring*

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. **Prerequisites:** *CSC160*

**CSC240: Seminar in Selected Topics**

*3 credits; Typically offered fall even years*

The topic for this course is selected by the professor conducting the course. The course may be repeated for credit with change in topic.

**CSC250: Computer Organization/Assembler**

*3 credits; Typically offered fall even years*

This course offers a study of machine characteristics such as byte and word structures, registers, indexing and bit manipulation, as well as discussion and applications of symbolic programming including macros. **Prerequisites:** CSC160

**CSC270: Web Page Development**

*3 credits; Offered upon request and approval*

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.

**CSC282: Software Development**

*3 credits; Offered upon request and approval*

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. **Prerequisites:** CSC160 and CSC220

**CSC299: Computer Science Internship**

*1 credit; Offered upon request and approval*

This internship is primarily observation hours. 45 contact hours are required. **Prerequisites:** Sophomore status

**CSC350: Operating Systems**

*3 credits; Offered upon request and approval*

CSC350 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. **Prerequisites:** CSC250

**CSC360: Computer Networks & Data**

**Communications**

*3 credits; Typically offered spring odd years*

This course is 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. **Prerequisite:** CSC160

**CSC399: Computer Science Internship**

*2 credits; Offered upon request and approval*

This internal internship allows students to begin practicing skills related to their profession under direct supervision. 90 contact hours are required. **Prerequisites:** Junior status

**CSC410: Topics in Computer Science**

*2 to 3 credits; Offered upon request and approval*

This course is also used as a Capstone Course for the Math major. 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. **Prerequisites:** MTH250 and permission of instructor When listed as a capstone, prerequisites and co-requisites include CSC160, MTH220, MTH250, MTH260, MTH340, and MTH350.

**CSC430: Database Management**

*3 credits; Offered upon request and approval*

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. **Prerequisites:** Two CSC courses numbered 160 or above.

**CSC440: Systems Analysis and Design**

*3 credits; Offered upon request and approval*

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. “W” course; **Prerequisite:** Four (4) CSC courses numbered 160 or above and junior standing.

### **CSC450: Independent Study**

*1 to 3 credits; Offered upon request and approval*  
This 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 Academic Affairs. **Prerequisite:** Permission by application

### **CSC496: Research**

*1 to 3 credits; Offered upon request and approval*  
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 Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

### **CSC499: Computer Science Internship**

*3 credits; Offered upon request and approval*  
This internship will allow for supervised work experience with academic credit. The internship should give students the opportunity to apply and extend classroom knowledge in a practical job situation. Secondary benefits include testing the students’ suitability in the chosen concentration, promoting marketability, and establishing contacts with prospective employers. 135 contact hours are required. **Prerequisite:** Senior status

### **ECE155: Children, Family, and Community**

*2 credits; Typically offered spring*  
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. **Prerequisite:** EDU190

### **ECE247: Early Childhood Special Education**

*3 credits; Typically offered fall and interterm*  
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. *Cross-listed as SPD247; Prerequisite:* EDU296

### **ECE255: Introduction to Early Childhood Education**

*3 credits; Typically offered fall*  
This course introduces 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. **Prerequisites:** Sophomore standing, EDU204

### **ECE257: Preschool Methods**

*3 credits; Typically offered spring*

### **ECE257A: Preschool Methods Practicum**

*1 credit; Typically offered spring*

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. *ECE257A includes 45 hours of field-based experience/practicum and must be taken concurrently with Preschool*

*Methods. Prerequisites: ECE155, ECE247, ECE255, or instructor permission*

### **ECE376: Early Childhood Assessment**

*2 credits; Typically offered spring*

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. **Prerequisite:** ECE257, ECE257A, and acceptance into the Midland Teacher Education program

### **ECE386: Methods for Primary Teaching**

*3 credits; Typically offered spring*

#### **ECE386A: Methods for Primary Teaching Practicum**

*1 credit; Typically offered spring*

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. ECE386A includes 45 hours of field-based experience and must be taken concurrently with Primary Methods. **Prerequisites:** PSY200, PSY210, and acceptance into Midland Teacher Education program

### **EDU120: Understanding the Math You Teach**

*3 credits; Typically offered fall*

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 examined 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.*

### **EDU121: Understanding the Science You Teach**

*3 credits; Typically offered interterm*

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. Students will understand appropriate content in physical science, life science, Earth and space and the inquiry process. **Prerequisite:** EDU190

### **EDU190: Topics in Education**

*3 credits; Typically offered fall and spring*

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 a minimum 10 hours of field-based experience. Honors section available.*

### **EDU199: Child Growth, Development, and Learning**

*4 credits; Typically offered summer; Only available in the Para-to-Teacher Program version*

This course examines the foundations of child development including cognitive, physical, social, and emotional development for children birth to adolescence. Upon completion of this course, students will understand and be able to apply several different theories of child development, be able to state why teachers must understand development, and create experiences that show the connections between development and learning. *This course replaces the requirement of PSY200 and PSY210.*

### **EDU201: Teacher Education Orientation Seminar**

*0 credits; Typically offered fall and spring*

Pre-Candidates will complete the application process for Candidacy and acceptance into the Teacher Education Program and meet with their Education Faculty Mentor. Pre-Candidates must have taken

or be registered to take the Praxis Core Academic Skills Test prior to the end of the seminar term in order to meet seminar requirements. Students with a four-year guarantee must be accepted into the Education program prior to the end of the sophomore year. **Prerequisite:** EDU190

### **EDU204: Technology for Teachers**

*3 credits; Typically offered fall, interterm, and spring*

This course explores current trends and best practices in the instructional and management aspects of 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 that support effective use of technology in the classroom. *Topics may vary by semester. Course fee: \$135 (Electronic Portfolio Subscription, LiveText).*  
**Prerequisite:** EDU190

### **EDU220: Multicultural Education**

*3 credits; Typically offered fall, interterm, and spring*

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/community activities.* **Prerequisites:** Sophomore standing, EDU204. **Honor section available.**

### **EDU221: Art Methods-Elementary and Middle Grades**

*1 credit; Typically offered fall*

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. **Prerequisites:** Sophomore standing, EDU190

### **EDU235: Music Methods-Elementary and Middle Grades**

*1 credit; Typically offered fall*

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. **Prerequisites:** Sophomore standing, EDU190

### **EDU237: Physical Education Methods-Elementary and Middle Grades**

*1 credit; Typically offered fall*

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. **Prerequisites:** Sophomore standing, EDU190

### **EDU250: Literature for Children and Adolescents**

*2 credits; Typically offered spring*

This course is an introduction to the various genres of literature for children and young adults. Pre-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, Pre-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 a minimum of five hours field-based experience.* **Prerequisites:** Sophomore standing, EDU204

### **EDU260: Introduction to Middle and Secondary School Education**

*3 credits; Typically offered spring*

This course is designed to investigate connections between middle and secondary school teaching. Teacher Candidates will explore cultural and societal influences in middle and secondary schools, and their influence on teaching and learning.

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.* **Prerequisites:** *Sophomore standing, EDU204 or instructor permission*

### **EDU270: Instructional Design**

*2 credits; Typically offered fall and spring*

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; (3) applies achievement-enhancing techniques; and (4) promotes successful classroom management. Topics will include influences on learning, structures and strategies to promote learning, and effective lesson planning for all learners. **Prerequisites:** *Sophomore standing, EDU204, EDU296*

### **EDU275: Classroom Management**

*2 credits; Typically offered fall and spring*

This course will introduce the Pre-Candidate to classroom management in K-12 classrooms. Topics include beginning the school year, setting up the environment, procedures/rules, building relationships, working with families, and a variety of management models. **Prerequisite:** *EDU270*

### **EDU294: Language Arts Methods-Elementary and Middle Grades**

*2 credits; Typically offered spring*

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.* **Prerequisites:** *EDU204, EDU270*

### **EDU296: Introduction to Special Education**

*3 credits; Typically offered fall and spring*

This course is an introduction to understanding

the dynamics and complexities of working with ALL learners in the regular education classroom. Students will learn the historical and philosophical perspectives of different education delivery models, with an emphasis on an inclusionary model; the classroom teacher's responsibilities in early identification of students with learning difficulties and the teacher's role in the MDT and IEP processes. Students will get an introduction to the classification and characteristics of different disabilities; accommodations, family issues, and current findings related to the 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.* **Prerequisite:** *EDU190*

### **EDU307: Science Methods-Elementary and Middle Grades**

*3 credits; Typically offered fall*

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 Nebraska state science standards-aligned lesson and unit planning are key topics. *This course includes a minimum of 10 hours of field-based experience.* **Prerequisite:** *Junior standing, EDU270, and acceptance into Midland Teacher Education Program*

### **EDU320: Health: Methods, Curriculum & Programs**

*4 credits*

#### **EDU320A: Practicum in Health Education**

*1 credit*

This course introduces the Candidate to planning effective comprehensive school health education curricula and programs, planning and coordinating a school health education program, serving as a resource person in health education, and communicating and advocating for health and school health education. *EDU320A includes 45 hours of field-based experience/practicum in a Health education classroom and must be taken concurrently with EDU320.* **Prerequisites:** *Junior standing and acceptance into Midland Teacher Education Program*

### **EDU340: Developmental Reading**

*3 credits; Typically offered fall and spring*

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. "W" Course; Prerequisites: Junior standing, EDU250, EDU294, and acceptance into Teacher Education Program*

### **EDU341: Diagnostic and Corrective Reading**

*3 credits; Typically offered fall and spring*

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. Prerequisites: Junior standing, EDU340, and acceptance into Teacher Education Program*

### **EDU370: Assessment for Learning**

*2 credits; Typically offered fall and spring*

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. *Prerequisites: Junior standing, EDU220, EDU270, EDU275, and acceptance into Midland Teacher Education Program*

### **EDU381: Teaching Reading and Writing in the Content Area-Secondary**

*3 credits; Typically offered fall*

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) ethnography 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. "W" course; Prerequisites: Junior standing, EDU260, EDU270, and acceptance into Midland Teacher Education Program*

### **EDU388: Social Studies Methods-Elementary & Middle Grades**

*3 credits; Typically offered spring*

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, and be familiar with the Nebraska state social studies standards. Candidates will create an integrated one-week unit. *Prerequisites: Junior standing, EDU270, acceptance into Midland Teacher Education Program*

### **EDU393: Mathematics Methods-Elementary and Middle Grades**

*3 credits; Typically offered fall*

This course introduces Candidates 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 Nebraska state math standards-aligned activities and lesson planning are key topics. *This course includes a minimum of 10 hours of field-based experience in area schools. Prerequisites: Junior standing, EDU270, and acceptance into Midland Teacher Education Program. Honors section available.*

### **EDU401: Clinical Experience Application Semi-**

**nar**

*0 credits; Typically offered spring*

Candidates will apply for the capstone experience. Candidates can provide suggestion on where they would like to have their clinical experience; however the final determination is up to the Director and administration of the school of placement. Prior to meeting with the Director, candidates must meet with their Education Faculty Mentor to discuss placement options. **Prerequisites:** *Junior standing and Admission into Midland Teacher Education program*

### **EDU409: Secondary Methods**

*2 credits; Typically offered spring*

This course is designed to enhance conversation among teacher candidates across secondary content areas focusing on: 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 (differentiation, poverty); and ethics, professionalism, and collaboration essential to the teaching profession. *This course is Online with an introductory face-to-face meeting required. Candidates will complete a minimum of 15 hours of field-based experience.*

**Prerequisites:** *Junior standing, EDU260, EDU270, and acceptance into the Midland Teacher Education program*

### **EDU409A: Business Methods & Career and Technical Education**

*1 credit; Typically offered fall*

This course will introduce the teacher candidate to the field of business education including the various subjects, teaching strategies, professional resources, tools and current trends. This will include the state and national recommendations and industry expectations. *Co-requisite with EDU409 for BMIT Endorsement Only; Prerequisites:* *Junior standing, EDU260, EDU270, and acceptance into the Midland Teacher Education program*

### **EDU410: Clinical Experience Seminar**

*1 credit; Typically offered fall and spring*

As a support to the clinical teaching experience, this required seminar will provide opportunities for professional dialogue and support mentoring. Topics that will be addressed include classroom

management, appropriate accommodations and modifications, teacher certification, ; credentials, job applications and interview skills,; ethics of the professionalism and other pertinent topics. An opportunity for a mock interview experience will be provided. In addition, guidance will be provided regarding the Clinical Experience Professional Portfolio and the Teacher Work Sample, two required elements of the Clinical Experience.

### **EDU420: Clinical Experience: Elementary, K-8**

*7 to 14 credits; Offered upon request and approval*

This experience provides a minimum of 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. Candidates 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. **Prerequisite:** *Meet all requirements previously stated in the catalog.*

### **EDU430: Clinical Experience: Secondary, 6-12 or 7-12**

*7-14 credits; Offered upon request and approval*

This experience provides a minimum of 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. Candidates 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. **Prerequisite:** *Meet all requirements previously stated in the catalog.*

**EDU436: Clinical Experience: PK-12 (Physical Education, Music, Vocal Music)**

*14 credits; Offered upon request and approval*

This experience provides a minimum of 16 weeks of full-time PK-12 supervised teaching, half within in an elementary setting and half within a secondary setting. Upon completion of this experience Candidates 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. **Prerequisite:** *Meet all requirements previously stated in the catalog.*

**EDU450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This experience allows students to research an area related to teaching. Upon completion, students will be able to discuss professional literature related to the area of study and share knowledge gained with teacher education faculty and upper level majors. Application forms are available in the Academic Affairs office. **Prerequisites:** *Junior standing, permission by application*

**EDU496: Research**

*1 to 3 credits; Offered upon request and approval*

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 director of the School of Education and after gaining approval from Academic Affairs. **Prerequisites:** *Junior or Senior students*

*in good standing with the University*

**EDU499: Practicum in Teacher Education**

*1 to 3 credits; Offered upon request and approval*

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 clinical experience requirement for certification, but it does count toward the required 100 total clock hours of field-based experience. **Prerequisite:** *Acceptance into the Midland Teacher Education program*

**ENG110: Introduction to Literature**

*3 credits; Typically offered spring even years*

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

**ENG111: University Reading/Writing I**

*3 credits; Typically offered fall and spring*

This course introduces effective college-level reading, writing, and study skills. Emphasis is placed on inferential thinking skills, comprehension, reading strategies, vocabulary, the writing process, and effective sentence and paragraph construction in preparation for English 112: University Reading and Writing II and English 120: Composition. Students will be introduced to the rigors of college academic life with the practice of basic study skills such as daily planners and organizational techniques, with special focus on daily classwork completion and classroom participation. Upon completion of English 111, students should be able to determine main ideas, supporting details, and basic patterns of organization; to draw conclusions, and to understand vocabulary in context. Students should be able to apply the conventions of written English that reflect standard usage and mechan-

ics, to understand writing as a complex recursive process, and to write correct sentences and unified coherent paragraphs that follow a topic sentence. Finally, students should understand the commitment and time needed to be successful in future classes. **Prerequisites:** see *University Entrance Requirements*

### **ENG112: University Reading/Writing II**

*3 credits; Typically offered fall and spring*

This course expands upon ENG111 instruction in the writing process, as well as continues practice of reading and critical thinking skills. The emphasis is on developing unity and fluency—through reading, discussing, and writing—of complex ideas and thoughts. Classroom experiences include enhancing vocabulary; extracting implied meaning, analyzing author's purpose, tone, and style; drawing conclusions; and responding to written material. Assignments focus on thesis-driven essays designed to discover ideas, communicate effectively in a variety of rhetorical situations, and shape personal experiences. In the context of the student's own writing, matters of grammar, punctuation, and usage will be reviewed as necessary. Upon completion of this course, students will be able to comprehend and analyze college-level reading material. Students will also be able to respond effectively to material across disciplines. **Prerequisites:** see *University Entrance Requirements*.

### **ENG120: English Composition**

*3 credits; Typically offered fall and spring*

This course provides instruction and practice in the writing process with a goal towards achieving a polished academic style and voice. Assignments will include research, argumentation, citation, and thesis-driven essays. The goal is to communicate effectively in a variety of rhetorical situations. Grammar, punctuation, and language use will be reviewed. **Prerequisites:** see *University Entrance Requirements*

### **ENG140: Plains Literature**

*3 credits; Typically offered interterm odd years*

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.

### **ENG180: Ethics and Film**

*3 credits; Typically offered spring even years*

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.

### **ENG190: Ethics and Literature**

*3 credits; Typically offered spring odd years*

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. **Honors section available.**

### **ENG203: American Literature I**

*3 credits; Typically offered fall odd years*

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. **Honors section available.**

### **ENG204: American Literature II**

*3 credits; Typically offered spring even years*

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. *This course is not in sequence with ENG203, American Literature I and may be taken before it.*

### **ENG205: Adolescent Literature**

*3 credits; Typically offered fall odd years*

This course is designed for the professional development of the English Endorsement student; others may take the course as an elective. 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 for the purposes of 7-12 teaching; lesson plans, unit plans and curricular plans are required assignments by which students will demonstrate that they understand adolescents as readers, learners, and language users as well as how to assess the achievement of adolescents with the assignments posed.

### **ENG210: Topics in Ethnic Literature**

*3 credits; Typically offered interterm even years*

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

### **ENG220: Advanced Writing**

*3 credits; Typically offered fall even years*

This course ensures and encourages continued development of writing skills. Advanced Writing provides study of and practice in the various rhetorical patterns or strategies traditionally used in expository writing; these include Aristotle's three modes of persuasion (logos, ethos, and pathos), Classical Argument, and Rogerian argumentation. Students will learn formal writing that exhibits awareness of form, audience, context and purpose, proper grammar, usage and mechanics. The course includes extensive use of peer response and evaluation as part of the recursive writing process that includes drafting and revising. *"W" course; Prerequisite: two semesters (8 credits) of Blue and Orange Humanities*

### **ENG230: Introduction to Creative Writing**

*3 credits; Typically offered spring odd years*

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.

### **ENG234: Creative Nonfiction**

*3 credits; Offered upon request and approval*

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 rhetori-

cal strategies of creative nonfiction writers, to read like a writer, and to learn how to use these strategies in their own writing.

### **ENG237: World Voices**

*3 credits; Typically offered spring odd years*

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. **Honors section available.**

### **ENG240: Wordsmiths**

*3 credits; Typically offered fall odd years*

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.

### **ENG315: British Literature I**

*3 credits; Typically offered fall even years*

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. **Prerequisite:** *At least 1 semester of Blue/Orange Humanities*

### **ENG316: British Literature II**

*3 credits; Typically offered spring odd years*

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 or 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. *This course is not in sequence with ENG315: British Literature I and may be taken before it.* **Prerequisite:** *At least 1 semester of Blue/Orange Humanities*

### **ENG350: Shakespeare**

*3 credits; Typically offered fall odd years*

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. **Prerequisite:** *At least 1 semester of Blue/Orange Humanities; Honors section available.*

### **ENG355: Linguistics**

*3 credits; Typically offered spring*

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. **Prerequisite:** *At least 1 semester of Blue/Orange Humanities*

**ENG380: Literary Criticism**

3 credits; Typically offered fall even years

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 SOC 420; Prerequisite: At least 1 semester of Blue/Orange Humanities; Honors section available.*

**ENG450: Independent Study**

1 to 3 credits; Offered upon request and approval

This 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 Academic Affairs. **Prerequisite:** Permission by application

**ENG460: Senior Thesis**

1 or 3 credits; Offered upon request and approval

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. **Prerequisites:** All students must petition the Department for permission in the spring of their junior year; ENG220

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

**ENG496: Research**

1 to 3 credits; Offered upon request and approval

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 Academic Affairs. **Prereq-**

**uisites:** Junior or Senior students in good standing with the University

**ENG499: Internship**

1 to 3 credits; Offered upon request and approval

**Prerequisite:** Permission by application

**ESC101: Physical Geology**

4 credits; Typically offered fall

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.

**ESC102: Historical Geology**

4 credits; Offered upon request and approval

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.

**ESC123: Principles of Geography**

3 credits; Typically offered spring even years

Principles of Geography offer 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. This course is recommended for elementary and secondary education majors.

**ESC126: Human Geography**

3 credits; Typically offered fall even years

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 contempo-

rary characteristics. Example topics studied in the course include culture, agriculture, natural resources, urban geography, and population.

### **ESC130: Geography of Contemporary Global Issues**

*3 credits; Offered upon request and approval*

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.

### **ESC410: Topics in Earth Science**

*1 to 3 credits; Offered upon request and approval*

Topics in Earth Science provides individual research or study in an area of the student's interest. The course may be repeated for credit. **Prerequisite:** *Permission of instructor*

### **ESC450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** *Permission by application*

### **ESL100: Introduction to ESL**

*3 credits; Typically offered fall*

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.

### **ESL150: Cross-Cultural Communications**

*3 credits; Typically offered spring*

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 differ-

ent cultures and effective strategies to use when working with students and families of diverse populations. Students will examine their own cultural biases and biases of others in educational settings. Students will interact with students and/or adults who are not native English speaking. **Prerequisites:** *EDU190 or instructor permission.*

### **ESL300: Methods, Assessment, and Evaluation of ESL Learners**

*4 credits; Typically offered spring*

This course provides in-depth experiences in the methods, assessment, and evaluation of ESL students. Methods of instruction will include a variety of models, techniques, and strategies that are effective with ESL students. Practice with models of sheltered instruction will prepare Teacher Candidates in the areas of planning, instruction, review, and assessment to work in classrooms with English language learners. *This course includes a field-based experience of 15 hours.* **Prerequisites:** *EDU270, ESL150, and Acceptance into the Midland Teacher Education Program.*

### **ESL498: ESL Practicum**

*1-2 credits; Offered upon request and approval*

This course provides Candidates an opportunity to complete a practicum of 45 or 90 hours in an ESL setting. Candidates will select from a variety of assignments related to their practicum experience. The grade levels for the practicum must correspond with field or subject endorsement being sought. This experience does not satisfy the Nebraska Department of Education Clinical Experience requirement for certification. **Prerequisites:** *ESL150 and acceptance into Midland Teacher Education Program*

### **HIS111: United States History to 1877**

*3 credits; Typically offered fall*

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

### **HIS112: United States History since 1877**

*3 credits; Typically offered spring*

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

**HIS153: World Civilizations I**

*3 credits; Typically offered fall*

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.

**HIS154: World Civilizations II**

*3 credits; Typically offered spring*

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/POL221: Special Topics**

*3 credits; Typically offered spring odd years*

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

**HIS240/POL240: Women in America**

*3 credits; Typically offered spring odd years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus.

**HIS241/POL241: Great Plains History**

*3 credits; Typically offered fall odd years*

This course comparatively examines the geography, history, and peoples that populate the Great Plains region. Students will explore the history of the 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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus.

**HIS311/POL311: America and the World**

*3 credits; Typically offered fall even years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. Recommended Preparation: HIS112 or HIS154

**HIS313/POL313: U.S. Constitutional History**

*3 credits; Typically offered fall even years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. **Recommended Preparation:** *HIS111, HIS112, POL112, or POL113*

### **HIS331/POL331: Political Philosophy I**

*3 credits; Typically offered fall odd years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus.

### **HIS332/POL332: Political Philosophy II**

*3 credits; Typically offered spring even years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus.

### **HIS340: Historical Research and Writing**

*3 credits; Typically offered spring even years*

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. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. *"W" Course*

### **HIS420: Selected Topics**

*3 credits; Typically offered spring odd years*

"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 scholars' reactions to that problem.

### **HIS421/POL421: Seminar - New Deal Era**

*3 credits; Typically offered spring even years*

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 taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. **Recommended Preparation:** *HIS112 and at least one other history course*

### **HIS422/POL422: Seminar - American Exceptionalism**

*3 credits; Typically offered fall odd years*

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 taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. **Recommended Preparation:** *HIS112 or HIS154 and at least one other history course*

### **HIS423/POL423: Seminar - From Empires to Nations - Europe**

*3 credits; Typically offered spring even years*

This course reviews the rise and fall of Europe-

an 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 understand better the legacy of empire. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus. **Recommended Preparation:** *HIS154 and at least one other history course*

#### **HIS424/POL424: Seminar - Decolonization**

*3 credits; Typically offered fall even years*

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 understand better the legacy of empire. **Recommended Preparation:** *HIS154 and at least one other history course*

#### **HIS450/POL450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** *Permission by application*

#### **HIS498: Thesis**

*1 to 3 credits; Offered upon request and approval*

**Prerequisite:** *Permission by application*

#### **HIS499/POL499: Internship**

*1 to 3 credits; Offered upon request and approval*

**Prerequisite:** *Permission by application*

#### **HON100: Experiential Learning Opportunities and Service Learning**

*1 credit*

These opportunities will be open to all students at Midland University including Anderson Leadership

Scholars. Honors students must participate in at least one experience in the fall and spring semesters. Honors students will receive one credit for participating in one of these events in the fall and one event in the spring. These experiences may include: attending plays at the Blue Barn, performances at the Lied Center and the Orpheum, Discussions at the Holland Center, Speakers brought to Midland's campus to discuss entrepreneurial opportunities, ethical concerns, and local, statewide, or national issues. Service learning opportunities may include working with Habitat for Humanity, the homeless shelter, the Bridge, and other local service organizations in our area. Honors students will be expected to participate in roundtable discussions focused on these experiences and write a reflection paper on questions or observations generated by the experiences.

#### **HON400: Presidential Capstone**

*1 credit*

During the senior year, student will participate in a seminar with presentations by the University President, Board members and other professional leaders in the community. The goal of the seminar is to provide networking opportunities and develop professional skills.

#### **HPM100: Athletic Training**

*1 credit; Typically offered fall and spring*

This course introduces student to the profession of athletic training. This course utilizes the Board of Certification's Role Delineation Study to expose the basics of each domain. This course is a prerequisite to apply for a student athletic trainer position on the Midland athletic training staff.

#### **HPM110: Social Dance**

*1 credit; Typically offered fall*

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

#### **HPM112: Dance Exercise**

*1 credit; Typically offered spring*

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

#### **HPM115: Outdoor Leisure Activities**

*1 credit; Typically offered spring*

HPM115 is designed to teach fundamental skills and techniques of horse shoes, ice-skating, curling, and Frisbee golf.

### **HPM130: Beginning Swim**

*1 credit; Typically offered fall*

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

### **HPM131: Social Recreation Activities**

*1 credit; Typically offered fall and spring*

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

### **HPM140: Lifetime Fitness**

*1 credit; Typically offered fall and spring*

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

### **HPM142: Lifeguard Training**

*1 credit; Typically offered spring*

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

### **HPM150: Racquet Sports**

*1 credit; Typically offered fall*

HPM150 is designed to teach fundamental skills and techniques of tennis, badminton, racquetball, and table tennis.

### **HPM160: Intermediate Swimming**

*1 credit; Typically offered fall and spring*

This swimming course is designed to teach the intermediate skills and techniques of swimming as required by the American Red Cross. *A test-out option is available*

### **HPM161: Introduction to Human Performance**

*3 credits; Typically offered fall*

HPM161 is an introductory course that studies the relationship of human performance to exercise science, fitness and sport management, physical education, strength and conditioning, and athletic

training. The course 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.

### **HPM162: Foundations of Coaching**

*2 credits; Typically offered fall, interterm, and spring*

HPM162 is a course designed for students interested in becoming athletic coaches and includes philosophy and objectives, organizational skills, management skills, marketing, issues and trends in coaching interscholastic athletics.

### **HPM180: Health and Wellness**

*2 credits; Typically offered fall and spring*

This course 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.

### **HPM190: Lifetime Sports**

*1 credit; Typically offered spring*

Lifetime Sports is designed to teach fundamental skills and techniques of golf, bowling, recreational volleyball, and basketball. *Course includes an additional fee.*

### **HPM200: Theory, Practice, and Coaching Swimming**

*2 credits; Typically offered fall odd years*

HPM200 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.

### **HPM201: Theory, Practice, and Coaching Basketball**

*2 credits; Typically offered fall and spring*

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.

### **HPM202: Theory, Practice, and Coaching Base-**

**ball**

*2 credits; Typically offered interterm*

HPM202 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.

**HPM203: Theory, Practice, and Coaching Football**

*2 credits; Typically offered fall and spring*

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.

**HPM205: Theory, Practice, and Coaching Volleyball**

*2 credits; Typically offered spring*

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.

**HPM206: Theory, Practice and Coaching Track and Cross Country**

*2 credits; Typically offered interterm*

HPM206 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.

**HPM208: Principles of Strength and Conditioning**

*2 credits; Typically offered fall and spring*

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. **Prerequisites:** *BIO190 or BIO204; Course includes an additional fee.*

**HPM210: First Aid, CPR, AED**

*2 credits; Typically offered fall, interterm, and spring*

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. *Course includes an additional fee.*

**HPM214: Theory, Practice, and Coaching Wres-****ting**

*2 credits; Typically offered fall*

This course helps 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 or 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.

**HPM215: Sports Officiating I**

*2 credits; Typically offered fall odd years*

Sports Officiating I is a study of the principles, philosophy, mechanics, interpretation, and application of rules pertinent to football and volleyball. *Course includes an additional fee.*

**HPM216: Sports Officiating II**

*2 credits; Typically offered fall even years*

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.

**HPM220: Care and Prevention of Athletic Injuries**

*3 credits; Typically offered fall and spring*

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

**HPM222: Theory, Practice, and Coaching Soccer**

*2 credits; Typically offered spring*

HPM222 is a study of theory, methods, skill techniques, rules, and strategies involved in coaching soccer.

**HPM223: Motor Learning**

*2 credits; Typically offered fall*

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.

**HPM225: Human Movement Patterns and Screening**

*2 credits; Typically offered interterm*

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 that may affect injury risk and movement efficiency. Certification included upon completing course and passing Online certification examination. **Prerequisites:** HPM161 and BIO190 or BIO204; Course includes an additional fee.

### **HPM299: Internship**

*1 credit; Offered upon request and approval*

This internship is primarily observational hours; 45 contact hours are required. **Prerequisites:** Sophomore year status

### **HPM307: Kinesiology**

*3 credits; Typically offered fall and spring*

Kinesiology is a study of the structural determinants of human motion including the bones, muscles, and joints and includes the application of basic biomechanical principles to human motion. **Prerequisites:** BIO190 or BIO204

### **HPM311: Sports Nutrition**

*2 credits; Typically offered fall and spring*

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.

### **HPM312: Physiology of Exercise**

*3 credits; Typically offered fall and spring*

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.

**Prerequisites:** BIO190 or BIO204

### **HPM323: Advanced Strength and Conditioning**

*2 credits; Typically offered spring*

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 test-

ing sessions, designing and implementing safe and effective strength training and conditioning programs and providing guidance regarding nutrition and injury prevention. **Prerequisites:** HPM225 and HPM310; Course includes an additional fee.

### **HPM360: Methods of Teaching Elementary Physical Education**

*3 credits; Typically offered fall*

This course introduces students to a variety of movement activities, instructional theories, techniques, and trends in elementary physical education that apply 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. **Prerequisites:** Junior Standing, acceptance into Teacher Education program, and 2.75 GPA

### **HPM361: Methods & Materials in Teaching Secondary Physical Education**

*3 credits; Typically offered spring*

This course introduces students to a variety of activities, instructional theories, techniques, issues, and trends in secondary physical education that apply 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. **Prerequisites:** Junior Standing, acceptance into Teacher Education program, and 2.75 GPA

### **HPM399: Internship**

*2 credits; Offered upon request and approval*

This internship allows students to begin practicing skills related to their profession under direct supervision; 90 contact hours are required. **Prerequisites:** Junior status

### **HPM403: Adapted Physical Education**

*3 credits; Typically offered fall and spring*

Adapted Physical Education is a study of orthope-

dic, 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.

#### **HPM406: Assessment of Human Performance**

*3 credits; Typically offered spring*

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. "W" course

#### **HPM421: Management of Human Performance**

*3 credits; Typically offered fall*

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.

#### **HPM430: Ethics & Law in Human Performance**

*2 credits; Typically offered fall*

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. **Prerequisite:** Junior standing

#### **HPM450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** Permission by application

#### **HPM496: Research**

*1 to 3 credits; Offered upon request and approval*

This course is designed for students wishing to focus on, and complete, directed research such as that required for a research course or thesis. Stu-

dents may register for this course upon consultation with their advisor or program chair and after gaining approval from Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

#### **HPM499: Internship**

*3 credits; Offered upon request and approval*

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.* **Prerequisites:** Senior status

#### **Varsity Sports**

*1 credit*

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. *A course may be recorded on the transcript a maximum of four (4) times in each sport. P/PM/NC only*

HPM138: Dance Team (Women)

HPM141: Intercollegiate Volleyball (Women)

HPM144: Intercollegiate Softball (Women)

HPM145-01: Intercollegiate Soccer (Men)

HPM145-02: Intercollegiate Soccer (Women)

HPM146: Intercollegiate Basketball (Women)

HPM147: Intercollegiate Hockey (Women)

HPM148: Intercollegiate Hockey (Men)

HPM151: Intercollegiate Football (Men)

HPM152: Intercollegiate Track & Field (Men and Women)

HPM153: Intercollegiate Cross Country (Men and Women)

HPM154: Intercollegiate Baseball (Men)

HPM156: Intercollegiate Golf (Men)

HPM157: Intercollegiate Golf (Women)

HPM158: Intercollegiate Tennis (Men and Women)

HPM164: Varsity Cheerleading (Men and Women)

HPM166: Intercollegiate Lacrosse (Women)

HPM168: Intercollegiate Basketball (Men)

HPM172: Intercollegiate Wrestling (Men)

HPM173: Intercollegiate Wrestling (Women)

HPM175: Intercollegiate Bowling (Men)

HPM176: Intercollegiate Bowling (Women)

HPM177: Intercollegiate Shooting Sports (Men and Women)

HPM178: Intercollegiate eSports (Men and Women)

HPM179: Intercollegiate Powerlifting (Men and Women)

### **IND100: International Travel**

*1 to 3 credits; Typically offered interterm*

This interdisciplinary course will feature travel abroad. Locations and topics will vary. This course may be repeated for credit. *The student will incur additional costs for the course.*

### **IND101: Regional Travel**

*1 to 3 credits; Offered upon request and approval*

This interdisciplinary course will feature domestic travel. Locations and topics will vary. This course may be repeated for credit. *The student will incur additional costs for the course.*

### **MAT400: Advanced Emergency Techniques in Athletic Training**

*3 credits; Typically offered summer*

The course is designed to prepare students for planning, execution, initial and post care following an emergency. Emergency prevention applications will also be covered in this course. Students will be eligible to take their Professional Rescuer Certification through the American Red Cross. *Cross-listed with MAT500.*

### **MAT401: Lower Extremity Evaluation**

*3 credits; Typically offered fall*

The course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the lower extremity. *Cross-listed with MAT501.*

### **MAT402: Upper Extremity Evaluation**

*3 credits; Typically offered fall*

This course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the trunk and upper extremity. *Cross-listed with MAT502.*

### **MAT419: Athletic Training Practicum I**

*3 credits; Typically offered fall*

First semester of supervised clinical experiences

in athletic training. Students will be required to spend a minimum of 200 hours under the supervision of an athletic trainer or other healthcare provider. *Cross-listed with MAT519.*

### **MID101: Introduction to Midland**

*1 credit; Typically offered fall and spring*

MID 101 provides students with the information, skills, and direction needed to create a foundation for academic and career success. In this course, first year students will: learn about accessing available University resources; become aware of individual preferences for learning and functioning in the workplace, use a Strengths-based approach to identify and develop top five (5) individual Strengths; explore academic major and minor requirements; and develop behaviors needed to support holistic academic, personal, and professional development. *MID101 is required for all new incoming first year students entering Midland University.*

### **MID110: Achieving Academic Success**

*2 credits; Typically offered fall and spring*

MID110 provides students with the information, skills, resources, and direction needed to create a foundation for academic and personal success. In this course, students will explore strategies for increasing: personal awareness, motivation and self-management; reading, note taking, study, and test taking effectiveness; and capacity for lifelong learning. *This course counts as elective credit hours, uses an A-F grading scale, and may not be taken as P/NC.*

### **MID120: Blue Humanities**

*4 credits; Typically offered fall and spring*

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. **Prerequisites:** *ENG120; Honors section available.*

### **MID130: Orange Humanities**

*4 credits; Typically offered fall and spring*

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.

**Prerequisites:** *ENG120; Honors section available.*

### **MTH099: Basic College Mathematics**

*3 credits; Typically offered fall*

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. *Placement in this course is based on ACT scores.*

### **MTH100: Mathematics for the Liberal Arts**

*3 credits; Typically offered spring*

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.

### **MTH140: College Algebra**

*3 credits; Typically offered fall*

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.

### **MTH150: Pre-Calculus**

*4 credits; Typically offered spring*

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. **Prerequisites:** *MTH140 or two years high school algebra*

### **MTH210: Elementary Statistics**

*3 credits; Typically offered fall and spring*

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. **Prerequisites:** *MTH140 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*

### **MTH220: Calculus I**

*4 credits; Typically offered fall*

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. **Prerequisites:** *MTH150 or four years of high school mathematics*

### **MTH240: Discrete Structures**

*3 credits; Typically offered fall odd years*

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.

### **MTH250: Calculus II**

*4 credits; Typically offered spring*

As a continuation of MTH220, content includes techniques of integration, application of the definite integral, infinite series, polar coordinates, and conic sections. **Prerequisites:** *MTH220*

### **MTH260: Numerical Analysis**

*3 credits; Typically offered spring odd years*

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. **Prerequisites:** *MTH220 and CSC160; Co-requisite: MTH250*

### **MTH300: Number Theory**

*3 credits; Typically offered fall even years*

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. **Prerequisites:** *Solid algebra background*

### **MTH310: Mathematical Statistics**

*4 credits; Typically offered spring even years*

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. *"W" course; Prerequisites:* *MTH250*

### **MTH340: Linear Algebra**

*3 credits; Typically offered spring odd years*

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. **Prerequisites:** *MTH250*

### **MTH350: Multivariable Calculus**

*4 credits; Typically offered fall odd years*

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. **Prerequisites:** *MTH250*

### **MTH360: College Geometry**

*3 credits; Typically offered spring even years*

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. **Prerequisites:** *Upper class standing*

### **MTH390: Differential Equations**

*3 credits; Typically offered spring odd years*

Differential Equations is a study of the common types of ordinary differential equations, their solutions, and applications. **Prerequisites:** *MTH250*

### **MTH420: Analysis of Real Variables**

*3 credits; Offered upon request and approval*

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. **Prerequisites:** MTH250

### **MTH430: Complex Variables**

*3 credits; Offered upon request and approval*  
Complex Variables provides fundamental laws of complex numbers, theory of analytic functions and transformations, calculus of complex variables, residues and poles, and conformal mapping. **Prerequisites:** MTH250

### **MTH440: Abstract Algebra**

*3 credits; Typically offered fall even years*  
Abstract Algebra offers a study of algebraic structures. Topics include groups, rings, fields, and the concepts of isomorphism and homomorphism. **Prerequisites:** MTH250

### **MTH450: Independent Study**

*1 to 3 credits; Offered upon request and approval*  
This 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 Academic Affairs. **Prerequisites:** Permission by application

### **MTH460: Capstone**

*1 credit; Offered upon request and approval*  
Special interest topics in mathematics. **Prerequisites:** MTH250 and permission of instructor

### **MTH496: Research**

*1 to 3 credits; Offered upon request and approval*  
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 Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

### **MTH499: Internship**

*1 to 3 credits; Offered upon request and approval*  
**Prerequisites:** Permission by application

## **APPLIED MUSIC LESSONS**

Private music lessons present the students with an opportunity for solo participation through technical and artistic 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 of private lessons. This fee is waived for Music Education and Arts Management majors. These courses may be repeated for credit. Applied study in the principal applied area will be for two credits during the semester immediately preceding their Senior Recital. Prerequisite:* permission of the instructor; Typically offered fall and spring

**MUS011: Voice** 1 credit  
**MUS012: Applied Voice** 2 credits

**MUS021: Organ** 1 credit  
**MUS022: Applied Organ** 2 credits

**MUS031: Piano** 1 credit  
**MUS032: Applied Piano** 2 credits

**MUS041: Woodwinds** 1 credit  
**MUS045: Applied Woodwinds** 2 credits

**MUS042: Brass** 1 credit  
**MUS046: Applied Brass** 2 credits

**MUS043: Percussion** 1 credit  
**MUS047: Applied Percussion** 2 credits

**MUS044: Guitar** 1 credit  
**MUS048: Applied Guitar** 2 credits

## **ENSEMBLES**

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. *All courses are graded A-F.*

**MUS050: Orchestra**

*1 credit; Typically offered fall and spring*

Orchestra is a student ensemble that will perform a wide variety of music specifically suited to the members of the group. This will include classical music, jazz music, chamber music, and contemporary literature. The ensemble is open to all students with previous string instrument experience, regardless of educational major or minor.

**MUS060: Jazz Ensemble**

*1 credit; Typically offered fall and spring*

Jazz Ensemble will allow students an opportunity to learn and perform a variety of styles of jazz music for large and small ensembles. We work to build camaraderie, cohesiveness and a commitment to excellence as we prepare for performances throughout the year.

**MUS070: Percussion Ensemble**

*1 credit; Typically offered fall and spring*

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. Prerequisites: Percussion experience and/or audition

**MUS072: Band**

*1 credit; Typically offered fall and spring*

Band will perform large ensemble works for concert, marching, and pep band focused on providing members with a variety of repertoire, challenges, and rewards. The ensemble provides music education majors exposure to music and teaching techniques applicable to their future careers. Non-music-related majors are also encouraged to participate to expand their knowledge and enjoyment of instrumental music performance. We work to build camaraderie, cohesiveness and a commitment to excellence as we prepare for performances throughout the year.

**MUS080: Clef Dwellers**

*1 credit; Typically offered fall and spring*

Midland University Clef Dwellers is a select group in the vocal music department. The purpose of Clef

is to develop skills of a cappella singing through the use of a wide variety of genres of music, including pop, jazz and collegiate a cappella. Depending on the level of interest, students may be divided into multiple groups. Students in this group practice ensemble singing skills, sight-singing skills, and performance skills. The group also offers many public performance opportunities for the students.

**Co-requisite:** Participation in MUS084 is required

**MUS084: Choir**

*1 credit; Typically offered fall and spring*

This participation ensemble expands on the Midland University tradition of sacred a cappella singing by also exploring secular and accompanied choral music in a variety of styles and periods. Students develop ensemble skills and have the opportunity to publicly perform representative choral music from the Renaissance period to the present. Participation may include mixed-voice, Men's, Women's, and Chamber Choir opportunities.

**MUS090: Accompanying**

*1 credit; Typically offered fall and spring*

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 by offering musical support at rehearsals and/or performances. **Prerequisites:** Permission of the instructor

**MUS092: Acoustic Performance Live**

*1 credit; Typically offered interterm*

In this course, students will study multiple aspects of performance including but not limited to: songwriting, arranging, producing, marketing, auditioning, and technical skills. Additionally, this class is designed to give performance opportunities, particularly to Arts Management majors, although it is open to any major by audition. Some travel may be required. **Prerequisites:** Enrollment in choir, band, theatre, or dance classes, or by audition

**MUS099: Piano Proficiency**

*1 credit; Typically offered fall and spring*

This course is designed to prepare the student pursuing Vocal Music Education Endorsement for the Piano Proficiency Examination. The course will be repeated each semester until the necessary skills are mastered, at which time the student will receive

1 credit. 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.

### **MUS101: Fundamentals of Music I**

*3 credits; Typically offered fall*

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. *Course is open to all students.*

### **MUS102: Fundamentals of Music II**

*3 credits; Typically offered spring*

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. Course is open to all students. **Prerequisites:** MUS101

### **MUS102A: Aural Skills I**

*1 credit; Typically offered spring*

Aural Skills I is a course taught in conjunction with MUS102: Fundamentals of Music II. It will review and build upon previously learned concepts of music theory and will begin to develop and practice ear training and sight singing. **Co-requisite:** MUS102

### **MUS104: Arts Omaha**

*0.5 credit; Typically offered fall and spring*

Students enrolled in this course will be encouraged to become life-long supporters of the Arts. Midland students will team with the Omaha Performing Arts and the Omaha Orpheum Theater to provide opportunities for an evening of the Arts. Events will feature a minimum of three professional world-class performances including Broadway productions. Different productions will be offered each fall and spring. *Fee Required*

### **MUS181: Topics in Music: World Music**

*2 credits; Typically offered interterm odd years*

World Music is the study of music from a variety of cultures as experienced through the eyes of a world traveler. As our “virtual reality” itinerary moves from region to region, students are asked to share their first impressions, to focus on an aural analysis of the music, and to examine the rich ethno musical differences in our world.

### **MUS201: Fundamentals of Music III**

*3 credits; Typically offered fall*

A continuation of Fundamentals of Music I and II, students will review and expand on more complex musical concepts and analysis techniques to aid their understanding of and ability to perform music. This course is based on tonal music and the some of the topics included are modulation, melodic principles, voice-leading strategies, secondary dominants, form and formal analysis. **Prerequisites:** MUS101 and MUS102

### **MUS201A: Aural Skills II**

*1 credit; Typically offered fall*

Aural Skills II is a course taught in conjunction with Fundamentals of Music III. It will review and build upon previously learned concepts of music theory and continue to develop and practice increasingly difficult ear training and sight singing proficiency. **Co-requisite:** MUS201

### **MUS202: Fundamentals of Music IV**

*3 credits; Typically offered spring*

A continuation of Fundamentals of Music I, II, and III students will review and expand on more complex musical concepts and analysis techniques to aid their understanding of and ability to perform music. This course is based on tonal and atonal music and the some of the topics included are borrowed chords, Neapolitan chords, augmented 6th chords, form and formal analysis. Students will study music in proper historical and stylistic context: **Prerequisites:** MUS101, MUS102 and MUS202

### **MUS203: Brass Pedagogy**

*1 credit; Typically offered fall odd years*

A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused

upon the student's primary instrument, while others will apply to brass teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of brass instruments at all levels.

#### **MUS204: Woodwind Pedagogy**

*1 credit; Typically offered spring even years*

A course designed to study the pedagogy, performance, and literature of the woodwind instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to woodwind teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of woodwind instruments at all levels.

#### **MUS205: Strings Pedagogy**

*1 credit; Typically offered fall even years*

A course designed to study the pedagogy, performance, and literature of the string instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to string instrument teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of string instruments at all levels.

#### **MUS206: Percussion Pedagogy**

*1 credit; Typically offered spring odd years*

A course designed to study the pedagogy, performance, and literature of the percussion instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to percussion teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of percussion instruments at all levels.

#### **MUS210: American Musical Experience**

*3 credits; Typically offered spring*

This course is the study of the influences on American Music from its roots to the present by the examination of representative music in modern day film. Particular attention will be given to how the music affects the action, the story line, the mood, and the overall aesthetics of film as a work of art.

*Course is open to all students; "W" course*

#### **MUS245: Methods of Teaching Elementary Music**

*2 credits; Typically offered fall even years*

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 microteaching, student observations of classroom teachers, and creative projects. **Prerequisites:** *Junior standing, EDU250, EDU294, EDU296, PSY200, PSY210, and acceptance into Midland Teacher Education program*

#### **MUS301: Music in Western Civilization**

*3 credits; Typically offered fall even years*

MUS301 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. **Prerequisites:** *MUS101 and MUS102, or permission of the instructor*

#### **MUS302: Music in Western Civilization II**

*2 credits; Typically offered spring even years*

MUS302 is a study of the evolution of music in western civilization from 1750 to the present. Music styles, forms and genres are studied via textbook, resource materials, journals, classroom discussion, listening, and writing. **Prerequisite:** *MUS301 or permission of the instructor*

#### **MUS304: Conducting**

*2 credits; Typically offered fall even years*

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. **Prerequisites:** *Permission of the instructor*

### **MUS350: Choral Methods - Secondary**

*2 credits; Typically offered fall odd years*

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. **Prerequisites:** *Junior standing, EDU250, EDU294, EDU296, PSY200, PSY210, and acceptance into Midland Teacher Education program*

### **MUS351: Secondary Instrumental Pedagogy**

*2 credits; Typically offered spring even years*

Secondary Instrumental Pedagogy is a course designed to examine and understand the purpose, curriculum, and methods of teaching instrumental music at the secondary school level. Study will involve administration, organization, preparation, and execution with regard to various ensembles. Ensembles covered will include concert band, marching band/pep band, string orchestra, and jazz band. **Prerequisites:** *Junior standing, EDU250, EDU294, EDU296, PSY200, PSY210, and acceptance into Midland Teacher Education program.*

### **MUS399: Music Internship**

*1 to 3 credits; Offered upon request and approval*

**Prerequisites:** *Permission by application*

### **MUS400: Voice Pedagogy and Diction**

*1 credit; Typically offered fall even years*

This course is a study of science and anatomy of the singing voice and prevailing theories leading to practical application to hypothetical and actual teaching situations. There will also be some discussion and practice of different languages used in singing. **Prerequisites:** *Junior standing and/or permission of the instructor*

### **MUS440: Senior Recital**

*1 credit; Offered upon request and approval*

As the capstone of student development as a performer, the senior recital allows demonstration of applied music goals to the fullest extent of which the student is capable. The culminating activity is the performance of a senior recital. **Prerequisites:** *Senior standing and/or permission of the instructor*

### **MUS450: Independent Study**

*1 to 3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisites:** *Permission by application*

### **MUS499: Music Internship**

*1 to 3 credits; Offered upon request and approval*

**Prerequisites:** *Permission by application*

### **NUR203: Foundations of Nursing**

*5 credits; Typically offered fall*

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. **Prerequisites:** *BIO204, BIO205, CHE122, ENG120, PSY120, SOC130, SPE110; Pre/Co-Requisites: MID120 or MID130, NUR210*

### **NUR205: Medical Surgical Nursing Adult**

*6 credits; Typically offered spring*

NUR205 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 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. **Prerequisites:** NUR203, NUR210; **Pre/Co-Requisites:** BIO207, BIO215, BIO220, CHE190, and PSY210

### **NUR206: LPN to BSN Transition**

*3 credits; Typically offered fall*

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. 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. Upon completion of the course, five (5) to eleven (11) credits will be awarded to the student. **Prerequisites:** Current unencumbered LPN License; BIO204, BIO205, CHE122, ENG120, PSY120, SOC130, SPE110; **Pre/Co-Requisites:** MID120 or MID130, BIO207, BIO215, NUR210, PSY210

### **NUR210: Health Assessment**

*3 credits; Typically offered fall*

NUR210 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. **Prerequisites:** BIO204, BIO205, CHE122, ENG120, PSY120, SOC130, SPE110; **Pre/Co-Requisites:** MID120 or MID130, NUR203

### **NUR305: Medical Surgical Pediatric Nursing**

*9 credits; Typically offered fall and spring*

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. **Prerequisites:** BIO207, BIO215, BIO220, CHE190, NUR205, PSY210

### **NUR365: Mother/Baby Nursing**

*5 credits; Typically offered fall and spring*

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. **Prerequisites:** BIO207, BIO215, BIO220, CHE190, NUR205, PSY210; **Pre/Co-Requisites:** NUR375

**NUR375: Mental Health Nursing**

*5 credits; Typically offered fall and spring*

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, the following: child/adolescent and adult inpatient hospital, residential treatment, geriatric treatment, 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. **Prerequisites:** BIO207, BIO215, BIO220, CHE190, NUR205, PSY210; **Pre/Co-Requisites:** NUR365

**NUR392: Nursing Research and Evidence-Based Practice**

*3 credits; Typically offered spring*

This course will introduce the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be discussed with an emphasis on the future trends for nursing research. The steps of the research process and key research terms will be examined with application to nursing research studies. An overview of research design will be analyzed. The dissemination of research and evidence-based practice findings applicable to health care delivery, will be communicated in the class and/or practice setting. **Prerequisites:** NUR205; **Pre/Co-Requisites:** MTH210

**NUR405: Advanced Medical Surgical Nursing**

*9 credits; Typically offered fall and spring*

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. **Prerequisites:** MTH210, NUR305, NUR365, NUR375, NUR392, PHI 250; **Pre/Co-Requisites:** NUR415 or NUR425

**NUR415: Nursing Leadership and Management**

*3 credits; Typically offered fall*

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 and ethical issues associated with health care policy, and advocacy for safe, holistic patient care at various organizational levels. **Prerequisites:** NUR305, NUR365, NUR375, NUR392, MTH210, PHI 250; **Pre/Co-Requisites:** NUR405

**NUR425: Professional Concepts**

*3 credits; Typically offered spring*

Students in this course analyze current trends and issues within the profession of nursing. A focus on professionalism prepares students for entry and advanced practice in the nursing workforce. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal or ethical concerns are discussed and scrutinized. Professional activism and quality improvement concepts that impact the changing arena of nursing practice are critically examined. Career advancement is explored to include graduate education, resume, and interview skills. **Prerequisites:** NUR305, NUR365, NUR375, MTH210, PHI 250, NUR392, **Pre/Co-Requisites:** NUR405 or NUR465

**NUR465: Population Focused Care**

*5 credits; Typically offered fall and spring*

Students in this eight-week community-nursing course utilize critical thinking and the nursing process to implement a plan of care based on assessment and analysis of the health care needs of a selected aggregate population. This course builds upon the principles of public health to introduce the student to a population oriented nursing prac-

tice. Concepts of community assessment and public health policy are analyzed. Health promotion, prevention, and maintenance are examined within the context of the health care needs of aggregate populations. The concepts of family, community, cultural diversity, and environmental influence are incorporated into the plan of care developed for a selected aggregate population. Data collection and analysis provides the foundation for the design and implementation of the Population Focused Care Project.

*NUR465 and NUR497 are to be taken in the same semester in subsequent 8-week sessions. Prerequisites: NUR405; Pre/Co-Requisites: NUR415 or NUR425*

### **NUR497: Seminar/Practicum**

*7 credits; Typically offered fall and spring*  
NUR497 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. *NUR465 and NUR497 are to be taken in the same semester in subsequent 8-week sessions. Successful completion of NUR465 is required to progress into NUR497. Prerequisites: NUR405, NUR465; Pre/Co-Requisites: NUR415 or NUR425*

### **NUR260R: Ethics for Healthcare Online RN to BSN**

*3 credits; Typically offered spring*  
This course will introduce 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. **Prerequisites:** *Admission into the RN to BSN Nursing Program and RN Licensure*

### **NUR372R: Spiritual Nursing Care Online RN to BSN**

*3 credits; Typically offered spring*  
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. **Prerequisites:** *Admission into the RN to BSN Nursing Program and RN Licensure*

### **NUR382R: Multicultural Nursing Online RN to BSN**

*3 credits; Typically offered summer*  
This course offers in-depth perspectives of the evolving globalization of our society. The theories and concepts of cultural diversity will be analyzed to develop cultural competence. Students examine the ethnic and cultural differences of various populations. Implications of globalization resulting from migrating peoples, rapid transportation, and increasing facility of telecommunications, and computer technology will be discussed. Students will explore health care disparities and analyze potential biases and barriers to providing quality clinical care. Solutions to enhance cultural competence in health care providers that are beneficial to the care recipient, and institutions will be proposed. **Pre-**

**requisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR392R: Nursing Research and Evidence-Based Care Online RN to BSN**

*3 credits; Typically offered fall*

This course will introduce the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be discussed with an emphasis on the future trends for nursing research. The steps of the research process and key research terms will be examined with application to nursing research studies. An overview of research design will be analyzed. The dissemination of research and evidence based practice findings applicable to health care delivery, will be communicated in the class and/or practice setting. **Prerequisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR395R: Palliative Care Nursing Online RN to BSN**

*3 credits; Typically offered fall*

This course will examine palliative care and the competencies of the professional nurse to meet the holistic needs of patients at end of life. Students will be given the opportunity to apply palliative care practices through case studies and Online forum discussion. Legal and ethical issues surrounding end of life decisions and the delivery of palliative care will be analyzed. Assessment of patients' spiritual and cultural needs will be explored in order to enhance quality of life. An emphasis on patient centered care will be the foundation for discussions on loss, suffering, bereavement, and grief. Students will demonstrate the ability to communicate effectively through written discussion and reflect on the value of effective communication and collaboration to meet the needs of the palliative care patient and their family. As the student explores issues involving the delivery of palliative care within the current health care system, research and evidence-based practices will be analyzed and solutions proposed that ensure safe patient care and the promotion of health at the end of life. **Prerequisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR415R: Nursing Leadership and Manage-**

**ment Online RN to BSN**

*3 credits; Typically offered fall*

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 and ethical issues associated with health care policy, and advocacy for safe, holistic patient care at various organizational levels. **Prerequisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR425R: Professional Concepts Online RN to BSN**

*3 credits; Typically offered fall*

Students in this course analyze current trends and issues within the profession of nursing. A focus on professionalism prepares students for entry and advanced practice in the nursing workforce. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal or ethical concerns are discussed and scrutinized. Professional activism and quality improvement concepts that impact the changing arena of nursing practice are critically examined. Career advancement is explored to include graduate education, resume, and interview skills. **Prerequisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR462R: Complex Care - Gerontology Online RN to BSN**

*3 credits; Typically offered summer*

This course provides a theoretical and practice-based approach to caring for older adults. A foundation from prerequisite 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 care 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. **Prerequisites:** Admission into the RN to BSN Nursing Program and RN Licensure

**NUR475R: Nursing Perspectives in Population Centered Care: Assessment Online RN to BSN**

*3 credits; Typically offered spring*

Students in this clinical course utilize critical thinking and the nursing process to assess and analyze the health care needs of diverse aggregate populations. This course integrates principles of public health and builds upon knowledge from support and nursing courses to develop a population 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 centered 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 NUR476R. *NUR475R and NUR476R must be taken in the same semester in subsequent 8-week sessions. Prerequisites: Admission into the RN to BSN Nursing Program and RN Licensure*

**NUR476R: Nursing Perspectives in Population Centered Care: Implementation Online RN to BSN**

*3 credits; Typically offered spring*

Students in this clinical course utilize critical thinking and the nursing process to implement a plan of care based on assessment and analysis of the health care needs of a selected aggregate population. This course builds upon the principles of public health introduced in NUR475R to further develop a population oriented nursing practice. Concepts of community assessment and public health policy are analyzed. Health promotion, prevention, and maintenance are examined within the context of the health care needs of aggregate populations. The concepts of family, community, cultural diversity, and environmental influence are incorporated into the plan of care developed for a selected aggregate population. Data collection and analysis previously conducted in NUR475R provides the foundation for the design and implementation of the Population Centered Care Project, Phase II. *NUR475R and NUR476R must be taken in the same semester in subsequent 8-week sessions. Prerequisites: Admission into the RN to BSN Nursing Program and RN*

*Licensure*

**PHI200: Philosophy Across the World**

*3 credits*

This course enables students to learn the philosophical basis of cultural and political identities and movements, and helps students to appreciate the diversity within the world. The course presents the basic problems and methods of philosophy together with solutions 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.

**PHI250: Foundations of Moral Decision Making**

*3 credits; Typically offered fall*

This course in moral responsibility is concerned with how individuals employ moral principles in dealing with the moral dilemmas that occur in the conduct of their careers and private lives. We will learn to recognize moral problems, clarify the issues involved in the problems, and analyze the various ethical arguments and positions that apply to the problems identified. In addition, we will explore how individuals are embedded in larger structures that influence their behavior. We will spend time learning critical thinking, problem solving, and dialogue skills as ways to enhance moral reflection.

**PHI280: Critical Thinking**

*3 credits; Typically offered fall odd years*

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 the formulation and examination of argumentation, how to construct arguments, and 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. **Honors section available.**

### **PHI282: Special Topics**

*3 credits*

Courses offered under this title reflect the research interests and specialized expertise of the religion and philosophy faculty members, providing and opportunity to explore important issues. Special topics may or may not be offered again.

### **PHI290: What is Religion? Who is God?**

*3 credits*

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 the following: Why are people religious? Can God's existence make a difference? Can God's existence be proven? Does such proof 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.

### **PHI450: Independent Study**

*3 credits; Offered upon request and approval*

This 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 Academic Affairs. Prerequisite: Permission by application

### **PHY121: Descriptive Astronomy**

*4 credits; Typically offered fall*

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.

### **PHY122: Selected Topics in Astronomy**

*4 credits; Typically offered spring*

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.

### **PHY151: General Physics I**

*4 credits; Typically offered fall*

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.

### **PHY152: General Physics II**

*4 credits; Typically offered spring*

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. **Prerequisites:** PHY151

### **POL112: Introduction to Political Science**

*3 credits; Typically offered fall*

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.

### **POL113: American Government**

*3 credits; Typically offered spring*

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.

**Politics courses:** *These courses are cross-listed with their History equivalents and are listed there.*

### **PSY120: Fundamentals of Psychology**

*3 credits; Typically offered fall and spring*

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. **Honors section available.**

### **PSY200: Psychology of Learning**

*3 credits; Typically offered fall and spring*

The purpose of this course is to introduce students to theories of learning (Skinner, Pavlov, and Bandura); environmental factors affecting behavior, and the influences of motivation. Students will learn how to apply procedures derived from these influences to change systematically 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. **Prerequisites:** PSY120 or PSY210

### **PSY210: Developmental Psychology**

*3 credits; Typically offered fall and spring*

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.

**Honors section available.**

### **PSY248 Movies & Mental Illness**

*3 credits; Typically offered interterm odd years*

The purpose of this course is to study psychopathology as depicted in popular films. We will study the diagnostic criteria, symptoms, causes, and treatments of several major categories of psychopathology. We will discuss and critically evaluate film portrayals of different psychological disorders.

### **PSY314: Social Psychology**

*3 credits; Typically offered spring even years*

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. **Prerequisites:** PSY120, SOC130, and at least sophomore standing

### **PSY324: Behavioral Assessment**

*3 credits; Typically offered fall even years*

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. **Prerequisites:** PSY200 and at least sophomore standing

### **PSY331: Physiological Psychology**

*3 credits; Typically offered spring odd years*

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. **Prerequisites:** PSY120; **Recommended Preparation:** junior standing

### **PSY333: Abnormal Psychology**

*3 credits; Typically offered fall*

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. **Prerequisites:** PSY120 and at least junior standing

### **PSY350: Tests and Measurement**

*3 credits; Typically offered fall odd years*

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. **Prerequisites:** PSY120, SSC330 **Recommended Preparation:** at least junior standing

### **PSY370: Introduction to Counseling**

*3 credits; Typically offered spring*

This course is designed to provide the student with exposure to the five stages of counseling through exercises and role-playing. Skills reviewed include: listening, empathy, confrontation, behavioral techniques, biofeedback techniques, and group techniques. Counseling intervention theories covered include affective, cognitive, behavioral, and systemic. The course also presents the ethical standards of counseling. Independent study and reporting are required. **Prerequisites:** PSY120 or PSY210

### **PSY398: Behavioral Research Methods**

*4 credits; Typically offered fall*

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. "W" course;* **Prerequisites:** PSY120, SOC130, and SSC330

### **PSY414: Cognition**

*3 credits; Typically offered spring even years*

This course will include an exploration of the history and contemporary research related to cognitive processes including attention, problem solving, and concept formation. Issues in human memory and perception will also be explored within the cognitive context. **Prerequisites:** PSY120

### **PSY424: Advanced Behavior Analysis**

*3 credits; Typically offered fall odd years*

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. **Prerequisites:** PSY200 and at least sophomore standing

### **PSY434: Personality Theory**

*3 credits; Typically offered spring odd years*

This course is designed to give students an overview of major classic and current theories of per-

sonality. Current research findings, therapeutic, educational, and social applications, and critical evaluation of these theories are emphasized. Students apply theoretical ideas to understanding a specific individual by reading a biography/autobiography and developing a psychological analysis. The course involves readings, discussion, in-depth independent research, and writing. **Prerequisites:** PSY120, and at least junior standing

### **PSY450: Independent Study**

*3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** Permission by application

### **PSY485: Essential Readings in Applied Behavior Analysis**

*3 credits; Typically offered spring odd years*

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.

**Prerequisites:** PSY200

### **PSY496: Research**

*1 to 3 credits; Offered upon request and approval*

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 Academic Affairs. **Prerequisites:** Junior or Senior students in good standing with the University

### **PSY498: Advanced Experimental Psychology**

*3 credits; Typically offered spring even years*

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. **Prerequisites:** PSY398 with a grade of C- or above

### **PSY499: Psychology Internship**

*1 to 6 credits; Offered upon request and approval*

**Prerequisites:** PSY120, Permission by application

### **REL112: Introduction to Christianity and Religion**

*3 credits; Typically offered spring even years*

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 the range of beliefs and practices within Christianity. 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.

### **REL120: Development of Christian Thought**

*3 credits; Typically offered spring even years*

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 students to wrestle 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.

### **REL130: Introduction to the Old Testament**

*3 credits; Typically offered spring odd years*

This survey course deals with the history of Israel and the great religious themes of the Old Tes-

tament. It provides 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 texts studied in the course are 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.

### **REL140: Introduction to the New Testament**

*3 credits; Typically offered spring even years*

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. Students become acquainted with the New Testament books and the problems related to their interpretation. Students also 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.

### **REL150: Lutheranism**

*3 credits; Typically offered fall even years*

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. 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 on the Lutheran Church as evangelical, catholic, and ecumenical; inter-Christian relationships are discussed with justification by grace through faith as the central Lutheran touchstone for understanding the transforming power of the Christian faith.

### **REL185: Christian Communities: How Christians Live(d) out the Gospel**

*3 credits; Typically offered fall odd years*

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 explore a range of interpretations of the Christian message and examine the implications 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, mega-churches, contemporary evangelicalism, and post-Vatican II Catholicism.

### **REL206: Contemporary Christian Theology**

*3 credits; Typically offered spring odd years*

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. **Honors section available.**

### **REL208: Jesus and the Prophets: Reading the Christian Bible**

*3 credits*

This course seeks to introduce students 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.

### **REL230: Power, Social Structures, & Moral Responsibility: An Analysis of Contemporary Social Problems**

*3 credits*

What are our moral obligations? How do 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 and 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.

### **REL240: Religions of the World**

*3 credits; Typically offered spring odd years*

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 traditions 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.

### **REL280: Christianity and Human Sexuality**

*3 credits; Typically offered fall even years*

This course explores human sexuality from a Christian perspective and leads the students to a positive understanding of human sexuality and a 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 sex education and reproductive care, marriage and partnership choices, sexuality within the Christian tradition, biblical texts that address sexuality, LGBTQ identities, and violence within intimate partnerships. **Honors section available.**

### **REL282: Special Topics**

*3 credits; Typically offered interterm even years*

Courses offered under this title reflect the research interests and specialized expertise of religion and philosophy faculty members, providing the opportunity for an exploration of important issues. Special topics may or may not be offered again.

### **REL285: Disability Theology**

*3 credits; Typically offered spring even years*

The course investigates the disability rights movement, its relationship to the civil rights movement, and its engagement with the Christian theological tradition. We will consider 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.

### **REL420: Senior Thesis**

*3 credits; Offered upon request and approval*

The religion/philosophy major requires that all students complete a senior thesis. Students are 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, and 3) present their finding in a formal paper with oral defense to the religion/philosophy faculty and invited guests. The senior thesis is designed as an experience in independent research and the student is responsible for its specific content and structure. *“W” Course; If students are also majoring in English and complete ENG 460, a Religion/Philosophy elective may be substituted for REL420. This course serves as the program’s capstone experience.*

### **REL450: Independent Study**

*3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** *Permission by application*

### **REL496: Research**

*1 to 3 credits; Offered upon request and approval*

This course is designed for students wishing to 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 and after gaining approval from the Office of Academic Affairs. **Prerequisites:** *Junior or Senior students in good standing with the University*

**REL499: Internship**

1 to 3 credits; Offered upon request and approval

**Prerequisite:** Permission by application

**RET201: Medical Arts**

3 credits; Typically offered fall

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.

**RET202: Advanced Cardiac Life Support**

2 credits; Typically offered interterm

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.

**RET203: Respiratory Therapist as an Educator**

2 credits; Typically offered fall

An introduction to basic principles of education and their application to the current health care environment. Course content includes information on designing a lecture or course for the classroom, as an in-service or in a continuing education program. It focuses on assessing educational needs, organizing instruction, instructional methods and education.

**RET302: Medical Gas Therapy**

2 credits; Typically offered fall

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.

**RET305: Cardio-Pulmonary & Renal Anatomy and Physiology**

4 credits; Typically offered fall

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.

**RET311: Airway Management**

3 credits; Typically offered fall

This course focuses on techniques used to maintain an open passageway 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 oro-pharyngeal, naso-pharyngeal, laryngeal, endotracheal, and tracheal airways. Techniques used to assist a patient with airway clearance will be included.

**RET312: Respiratory Therapy Equipment**

2 credits; Typically offered fall

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.

**RET313: Pulmonary Medicine Lecture Series**

1 credit; Typically offered fall

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.

**RET406: Cardio-Pulmonary Pharmacology**

2 credits; Typically offered spring

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.

**RET407: Medical Microbiology**

*2 credits; Typically offered spring*

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.

**RET408: Ventilator Management**

*4 credits; Typically offered spring*

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.

**RET409: Advanced Ventilator Management**

*4 credits; Typically offered summer*

This course is a continuation of Ventilator Management. Students will learn advanced ventilator modes, advanced ventilator management techniques, and mechanical ventilators currently in use.

**RET412: Respiratory Diagnostics**

*5 credits; Typically offered spring*

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.

**RET415: Pediatric and Neonatal Respiratory Therapy**

*3 credits; Typically offered summer*

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.

**RET417: Pulmonary Rehabilitation**

*1 credit; Typically offered summer*

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.

**RET418: Sleep Medicine**

*1 credit; Typically offered summer*

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.

**RET431: Clinical Theory I**

*1 credit; Typically offered fall*

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.); "W" course

**RET432: Clinical Practice I**

*2 credits; Typically offered fall*

In this course, students observe and perform all clinical aspects of respiratory therapy in the hospital. This course continues and progresses throughout the year. All other Clinical Practices are a continuation of the above (i.e. II and III); *P-PM-NC only*

**RET433: Clinical Theory II**

*1 credit; Typically offered spring*

Continuation of RET431.

**RET434: Clinical Practice II**

*2 credits; Typically offered spring*

Continuation of RET432. *P-PM-NC only*

**RET435: Clinical Theory III**

*1 credit; Typically offered summer*

Continuation of RET433.

**RET436: Clinical Practice III**

*2 credits; Typically offered summer*

Continuation of RET434. This course serves as the capstone experience for the major. *P-PM-NC only*

**SOC130: Principles of Sociology**

*3 credits; Typically offered fall and spring*

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.

### **SOC212: Introduction to Human Services**

*3 credits; Typically offered spring*

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. **Prerequisites:** SOC130 or permission of instructor.

### **SOC220: Minorities and Cultural Diversity**

*3 credits; Typically offered spring*

SOC220 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. **Prerequisites:** SOC130 or permission of instructor; **Honors section available.**

### **SOC225: Sociology of Film**

*3 credits; Typically offered interterm even years*

This course fosters the capacity to apply one’s sociological imagination to critically examine films with specific attention to aspects of social inequality. Students are expected to watch and analyze various films in connection with reading relevant scholarship. **Prerequisites:** SOC130 or permission of instructor.

### **SOC230: Sociology of Sports**

*3 credits; Typically offered interterm odd years*

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. **Prerequisites:** SOC130 or permission of instructor.

### **SOC240: Topics in Sociology**

*3 credits; Typically offered interterm even years*

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. **Prerequisites:** SOC130 or permission of instructor.

### **SOC245: Sociology of Childhood and Adolescence**

*3 credits; Typically offered spring odd years*

This course examines social issues related to children and adolescents by exploring the larger economic, political, and social forces that influence these groups. The major influences of socialization, as well as systems of stratification, are also explored through diverse readings and field trip opportunities. **Prerequisites:** SOC130 or permission of instructor.

### **SOC250: Social Issues in Literature**

*3 credits*

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. **Prerequisites:** SOC130 or permission of instructor.

### **SOC300: Marriage and the Family**

*3 credits; Typically offered fall odd years*

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. **Prerequisites:** SOC130 or permission of instructor

### **SOC342: Social Inequality**

*3 credits; Typically offered fall*

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. **Prerequisites:** SOC130 or permission of instructor; **Honors section available.**

### **SOC370: Sociology of Addictions**

*3 credits; Typically offered interterm odd years*  
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. **Prerequisites:** SOC130 or PSY120, or permission of instructor

### **SOC390: Gender and Society**

*3 credits; Typically offered fall even years*  
SOC390 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. **Prerequisites:** SOC130 or permission of instructor

### **SOC414: Social Change**

*3 credits; Typically offered fall odd years*  
In this course, students learn to use their sociological imagination to think critically about social problems by focusing on what can be done to help create positive social change. The role of micro and macro forces in both the creation of the problem and potential change is explored. **Prerequisites:** SOC130 or permission of instructor

### **SOC420: Social Theory**

*3 credits; Typically offered fall even years*  
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; Prerequisites:* SOC130 and second se-

mester junior standing, or permission of instructor; **Honors section available.**

### **SOC426: Advanced Social Research Methods**

*3 credits; Typically offered fall*  
In this course, students will apply their knowledge of data analysis and research methods by designing, conducting, and analyzing their own research study. This study will be presented as part of a university-wide research fair. The course will also focus on preparing students for post-graduation employment or graduate school. *“W” Course; Prerequisites:* SSC340 and Junior standing; or permission of instructor.

### **SOC440: Seminar in Selected Topics**

*3 credits; Typically offered fall odd and spring even years*  
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. **Prerequisites:** SOC130 or permission of instructor

### **SOC450: Independent Study**

*1 to 3 credits; Offered upon request and approval*  
This 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 Academic Affairs. **Prerequisite:** Permission by application

### **SOC499: Sociology Internship**

*1 to 6 credits; Offered upon request and approval*  
**Prerequisites:** SOC130 or permission of instructor

### **SPD233: Methods, Materials, & Technology in Special Education**

*4 credits; Typically offered spring*  
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 main-

tenance and generalization. *This course includes 10 hours of field-based experience. Prerequisites: EDU204 and EDU296*

### **SPD242: Collaboration and Inclusive Learning Environments**

*4 credits; Typically offered fall*

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. Prerequisites: EDU204 and EDU296*

### **SPD247: Early Childhood Special Education**

*3 credits; Typically offered fall and interterm*

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. *Cross-listed as ECE247; Prerequisite: EDU296*

### **SPD252: Speech Language Impairment and Learning Disabilities**

*3 credits; Typically offered fall*

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. *Prerequisites: Sophomore standing and EDU296*

### **SPD353: Assessment and Behavior Interventions**

### **tions**

*4 credits; Typically offered fall*

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.*

*Prerequisites: Junior standing, EDU275, SPD233, SPD365, and acceptance into Midland Teacher Education program*

### **SPD355: Lifelong Planning for Exceptional Learners**

*3 credits; Typically offered spring*

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. *Prerequisites: Junior standing, SPD233, SPD365, and acceptance into Midland Teacher Education program*

### **SPD356: K-6 Special Education Practicum**

*1 credit; Offered upon request and approval*

This course provides 45 hours of field experience in Special Education at the elementary level. Candidates will select from a variety of assignments a project of interest related to their practicum.

*Prerequisites: Junior standing, ECE386, ECE386A, SPD247, SPD233, and acceptance into Midland Teacher Education program*

### **SPD357: 7-12 Special Education Practicum**

*1 credit; Offered upon request and approval*

This course provides 45 hours of field experience in Special Education at the secondary level. Candidates will select from a variety of assignments a project of interest related to their practicum. *Prerequisites: Junior standing, EDU260 or EDU409, SPD233, and acceptance into Midland Teacher Education program*

### **SPD358: Legal Issues and Program Develop-**

## **ment**

*3 credits; Typically offered spring*

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.

**Prerequisites:** *Junior standing, SPD233, and acceptance into Midland Teacher Education program*

## **SPD365: Multi-Disciplinary Process and IEP Development**

*3 credits; Typically offered fall*

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. **Prerequisite:** *SPD233 and Acceptance into Midland Teacher Education program*

## **SPD368: Verification of Children with Disabilities**

*3 credits; Typically offered fall*

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. *Formerly titled: Autism and Social Development; Prerequisite: EDU296 and Acceptance into Midland Teacher Education program; Honors section available.*

## **SPD420: Clinical Experience-Special Education K-6**

*7 credits; Offered upon request and approval*

This experience provides a 10 week supervised, full-time teaching within a selected special education elementary setting. Upon completion of this experience Candidates 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. Candidates will receive written and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor. Satisfactory participation in Clinical Experience seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process. **Prerequisite:** *Meet all requirements previously stated in the catalog*

## **SPD430: Clinical Experience-Special Education 7-12**

*7 credits; Offered upon request and approval*

This experience provides a 10 week supervised, full-time teaching within a selected special education secondary setting. Upon completion of this experience Candidates 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. Candidates will receive written and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor. Satisfactory participation in Clinical Experience seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process. **Prerequisite:** *Meet all requirements previously stated in the catalog*

## **SPD436: Clinical Experience, Special Education K-12**

*14 credits; Offered upon request and approval*

This experience provides 16-20 weeks of full-time K-12 supervised teaching dependent upon endorsements sought, Upon completion of this experience Candidates 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. Candidates will receive written and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor. Satisfactory participation in Clinical Experience seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process. **Prerequisite:** *Meet all requirements previously stated in the catalog*

**SPE110: Fundamentals of Oral Communication**  
*3 credits; Typically offered fall and spring*

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. **Honors section available.**

**SPE210: Interpersonal Communication**  
*3 credits; Typically offered fall and spring*

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.

**SPE250: Group Communication**  
*3 credits; Typically offered fall and spring*

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.

**SSC201: Contemporary Issues in Public Health**  
*3 credits; Typically offered fall*

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 are 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.

**SSC302: Social Aspects of Aging**  
*3 credits; Typically offered spring*

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.

**SSC330: Social Science Statistics**  
*3 credits; Typically offered fall and spring*

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.

**Prerequisites:** *Sophomore standing or instructor*

*permission*

**SSC340: Social Science Research Methods**

*3 credits; Typically offered fall and spring*

This course presents social science research as a critical thinking process. Students are introduced to the research methods of human behavior, including literature review, experimental and correlational design, qualitative and quantitative approaches, collection of data, analysis of results, APA writing style, and the ethics of research. Students learn the process of secondary data analysis through hands-on experience and construct a coherent research proposal that follows the APA-formatted guidelines.

**Prerequisites:** *SSC330 or instructor permission*

**THE100: Introduction to Theatre**

*3 credits; Typically offered fall*

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.

**THE111: Theatre Technology**

*3 credits; Typically offered spring even years*

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.

**THE115: Costume and Makeup Design**

*3 credits; Typically offered spring even years*

This course serves as a foundation for theatrical costuming and makeup design. Students will learn about the historical significance of costuming and makeup practices, the techniques involved in constructing costumes and in applying makeup, design practices, and how they contribute to the overall theatrical effect. Practical applications (sewing costumes, serving on costume crews, designing and applying makeup to actors in production) will be part of the requirements of this course.

**THE200: Theatre Management**

*3 credits; Typically offered fall even years*

This course will give an in-depth understanding

and experience in different management systems involved in theatre. This course will cover Stage Management, Box Office Management, House Management, and Event Production.

**THE202: Fundamentals of Acting**

*3 credits; Typically offered spring*

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.

**THE260: Musical**

*3 credits; Typically offered interterm*

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.

**THE270: Theatre Practicum – Technical Theatre**

*1 credit; Typically offered fall and spring*

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.

**THE271: Theatre Practicum – Performance**

*1 credit; Typically offered fall and spring*

This course is designed to change topics each semester.

**THE290: Directing I**

*3 credits; Typically offered fall even years*

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. **Prerequisites:** *THE100 and THE202*

**THE302: Acting II**

*3 credits; Typically offered spring*

This course will explore further the foundations of acting learned in THE202: Fundamentals of Acting. Students will study theatre arts through a combination of readings, lectures, and hands-on work. Students will explore different periods and genres of acting. **Prerequisite:** THE202

**THE310: Theatre History I**

*3 credits; Typically offered fall even years*

A general history of theatre/drama and the relationship to the other fine arts and humanistic studies in western civilization, this course will begin with ancient Greek theatre, theatre of the Roman Empire, Medieval Theatre, Italian Renaissance, and Elizabethan Theatre and examine the path to contemporary theatre.

**THE320: Theatre History II**

*3 credits; Typically offered spring odd years*

A general history of theatre/drama and the relationship to the other fine arts and humanistic studies in western civilization, this course will review the beginnings of Western Theatre and then study the Theatre of France and Spain 1500-1700; the European Theatre in the 19th Century; the Theatre Movements of Russia, Germany, and the United States into the 20th Century. Finally, it will explore contemporary global theatre practices. **Prerequisites:** THE100 and THE310

**THE390: Directing II**

*3 credits; Typically offered spring even years*

This course is designed to build upon the foundations laid in THE290: Directing I. Students will delve into increasingly challenging genres of theatre, using new tools to meet the demands of any script. **Prerequisite:** THE290

**THE440: Special Topics**

*3 credits; Offered upon request and approval*

This course is designed to change topics each semester.

**THE450: Theatre Independent Study**

*3 credits; Offered upon request and approval*

This 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 Academic Affairs. **Prerequisite:** Permission by application

**THE490: Theatre Capstone**

*3 credits; Offered upon request and approval*

This course is designed for our upper classmen students to work in the performing arts industry and/or create a project that will serve as a culminating project in their focus area.

**THE499: Theatre Internship**

*3 credits; Offered upon request and approval*

This course is designed for our upper classmen students to explore the real work of theatre performance or technical arts through an internship. Students will gain practical work experience under professional supervision and guidance. Each experience will be built around the students and their individual skills and interests. **Prerequisite:** Junior standing and permission by application

**YFM100: Introduction to Youth and Family Ministry**

*3 credits; Typically offered spring even years*

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 Youth and Family Ministry. Guest speakers from a wide variety of Nebraska ministry situations will inform the students, introduce them to the structure of the ELCA, and offer ecumenical experiences. By the end of the course, students should understand the structure and purpose of the major, be familiar with a variety of professional ministry settings, and have engaged in thoughtful, critical reflection on the nature of ministry.

**YFM420: Senior Seminar in Youth and Family Ministry**

*3 credits; Offered upon request and approval*

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 allows students to synthesize what they have learned during their college experience.

rience and to connect that learning with empirical ministry settings. "W" course; **Prerequisites:** Completion of YFM100 and junior or senior status

**YFM499: Youth and Family Ministry Internship**  
1 to 3 credits; Offered upon request and approval  
**Prerequisite:** Permission by application

*Note: Course rotations are current as of July 2017 and are subject to change. Contact the Registrar's Office with questions.*



## KEY ADMINISTRATION AND STAFF CONTACTS

Jody Horner  
*President*

Sharon Robson  
*Vice President of Human Resources – Title IX Coordinator*

Caryl Johannsen  
*HR Generalist*

Jessica Knoell  
*Office Manager for Administration*

### **Admissions**

Eliza Ferzely  
*Vice President for Admissions and Enrollment*

Emily Packard  
*Director of Admissions*

Matt Bojanksi  
*Assistant Director of Admissions*

### **Student Success Center**

Lori Ethier  
*Director of Student Success Center*

Paul Cox  
*Student Success Advisor*

Leaha Hammer  
*Student Success Advisor, Counselor*

Keith Kramme  
*Student Success Advisor, Director of Athletic Compliance*

Dr. Janet Lack  
*Student Success Advisor, Coordinator of the Bridge Program*

Jennifer Sayker  
*Student Success Advisor*

Tiffany Sellentin  
*Student Success Advisor*

Rachel Wachter  
*Student Success Advisor*

### **Performing Arts**

Rex Barker  
*Director of Performing Arts*

Kathy Hays  
*Director of Arts Student Achievement*

Catherine Sodawasser  
*Assistant Music Director*

### **Finance**

Jodi Benjamin  
*Vice President for Finance and Administration*

Casey Koch  
*Director of Financial Planning/Analysis*

Sherry Koehler  
*Assistant Controller*

Marisol Navarrete  
*Accounts Payable/Student Billing*

Brea Paulsen  
*Student Billing Assistant*

Denise Pratt  
*Controller*

Diane Swanson  
*Director of Student Billing*

### **Financial Aid**

Doug Watson  
*Director of Financial Aid and Express Services*

Lisa Hughes  
*Financial Aid Counselor*

### **Student Affairs: Residence Life, Student Development**

Merritt Nelson  
*Vice President for Student Affairs*

Kris Dvorak  
*Director of Student and Resident Services*

Serina Bowen  
*Director of Student Health*

Leaha Hammer  
*Director of Student Counseling*

Andrea Swett  
*Assistant Director of Student Life*

Brandon Van Marel  
*Director of Campus Ministries*

**Information Technology/Learning Commons/  
Library**

Shane Perrien  
*Chief Information Officer*

Steve Lo Chiano  
*Systems Analyst*

David McDonald  
*System Administrator*

David Millar  
*Business Analyst*

Alan Shovan  
*Systems Analyst*

Bipin Shrestha  
*Computer Support Analyst*

**Athletics**

Dave Gillespie  
*Athletic Director*

Dave Albrecht  
*Sports Information Director*

Bode Hill  
*Associate Athletic Director*

Tom Reilly  
*Athletic Trainer*

**Marketing/Communications**

Tracy Buffington  
*Communications Content Manager*

Sydney Goodnight

*Marketing Project Manager*

Kyle Semprini  
*Marketing Manager*

**Development**

Jessica Janssen  
*Vice President for Institutional Advancement*

Allison Pokorny  
*Database and Research Associate*

Kristen Drake  
*Alumni Coordinator and Events Specialist*

Brad Eberspacher  
*Director of Annual Giving*

John Eggen  
*Major Gifts Officer*

Nichole Owsley  
*Director of Capital Campaign*

Kim Taylor  
*Development Officer*

Brenda Wilberding  
*Business Development Manager*

*\*As of June 2017 - See [www.midlandu.edu](http://www.midlandu.edu) for a complete listing of staff and contact information*





## **EFFECTIVE FALL 2017**

### **Academic Progression**

#### *Minimum GPAs*

The following standards of scholarship have been established and must be maintained by the student:

\*Any term of attendance: 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.

**Description:** All undergraduate students will be evaluated at the end of the Fall 2017 semester.

Undergraduate students with a cumulative GPA falling below a 2.00 will face at minimum academic probation, regardless of the number of semesters enrolled. This applies to all undergraduate students enrolled as of the Fall 2017 semester.

---

### **Prerequisite changes:**

MID120: Blue Humanities – ENG120 added

MID130: Orange Humanities – ENG120 added

**Description:** Students who have not completed ENG120 or the equivalent prior to Fall 2017 will not enroll in MID120 or MID130 until ENG120 credit has been earned.

MUS245: Methods of Teaching Elementary Music

MUS350: Choral Methods – Secondary

MSU351: Secondary Instrumental Pedagogy

– changed to Junior standing and acceptance into Midland Teacher Education program

**Description:** EDU250, EDU294, EDU296, PSY200, and PSY210 have been removed as prerequisites.