



MIDLAND UNIVERSITY

ACADEMIC CATALOG

2022-2023



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About This Catalog

This Academic Catalog contains official announcements of policies and practices for the academic year 2022-23, effective August 29, 2022. 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 University Registrar of the requested change in writing. Questions about this catalog should be directed to the University Registrar:

registrar@midlandu.edu.

About Midland University

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

Character and History

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

Location and Campus

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

Midland University
900 North Clarkson Street
Fremont, NE 68025

Midland University: Omaha Location
11213 Davenport Street, #100
Omaha, NE 68154

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 five bachelor's degrees along with five graduate degree programs. Within the 4 Schools and Colleges, Midland offers 50 full and compressed majors, 23 minors, 19 education endorsements, and 11 undergraduate certificates, in addition to independent study, pre-professional fields of study, and interdisciplinary concentrations. Many Midland students have set their career goals upon entering the University; others who enroll are undecided about a career path. With the help of an academic advisor, students may choose to take a variety of courses during the first two years at Midland University; this gives students the opportunity to examine several academic and career options to make informed educational and career choices.

Mission Statement

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

Statement of Core Institutional Values

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

Faith: We believe as a university of the Lutheran tradition that faith and learning are inexorably linked. We believe that the exploration of faith and religion is an essential human endeavor.

Learning: We believe that learning is best based on open inquiry and the liberal arts. We believe that an appreciation of empirical, theoretic, and aesthetic forms of knowledge is critical to the development of citizens who can respond to an ever-changing world.

Quality: We believe in upholding exacting standards of quality and accountability. We believe in a learning experience where excellence in all things is valued and expected by all our constituents – our faculty, staff, students, alumni, trustees, and friends.

Respect: We believe in the sanctity of the individual in a mutually supportive community of a small university. Therefore, we believe in a focus on each person as an individual with inherent worth.

Stewardship: We believe we are called to educate morally and ethically responsible citizens of a pluralistic, global society. In this endeavor, we are guided by the ideas of service, integrity, and mutual respect.

Statement of Faith, Learning, and Intellectual Engagement

For more than 130 years, Midland University has supported liberal arts and Lutheran higher education traditions. These traditions encourage open inquiry and consideration of ideas critical to understanding both the human condition and human potential. Reflecting the University's mission and core values of faith and learning, we are guided by a theology that pursues truth and learning through open inquiry of ideas and structured environments.

Beyond promoting understanding, our core value of respect requires us that we demonstrate civility and tolerance in discussing differences. The presentation of any specific idea on the campus or within the community does not indicate University advocacy, acceptance, or commitment to it. Rather, it reflects the University's strong commitment to learn from others and ideas through dialogue. As a community, we share a common ground that we are to love and serve all of God's creation. The New Testament messages of forgiveness and love are fundamental to our core beliefs and practices.

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

Accreditation, Authorizations, and Approvals

Midland is accredited by the:

Higher Learning Commission

30 North LaSalle Street

Suite 2400

Chicago, Illinois, 60602-2504

(800)621-7440

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

Department of Higher Education of the Evangelical Lutheran Church

8765 W Higgins Road

Chicago, IL 60631

(800)638-3522

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

Individual program approvals and/or accreditation:

The Education program is approved by:

Nebraska State Department of Education

301 Centennial Mall South

P.O. Box 94987

Lincoln, NE 68509-4987

(402)471-2295

The Masters of Athletic Training program is approved by:

Commission on Accreditation of Athletic Training Education (CAATE)

6850 Austin Center Blvd.,

Suite 100

Austin, TX 78731-3184

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

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Graduate Admissions

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

Regular Admission

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

Master of Athletic Training

To be considered for regular admission to the graduate program, a student should have a cumulative grade point average (GPA) of 3.0 on a 4.0 scale from an accredited institution(s). Students must have completed these prerequisites with a grade of C or higher for admission: Anatomy and Physiology I and II, Biology, Physics, Chemistry, Exercise Physiology, Kinesiology, Psychology, and Statistics. These courses must be completed prior to the start of the Master of Athletic Training coursework.

Master of Education

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

Master of Business Administration

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

Master of Science

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

Provisional Admission

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

Probationary Admission

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

International Students

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

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

International transcripts and documents must be submitted in English. If translated, they must be certified. All transcripts must be evaluated by an accredited agency for the U.S. equivalent before submitting to the University Registrar for transfer of credit except

for those in Canada, Australia, New Zealand, the United Kingdom. Midland University recommends World Education Services (<https://www.wes.org>), ECE (<https://www.ece.org>), or InCred (<https://www.incredevals.org>).

Non-Degree Seeking Student

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

Graduate-level endorsement programs in the Walker School of Education and Graduate Certificate programs are considered non-degree seeking programs and students should submit the appropriate application. MBA certificate programs can be taken as a non-degree seeking option. A simplified application form is required.

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.

Credit for Prior Learning Pathways

Any of the following are approved methods to evaluate students' potential for Credit for Prior Learning. Additional assessment resources may be available to provide a standardized review process.

Transfer of Credit

Students completing coursework at another institution of higher learning may submit an official transcript for review before transfer of credit can be awarded. College-level work completed at an accredited institution as recognized by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education may be applied toward a degree at Midland University. Courses with a grade of C- or higher will be considered for credit. Courses graded on the pass/fail scale will be evaluated on an individual basis and may be considered for transfer if the grade scale indicates that a passing grade is the equivalent of at least a C-. 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.

Grades earned in coursework 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. Transfer credit will appear on the transcript with a grade of TC. Course equivalencies may be applied if the courses correspond reasonably to those offered by Midland University. Coursework that does not have a direct equivalent may be awarded general transfer credit. Course equivalencies are available online and can be found at <https://www.transferology.com/school/mlc>.

Students must submit their official transcripts from each post-secondary institution to Midland University in order to earn transfer of credit. The University Registrar makes final determination of transfers of credit in consultation with the faculty. Graduate coursework must be evaluated by the Dean of the program before application to the student's record. Awarded credit will appear on the student transcript. Students that have been accepted into Midland University may view the applicability of their transfer credit to their degree via the Degree Progress Audit in the student portal.

Standardized Tests

Students completing standardized tests may submit official test scores for review before credit can be awarded. Midland University will award Credit for Prior Learning (CPL) for verified nationally recognized standardized tests. These exams include, but are not limited to:

- AP: The College Board Advanced Placement Tests
- CLEP: The College Board College-Level Examination Program
- DSST: Formerly DANTES Subject Standardized Tests
- DLPT: Defense Language Proficiency Test
- IB: International Baccalaureate
- UExcel: Formerly Excelsior College Examinations
- Midland: Midland University developed Challenge Exams

Equivalencies are available online via the University Registrar's Office. Students must earn a minimum score on the respective test in order to earn credit. Credits will appear on the student's transcript with a grade of TC (Transfer Credit). Transfer credits do not calculate into the student's grade point average. Students may not earn duplicate credit for AP courses that are also college dual enrollment courses.

Official Test scores should be submitted to the University Registrar who will make final determination of the appropriate credit. Awarded credit will appear on the student transcript. Students that have been accepted into Midland University may view the applicability of their transfer credit to their degree via the Degree Progress Audit in the student portal.

Third Party Evaluated Learning

Students who have completed learning programs through another organization may be considered for transfer credit. College-level work completed and evaluated by a recognized third party may be accepted for college credit. Students must earn a passing score on the required artifact (exam, portfolio, etc.) in order to be granted transfer credit. Official test scores, transcripts, or similar reports should be submitted to the University Registrar who will make final determination of the appropriate credit. Graduate coursework must be evaluated by a qualified designated individual who will inform the University Registrar that the student met the minimum threshold.

Credits will appear on the student's transcript with a grade of TC (Transfer Credit). Transfer credits do not calculate into the student's grade point average. Students may not earn duplicate credit. Awarded credit will appear on the student transcript. Students that have been accepted into Midland University may view the applicability of their transfer credit to their degree via the Degree Progress Audit in the student portal.

Standard guides such as the American Council on Education (ACE) National Guide to College Credit for Workplace Training, the ACE Military Guide for Joint Services Transcript (JST) and the National College Credit Recommendation Service (NCCRS) may be consulted. Additional examples of Third Party Evaluated Learning are the Project Management Professional (PMP) certification, Society for Human Resource Management (SHRM) certification, and Microsoft Certified: Data Analyst Associate. Essentially, these are certifications and defined learning programs that can be easily verified for content and rigor. Students should submit official certifications and/or transcripts to the University Registrar (registrar@midlandu.edu) for review.

Employment Based Learning

Faculty Evaluated Local Industry and Workplace Credit: Midland University may evaluate non-collegiate training programs that result in industry certifications, professional licensure, and other workplace skills development.

Midland University employs the following best practices, as developed by CAEL, to maintain the academic integrity of our programs:

- Does the training subject align with an academic offering? How long has the employer been offering the training?

- Does the employer have a training department?

- Did the employer create the materials for the training or were they purchased from a vendor?

- Who teaches/trains the employees and what are the trainer's credentials? How are training records maintained?

- How does the employer assess the training? Is there a pre- and post-test? Does the employee have to "pass" the training as opposed to just attending it? Are there grades?

- How long is the training program (contact hours, days, weeks, months)? Is there a training plan or syllabus available for the faculty to review?

- Are there hands-on demonstrations or simulations? How are these assessed?

Faculty will look for alignment with competencies for a course or courses. The extent to which there is alignment will determine if credit can be awarded. Often, credit is awarded in a range from 0.5 credit hours to full credit. Documentation will be reviewed by the faculty department and or Director/Dean before approving credit for the training.

An agreement will be drafted for both the college and the employer and will cover the following:

- Duration of the agreement.

- The training will be reviewed on a regular basis.

- The employer is responsible for providing the college updates should the training be revised in any way.

- The training documentation required by employees that will be recognized by the institution for credit.

- Any exceptions to credit recognition.

- The offices or titles of the persons that should be notified in writing should the agreement need to be terminated or revised.

- Midland University will maintain agreements in the University Registrar's Office.

Students who have earned an eligible credential or completed evaluated training are responsible for providing appropriate supporting documentation as described in the PLA Credit Application Form. This form will be used to guide students through the process and is the official record of each PLA credit request. The form will be maintained online via the University Registrar's Office. Credits will appear on the student's transcript with a grade of TC (Transfer Credit). Transfer credits do not calculate into the student's grade point average. Students may not earn duplicate credit. Awarded credit will appear on the student transcript. Students that have been accepted into Midland University may view the applicability of their transfer credit to their degree via the Degree Progress Audit in the student portal. Approved Employment-Based Learning can be found online via the University Registrar's Office.

Portfolio Review

Portfolio Assessment: Knowledge and skills acquired through work and lifelong learning will be evaluated and validated through a formal portfolio assessment process. Midland may undertake this evaluation and development work themselves or may choose to use an outside vendor.

Best practice suggests that students should meet with a faculty subject matter expert or an advisor prior to beginning to develop a portfolio to be sure that the learning is sufficient to warrant the effort. Students who need more preparation in the subject should be advised appropriately into further learning.

A portfolio is a formal academic framework that students use to align their learning against the competencies/learning outcomes of a course or courses for the purpose of having a subject matter expert evaluate their learning for college credit. It also provides documentation or evidence to support the student's request for credit. Each course for which portfolio credit is requested must be a Midland course and must be part of the student's certificate or degree requirements.

Elective Credit: If a subject matter expert determines that a student has demonstrated significant learning that does not align with a Midland course, the credit can be awarded to fill elective requirements as appropriate. This practice should be used sparingly; excessive elective credit can cause future problems with Financial Aid or transfer or if the student changes their chosen course of study.

Students who have earned an eligible credential or completed evaluated training are responsible for providing appropriate supporting documentation as described in the PLA Credit Application Form. This form will be used to guide students through the process and is the official record of each prior learning request. The form will be maintained online via the University Registrar's Office.

Credits will appear on the student's transcript with a grade of TC (Transfer Credit). Transfer credits do not calculate into the student's grade point average. Students may not earn duplicate credit. Awarded credit will appear on the student transcript. Students that have been accepted into Midland University may view the applicability of their transfer credit to their degree via the Degree Progress Audit in the student portal.

Portfolio Completion Checklist

- Portfolio cover includes title (Prior Learning Assessment Portfolio), student name, ID, course number and title, number of credits applied for, and date of application.
- Syllabus of course for which credit is requested; if no Midland course available, include outcomes with citation from another university, with portfolio advisor approval.
- Current resume, including education, employment, service experience and other current information pertinent to this portfolio application.
- Reflective essay (3-5 pages), demonstrating learning aligned to the course objectives, meets these standards:
 - Introduction presents the essay topic and content effectively.
 - Appropriate depth and breadth of integration of key concepts evident.
 - Conclusion summarizes main points and states the significance of the learning aligned with course objectives.
 - The essay is well-organized, uses adequate subheadings clearly aligned with competencies, and progresses in logical, convincing order.
 - Virtually free of punctuation, spelling, capitalization errors; effective word usage.
 - In-text citations and the end-of-text reference list are complete, and correctly use the department-approved style.
 - Index of documents included, listing all evidence in order referred to in the essay.
 - Documentation of experience (one or more sources for each objective) referred to in the reflective essay, as evidence of prior learning.
 - Professionally presented, complete, and clear.
- The completed and signed PLA portfolio application form.

Transfer of Credit and Residency Requirements

Master of Athletic Training

Students can transfer up to six (6) credits equivalent to Midland's graduate-level MAT courses. The Dean of the School of College of Health Professions will approve all transfer credit requests. The 9 credits of practicum included in the program may not be transferred and must be completed in residence.

Master of Business Administration

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

Master of Education

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

Master of Science

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

Academic Policies and Standards

Registration

Registration involves enrolling for the student's choice of classes and the payment of all term costs. Therefore, students are permitted to enter classes only after completing registration and meeting financial commitments 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.

Change of Registration

During the standard, 16-week semesters (Fall or Spring), a student who desires to drop or change a course may do so during the first week of the term by contacting an advisor. Beginning the second week of the term, students may only drop courses without academic penalty by working with an advisor. 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.

During the non-standard, 8-week semesters (Early Fall, Late Fall, Early Spring, Late Spring), and the Summer semester students may adjust their schedule during the first 3 days of the semester by contacting an advisor. Courses may be dropped without academic penalty by the end of the first week.

Withdrawals during the last four weeks of Fall or Spring semesters, last three weeks of a non-standard semester, or last three weeks of the Summer semester, 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.

Academic Load and Classification of Students

Four (4) credits of graduate course work on the eight-week calendars is considered full-time and nine (9) credits of graduate coursework on the 16-week calendar is considered full-time. Six (6) credits of graduate coursework during the summer term will be considered full time. Classification will be determined by Week 2 on the 8-week calendars and Week 3 on the 16-week calendar.

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

Course Offerings

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

Course Sequencing

Some courses are offered on alternate years or terms. The University Registrar will post the current list of course offerings and the most updated course rotation online. 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.

Credit Hour Policy

Generally, Midland University will follow the federal credit hour definition of one hour of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent engagement over a different time-period.

Alternatively, a credit hour will be defined as the learning that takes place in at least 45 hours of learning activities, which include:

1. time in lectures or class meetings in-person or online
2. laboratories
3. examinations
4. presentations, tutorials, preparation, reading, or studying
5. hands-on experiences
6. other learning activities
7. A demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

In all cases, learning in for-credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.

Course Types and Delivery Method

Classroom/Lecture

Courses with multiple students which meet to engage in various forms of group instruction under the direct supervision of a qualified instructor. These courses will meet at least 50 minutes per week per credit in-person and onsite. At least two hours of out of the class work is expected per credit.

Discussion

An optional addition to a course under the direction of a qualified instructor. Discussion sections will meet 1 time per week for 50 minutes and are in lieu of the equivalent time of outside course work.

Laboratory

Courses with a focus on experiential learning under the direct supervision of a qualified instructor wherein the student performs substantive work in a laboratory setting during a 2- or 3-hour block of time. Laboratory sections are added onto courses for an additional credit.

Online Courses

Courses offered entirely online without any onsite, face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard classroom/lecture course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: 1) Regular instruction or interaction with a qualified instructor once a week for each week the course runs; 2) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by qualified instructors.

Hybrid Courses

Courses offered in a blended (hybrid or mixed face-to-face) format with a roughly equal number of onsite face-to-face class sessions and online sessions, both containing direct interaction with a qualified instructor. Contact time is assessed using both onsite definitions (for the onsite portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

By Arrangement

Courses of study where the qualified instructor will work with the student(s) to arrange meeting times which may or may not match the normal course schedule. In all such instances, such courses must match the minimum instructional time and minimum out of class student work per week using the examples listed above.

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 a common course number. They may be proposed for one or more credits, although they are usually valued at three credits.

Grading can include 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. Independent studies will be offered at the discretion of the program and Academic Affairs.

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. Directed studies may not be taken to meet general education requirements. No more than six hours of directed studies will count toward graduation. In addition, a student may not use a directed study to replace a grade for the same course failed previously. A minimum cumulative GPA of 2.5 is required to enroll in a directed study. Directed Study courses must be graded on the A-F scale.

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.

In an internship, the:

- Student intern will obtain practical work experience under professional supervision and guidance.

- Student intern will synthesize classroom learning and the internship experience.

- Student intern will demonstrate professional skills and demeanor.

Internships are available in all departments under the common course numbers 599 or 699. They are open to all Midland students via a written proposal form with approval/rejection from the department asked to grant the credit and Academic Affairs. Internships may carry variable credit, with a minimum of 45 clock hours under the direction of the host agency required for each credit hour.

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.

Practicum/Clinical

A practicum or clinical is a course of study in which a qualified instructor regularly interacts and directs student outcomes, and where the actual learning environment typically takes place off-campus. The learning experience will typically involve a site supervisor, faculty member, or preceptor and directed activity or learning will occur outside a lecture setting. Concurrently, students may be enrolled in a course which outlines the expectations and requirements of the practicum.

Travel Course

Courses of study that include domestic or international travel for a set period of time. Minimum credit hours are determined based on instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples listed above, and the qualified instructor is required to set expectations of the meeting times and student work assigned so that contact hours can be calculated.

Grades and Standards of Scholarship

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

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

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

Grades

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

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

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

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	Quality Points	Grade Points
MID101	1	A	4.00	4.00
SOC130	3	B	3.00	9.00
MUS084	1	P	-	-
BIO103	4	A-	3.70	14.80
PSY120	3	A	4.00	12.00
	12			39.8
				GPA = 3.62

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, the Passing (P) grade is not computed in the GPA. Thus, the grade quality points of 39.8 are divided by 11 (letter-graded credits) = GPA = 3.618. 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 the student portal. If grades or access are no longer available, a student may request in writing a copy of their grade report from the University Registrar.

Incomplete Policy

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

The deadline for removal of incomplete grades is as follows:

- Fall and Spring terms – Sixty (60) days following the conclusion of the term
- Early Fall, Late Fall, Early Spring, Late Spring, 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.

Academic Progression

Master of Athletic Training

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

Master of Business Administration

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

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

Master of Education

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

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

Master of Science

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

Students are also expected to maintain a cumulative GPA of 2.75 throughout their MS program. Falling below this standard for one term is cause for academic probation; failure to raise the GPA in the following term may be cause for academic dismissal.

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.

Attendance and Withdrawals

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 the 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.

Students will be considered active and in attendance when they are completing an academically related activity. This includes, presence in class, completing assigned work outside of class for hybrid or online courses, taking an exam, submitting an academic assignment, or the like. Students may be excused from courses for Midland-sanctioned events. It is the responsibility of the student to communicate with the faculty member regarding these events. Designated university staff will be responsible for reporting sanctioned events.

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 the student's 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 University 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. An Administrative Withdrawal (AW), subject to approval of the Vice President for Academic Affairs, may be assigned when the student consistently fails to abide by the policies established for the class and/or exhibits disruptive or unruly behavior in class. For GPA computation, an AW is computed as an F.

Students who are administratively withdrawn will be notified through an email message from the respective Dean overseeing the program. 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 for 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.

Unofficial Withdrawal

Per federal regulations, schools are required to review students who received federal financial aid and did not pass any classes. An assessment must be made to determine whether the student earned the non-passing grades while attending classes or stopped attending classes but did not officially withdraw. Students who stopped attending classes may be required to repay a portion of the federal financial aid for that semester. If it is determined that a student never began attendance in some or all classes, aid may be canceled completely. The review process must be completed within 30 days after the end of each semester.

The midpoint of the semester is used to calculate the amount of federal financial aid refund the student owes unless a later date of academic activity can be verified by the instructor. If academic activity beyond the midpoint of the semester can be verified in even a single class by the student or an instructor and the student began attendance in all classes, the amount of financial aid the student is required to repay may be reduced. If academic activity beyond the 60% point of the semester can be verified in even a single class by the instructor and the student began attendance in all classes, the student may not need to repay any financial aid.

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 University Registrar, are included in the commencement ceremonies. Candidates who have been continually enrolled at Midland must meet the degree requirements enumerated in the catalog when they first entered Midland or the catalog in effect at the time of their graduation.

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

Length of Program

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

Student Records and Privacy Rights

Confidentiality of Information

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

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

Third Party 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 the records within a reasonable time (no more than 45 days).

Disclosure of Information and Consent to Release

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 the 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.

Students may allow information to be released to specific individuals by completing the FERPA Consent Form, available from the University Registrar's Office. Students may change their consent at any time.

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 (First Year, 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 completing a Directory Information Opt-Out request, as provided by the University 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 request to the University 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 University Registrar. The University Registrar determines the existence, location, and status of the records to which access is sought. Notification is given within 10 days regarding when the records will be made available for inspection. There may be occasions when the record may not be copied, if doing so may compromise another student's or faculty member's privacy.

Requesting an Amendment to Your Records

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

If the University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, the University will amend the record and notify the student, in writing, of such action.

FERPA Violations

If a student believes that FERPA rights have been violated, the student 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 Integrity

Midland Statement on Academic Integrity

Midland University seeks to provide a learning environment that enhances academic excellence and integrity. As defined by the International Center for Academic Integrity (2013), academic integrity is the commitment to honesty, trust, fairness, respect, responsibility, and the courage to act on them even in the face of adversity.

Violations of academic integrity are acts whereby a student knowingly and willingly attempts to assist oneself or others in gaining academic success by fraudulent means. As such, students are expected to conduct themselves with the highest standards in regards to academic integrity. Students are responsible for knowing what constitutes violations of academic integrity.

Acts in Violation of Academic Integrity

Cheating: Individual or group activity for the purpose of dishonestly obtaining and/or distributing testable information prior to, during, or after an examination. Examples of dishonest activities include, but are not limited to, the following:

- Looking at an examination paper or answer sheet of another student.
- Obtaining, prior to the administration of a test, unauthorized information regarding the test.
- Possessing or distributing a test prior to its administration, without the express permission of the instructor.
- Using any unauthorized materials or equipment during an examination, including study guides, or study sites.
- Cooperating or aiding in any of the above.

Plagiarism: Any attempt to represent the words or ideas of another (whether published or unpublished) as one's own. Examples of such activities include, but are not limited to, the following:

- Using the words of a published source in a written exercise without appropriate documentation.
- Presenting as one's own original concepts, ideas, and/or arguments of another source.
- Presenting as one's own another's computer programs, scientific research, or artistic creations without properly acknowledging the source of such material.
- Multiple submissions of one's own original work (self-plagiarism).

Fabrication: Any attempt to falsify or manufacture data, records, or any information relevant to a student's participation in any course, academic exercise, or academic records. Examples include, but are not limited to, the following:

- Altering grades or other official records.
- Inventing or changing laboratory data, falsifying research and/or data, or the invention of sources.
- Changing exam solutions after the fact.
- Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

Sabotage: a deliberate action aimed at destruction or obstruction. Examples include, but are not limited to, the following:

- Stealing, destroying or altering another's academic work (such as an artwork, a computer program, a lab experiment or report, a paper).
- Hiding, mis-shelving, mutilating, or otherwise abusing library materials to keep others from using them.
- Interference with the Academic Judicial Procedures.

Substitution: Using a proxy, or acting as a proxy, in an academic exercise. Examples of substitution include, but are not limited to, the following:

- Taking an examination for another student.
- Doing homework assignments for another student.
- Granting or using another student's access to the learning management system and/or other academic systems such as email.

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another person to commit an act of academic dishonesty. Students have an obligation to report known or observed acts of academic dishonesty to the instructor and/or Academic Affairs. Examples of facilitation include, but are not limited to, the following:

- 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.

References: International Center for Academic Integrity. (2013). The fundamental values of academic integrity, 2nd edition. Retrieved from <https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

Judicial Procedures in the Event of a Violation of Academic Integrity

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be designed so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.).

Should violations of academic integrity be found among students, the instructor or academic staff may choose to counsel the student to an equitable conclusion via an **Informal Resolution**, or in consultation with their respective Dean, may impose a sanction via a Formal Resolution. Instances of academic integrity violations that occur outside the confines of a course should be reported to the University Registrar who will present findings to the student's Dean for review of any potential sanctions.

Formal Resolutions of Academic Integrity violations shall be sent to the student in writing (email), copying the instructor's Dean, if applicable, and the University Registrar. Formal sanctions include, but are not limited to:

- I. Tier One: Tier One sanctions may be imposed by a faculty member or academic staff, in consultation with their or the student's respective Dean.
 - a. The requirement of a student to take another examination or redo an assignment.
 - b. The lowering or assignment of a failing grade on an examination or assignment,
 - c. The assignment of a failing grade in a course.
 - d. The requirement to provide restitution.
- II. Tier Two: Tier Two sanctions may be imposed by the student's respective Dean, in consultation with the Vice President for Academic Affairs.
 - a. The addition of a notice of violation to the student's academic record, but not to the transcript.
 - b. The addition of a formal notice to the student's academic record and the transcript.
 - c. Academic probation.
 - d. The removal of a student (Administrative Withdrawal) from a course.
- III. Tier Three: Tier Three sanctions may only be imposed by the Vice President for Academic Affairs. These are reserved for the most egregious violations of academic integrity.
 - a. Academic suspension.
 - b. Administrative dismissal.
 - c. The revocation of a degree, major, minor, or certificate.

Withdrawals: The procedures described above still apply if a student who is suspected of violating the Midland University academic integrity policy withdraws from the course at any point.

Appeals: Students dissatisfied with the outcomes of the informal or formal resolutions should utilize the procedures outlined in the Academic Grievance Policy.

Repeat Offenses and Records of Offenses

The University Registrar's Office shall maintain a record of students who have violated the Midland University academic integrity policy. Students who are reported for violating the policy on Academic Integrity in more than one course will be referred to the Vice President for Academic Affairs for review. Records for students that separate from the University shall be maintained via the University's Records Retention policies. Formal Resolutions shall not be communicated to third parties without notification to the party involved, as directed by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Academic Grievance Policy

Midland University students may initiate the Academic Grievance procedures in the event that the student believes that an academic policy has not been followed. Academic policies include Academic Program rules and procedures, instructional activities in or out of the classroom, grading procedures, or other activities related to Academic Affairs. Students should also follow these procedures in pursuit of a waiver of a set of academic policies or standards.

This policy does not address issues regarding student employment or sexual harassment. It deals with academic grievances only. A student must have evidence that a specific policy was violated or that they were treated in an arbitrary, prejudicial, or capricious manner. This policy does not limit Midland University's right to change rules, policies, or practices. The most current policies will be housed in the University Registrar's Office.

Resolution should be achieved at the lowest level of authority and in the most equitable way possible.

Threshold: The burden of proof rests with the student to show that it was more likely than not that an error was made or that judgment has been exercised in a capricious manner or on an improper basis.

Academic Policy Areas and Related Procedures

Students should utilize the following procedures for these academic areas. Detailed steps are included.

Grades

Students should be aware that clear evidence is needed to contest an assignment or final course grade. Belief that a subject or text was too difficult is not grounds for a complaint. Grades are within the province and professional judgment of the faculty. Therefore, such judgments will only be addressed in the event of allegations relating to faculty error or impropriety, such as judgment affected by alleged prejudice or capriciousness. Students must contact the instructor of the course to resolve the **Grade Dispute**. **Timeline:** **Grade Disputes** should be resolved as soon as possible, but no later than 10 business days of the final grades posted online. Faculty will have up to 5 business days to respond.

If the **Grade Dispute** does not resolve the situation and the student still believes they have a case, the student may file a **Grade Appeal** with the Dean of the School or College within which the course is found. Students must use the **Grade Appeal** form made available via the University Registrar's Office. The form must be completed in its entirety and include documented evidence of contact made with the instructor, the academic work in dispute, and a detailed narrative to support the case that meets the threshold defined in the purpose above. **Timeline:** **Grade Appeals** must be made within 5 business days of the faculty member's final determination of the Grade Dispute. In the event that a faculty member does not meet the timeline to respond to the **Grade Dispute**, the student may submit the **Grade Appeal**.

The Dean will make a ruling based on the student's appeal, supporting evidence, case made on the **Grade Appeal** form, and after discussing with the faculty member. If, after the Dean's decision, the student still believes they have a compelling case or elements thereof that have not been fully considered, they may file an **Academic Grievance** with the Vice President for Academic Affairs. Students must use the **Academic Grievance** form made available via the University Registrar's Office. The form must include the **Grade Dispute**, the **Grade Appeal** and Dean's decision/resolution, and a detailed narrative to support the case that meets the threshold detailed above. **Timeline:** **Academic Grievances** must be made within 5 business days of the Dean's final determination of the Grade Appeal. The decision of the Vice President for Academic Affairs will be final.

Academic Integrity Violations

Instances of Academic Integrity Violations, as detailed in the **Academic Integrity policy**, will be reported to the University Registrar's Office if a formal sanction is imposed. Students may appeal these sanctions to the Dean of the School or College within which the course is found. Students must use the **Academic Honesty Appeal** form via the University Registrar's Office. The form must include the activity/work in dispute and a detailed narrative to support the case that meets the threshold defined in the purpose above. **Timeline:** **Academic Integrity Appeals** must be made within 5 business days of its receipt.

If, after the Dean's decision, the student still believes they have a compelling case or elements thereof that have not been fully considered, they may file an **Academic Grievance** with the Vice President for Academic Affairs. Students must use the **Academic Grievance** form made available via the University Registrar's Office. The form must include the initial sanction, the Academic Integrity Appeal and resolution, and a detailed narrative to support the case that meets the threshold defined in the purpose above. **Timeline:** **Academic Grievances** must be made within 5 business days of the Academic Integrity Appeal resolution. The decision of the Vice President for Academic Affairs will be final.

Academic Status/Progression

Students' academic progress is measured at the end of each semester. Academic progression is reviewed by the Dean overseeing the program who shall make recommendations to the Vice President for Academic Affairs. Students seeking to appeal these decisions must file the **Academic Grievance** form via the University Registrar's Office. The form must include a detailed narrative to support the student's case as well as evidence of mitigating circumstances. **Timeline:** Academic Status Appeals must be made within 15 business days of receipt of the notice. The decision of the Vice President for Academic Affairs will be final.

Re-Admission

Students seeking Re-Admission to the University after an Academic Suspension, must file a **Re-Admission Appeal** as part of the re-application process. This process applies to those students that have not been enrolled at Midland University for a semester or more. Students must file the **Re-Admission Appeal** form via the University Registrar's Office. The form must include a detailed narrative to support the student's case as well as evidence of mitigating circumstances. This is in addition to the standard Admissions re-application. The decision of the Vice President for Academic Affairs will be final.

Administrative Withdrawal

Students that receive an Administrative Withdrawal, as detailed in the Withdrawal Policies, may appeal the sanction in writing via the **Academic Grievance** Form within 1 business day. The decision of the Vice President for Academic Affairs will be final.

Other Academic Policies and Standards

Policies and procedures of Academic Affairs include those of the various schools and colleges, the Academic Resource Center, the University Library, the Career Studio, the University Registrar, and those detailed in the Academic Catalog. The University Registrar has designated informal resolution procedures for various policy overrides such as the **Credit Overload** and **Early Participation in Commencement** through forms published online. Students may appeal decisions made via Academic Affairs units via the Academic Grievance form within 5 business days of its receipt.

Records Retention and Communication

All records regarding the Academic Grievance Policy shall be in writing, using Midland University email. Informal resolutions may not be maintained beyond the final outcome rendered. Final copies of decisions rendered shall be maintained by the University Registrar's Office per the University's Records Retention policies. Formal Resolutions of Academic Grievances shall not be communicated to third parties without notification and permission of the parties involved.

Financial Aid Information

Withdrawal and Refund Policy

Section 1: General withdrawal and refund policy guidelines

The U. S. Department of Education requires that Midland's participation in Title IV federal financial aid programs must have a fair and equitable refund policy. In the event that a student finds it necessary to withdraw or fails to complete the period of enrollment for which federal aid was intended, Midland University refunds unearned tuition, fees, room and board and other charges in accordance with the policies below. Sections 1 through 7 provide the basic summary of the process, while the additional sections provide more details on specific aspects of the withdrawal, refund and return of funds processes.

If the student ceases enrollment at Midland University prior to the end of a semester or term, depending on the date the student ceases studies, the student may be entitled to a partial refund of those charges. The refund may be applied to an outstanding balance on the student's account. If the refund results in a credit balance on the account, the credit will be refunded to the student.

Upon notification that a student has withdrawn, the Financial Aid Office will calculate the student's earned and unearned aid. The student will be notified of any funds returned by Midland University to the aid programs, as well as any repayment for which the student is responsible. Calculation examples can be found in this document and in the Student Handbook.

The University is also required to review the financial aid offered and/or disbursed to the student to determine the types and amounts of those funds that can be applied to his or her account as well as those funds that must be returned to their respective programs. The policies may be revised at any time to comply with changes to federal, state or Midland rules and regulations.

Withdrawal Before Beginning of Term

Students, not faculty or staff, are responsible for registering, dropping, or withdrawing from classes at Midland University in accordance with the policies and procedures outlined in this document. This is the sole responsibility of the student. If a student does not attend classes, the courses will remain on the student's record and the student will owe all tuition and fees for the courses. If a student registers for classes and decides to attend another institution, the student must drop the Midland University class before the 100% refund deadline or the student will be responsible to pay the appropriate tuition and fees. No exceptions will be made, however, certain special circumstances may be considered.

Special Circumstances

Students called to active duty in the Armed Forces of the United States, or leaving Midland University because of illness or other causes beyond their control, may receive special consideration. Each case will be considered individually. The Midland University President may authorize tuition, room and board refunds on a pro-rata basis or other adjustments as considered necessary given the circumstances. The decision of the President is final. Exceptions apply only to the refund of Midland charges and do not affect the outcome of the federally mandated recalculation of eligibility for recipients of federal financial aid, unless the student qualified for an approved leave of absence. The leave of absence policy is described later in this document, and if approved for the student, those provisions apply.

Voluntary Withdrawal

Students who withdraw voluntarily receive no refund of the application, matriculation, university or special fees. The first "week," as used for refund purposes, starts on the first day classes are held each semester.

Dismissal/Suspension

Students dismissed from Midland University for inattention to their studies or infringement of Midland University rules are allowed no refunds of any kind, other than those provided by the withdrawal policy applicable to them. The student's financial aid eligibility will be based on his/her last date of attendance and will be adjusted accordingly.

Incomplete Aid Processing

Any student who has not completed the financial aid process as of the last date of attendance may forfeit eligibility for financial assistance during that period of enrollment.

Additional Charges

Students may incur other expenses for which they will be personally responsible and for which no refund is required. These may include, but are not limited to, any fines, telephone charges, insurance fees, damages, charges for storage, shipping or incomplete checkouts. Deposits are always non-refundable.

Section 2: Return of Federal Title IV, State and/or Midland Funds

Federal law specifies how Midland University must determine the amount of Title IV assistance a student has earned if the student withdraws from school. The Title IV programs that are covered by this law are: Pell Grants, FSEOG Grants, TEACH Grants, Direct Loans, PLUS Loans, and Perkins Loans. In calculating the days enrolled, all calendar days in an enrollment term are used, except any scheduled breaks of at least five days in length.

When a student withdraws during a payment period or term, the amount of assistance that is earned up to that point is determined by a specific formula. A student who received less assistance than the amount earned may be able to receive additional funds. If a student received more assistance than was earned, the excess funds must be returned by Midland University and/or the student.

The amount of federal assistance that is earned is based on the following federally mandated pro-rata calculation:

Days Attended in the Period, (based on the last day of class attendance) ÷ Total Days in the Period

If the amount of aid disbursed exceeds the amount of earned aid, the unearned portion of the funds must be returned to the Title IV programs first in the following order:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins Loan
4. Federal or Direct PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. Federal TEACH Grant

A student who did not receive all funds that were earned may be eligible for a post-withdrawal disbursement, depending on their aid status at the time of the withdrawal. Any post-withdrawal disbursement of funds will first be automatically credited toward any unpaid charges for tuition, fees, room and board.

If the amount to be returned exceeds the amount that Midland University is required to return, the student has an obligation to return the remaining amount. Any loan funds that must be returned by the student are repaid according to the terms of the promissory note. If a repayment is due to a grant program, the student is required to pay only half of the remaining unearned amount.

When students fail to earn a passing grade in any class during a period of enrollment, Midland University's general academic policy assumes that all "F" grades are earned by the student. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, Midland University will assume, for Title IV purposes, that the student has unofficially withdrawn, unless the institution can document that the student completed the period. Midland will first attempt to document the student's last date of attendance at an academically related activity. If documentation is unavailable, the midpoint of the period as the student's withdrawal date will be used to determine any federal refunds or repayments due back to the U.S. Department of Education.

Section 3: Midland and State Aid Credits and Returns

Midland and state aid for traditional programs is based on the percentage of the charges assessed. For example, if a student was charged 40% for the term, 40% of the student's combined Midland and state aid would be applied toward the student's charges.

Students who withdraw from a non-standard term program are not entitled to any Midland aid that may have been awarded for that term. Those funds will be refunded 100% to their respective programs.

Any additional refunds will be returned in the following order:

- 1) State funds
- 2) Midland funds (scholarships and grants from Midland University)
- 3) Outside scholarship program
- 4) The student

Section 4: Process

Any student who intends to withdraw from all classes at Midland University shall notify their advisor in the Student Success Center (SSC) or the Center for Graduate and Professional Studies (CGPS). As a good practice, written notification will be requested from a student who orally notifies Midland of his or her intent to withdraw. An exit review of the student's enrollment at Midland University will be conducted, consisting of the reason for withdrawal, the last date the student either attended classes or completed an academic-related activity, as determined by the faculty teaching the coursework, and a review of any unusual or extenuating circumstances that prevented the student from officially withdrawing.

Section 5. General Processing Dates and Deadlines and Notifications

While there are a variety of dates and deadlines applicable to the entire refund and withdrawal process throughout this document, the following main dates are of particular note.

- 1) Midland will determine the withdrawal date for a student who withdraws without providing notification to Midland no later than 30 days after the end of the earlier of the following:
 - a. Payment period.
 - b. Academic year in which the student withdrew.
 - c. Educational program from which the student withdrew.
- 2) Within 30 days, written:
 - a. Notification providing the student (or parent) the opportunity to accept all or part of a post-withdrawal disbursement of Title IV loan funds.
 - b. Notification of the student's eligibility for a direct post-withdrawal disbursement of Title IV loan funds in excess of outstanding current (educationally related) charges.
 - c. Notification to the student of a grant overpayment.

Section 6. Tuition and Fees*

Refund Determination for Traditional terms

Withdrawal Date	Refund Percent
Within the first week (calendar days 1-7)	100%
Within the second week (calendar days 8-14)	60%
Within the third week (calendar days 15-21)	40%
Within the fourth week (calendar days 22-28)	20%
After the fourth week (after calendar day 28)	0%

Refund Determination for Non-standard terms

Withdrawal Date	Refund Percent
Prior to the start of the first day of the term as published in the term calendar	100%
Between calendar days 1-6 of the term	75%
Between calendar days 7-13 of the term	50%
After calendar day 13 of the term	0%

*Technology and activity fees only.

Room and Board Refund Determinations

Room and board refunds may follow a slightly different refund schedule, as outlined on the Midland University Housing Contract. There are no refunds for room and board after 30 days.

Section 7: Withdrawal Date Definitions

The withdrawal date is critical in determining the student's charges and refunds, and may be official or unofficial, depending on the circumstances. While the following basic definitions pertain to most circumstances, complete details can be found later in this document.

- 1) Official: The official withdrawal date is the date that the student began the withdrawal process prescribed by Midland, or the date the student officially notified Midland, in writing or orally, of his or her intent to withdraw.
- 2) Unofficial: For an unofficial withdrawal, the withdrawal date is the last date the student either attended classes or completed an academic-related activity, as determined by the faculty teaching the coursework.

No accrediting agency requires that attendance be taken. However, class attendance or non-attendance is verified by the census date each term to determine enrollment. Faculty may choose to use various methods to document attendance and to evaluate student progress throughout the year.

The University Registrar's Office will confirm the last date of class attendance or academic-related activity and will forward that information to the Financial Aid Office for R2T4 review consideration.

Section 8: Withdrawal Date Determination and Considerations

When a student withdraws from Midland, the student's withdrawal date is:

- 1) The date, as determined by Midland, that the student began the withdrawal process prescribed Midland;
- 2) The date, as determined by Midland, that the student otherwise provided official notification to Midland, in writing or orally, of the student's intent to withdraw;
- 3) If the student ceases attendance without providing official notification to Midland of the student's withdrawal or the mid-point of the payment period;
- 4) If Midland determines that a student did not begin the withdrawal process or otherwise provide official notification (including notice from an individual acting on the student's behalf) to Midland of the student's intent to withdraw because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the date that Midland determines is related to that circumstance;
- 5) Midland may allow a student to rescind the official notification to withdraw by filing a written statement that the student is continuing to participate in academically-related activities and intends to complete the payment period;
- 6) If the student subsequently ceases to attend Midland prior to the end of the payment period, the student's rescission is negated and the withdrawal date is the student's original date unless a later date is determined;
- 7) If a student both begins the withdrawal process prescribed by Midland and otherwise provides official notification of intent to withdraw, the student's withdrawal date is the earlier date unless a later date is determined;
- 8) Midland may use as the student's withdrawal date a student's last date of attendance at an academically-related activity provided that Midland documents that the activity is academically related and documents the student's attendance in the activity;
- 9) Midland must document a student's withdrawal date and maintain the documentation as of the date of Midland's determination that the student withdrew;
- 10) "Official notification to Midland" is a notice of intent to withdraw that a student provides to an office designated by Midland;
- 11) Midland has designated the Student Success Center or the Center for Graduate and Professional Studies as the primary offices at Midland that a student may readily contact to provide official notification of withdrawal.

Section 9: Approved Leave of Absence

For purposes of this section (and, for a Title IV, HEA program loan borrower, for purposes of terminating the student's in-school status), Midland does not have to treat a leave of absence as a withdrawal if it is an approved leave of absence. A leave of absence is an approved leave of absence if:

- 1) Midland has a formal policy regarding leaves of absence.
- 2) The student followed Midland's policy in requesting the leave of absence.
- 3) Midland determines that there is a reasonable expectation that the student will return to the school.
- 4) Midland approved the student's request in accordance with Midland's policy.
- 5) The leave of absence does not involve additional charges by Midland.
- 6) The number of days in the approved leave of absence, when added to the number of days in all other approved leaves of absence, does not exceed 180 days in any 12-month period.
- 7) Upon the student's return from the leave of absence, the student is permitted to complete the coursework the student began prior to the leave of absence.
- 8) If the student is a Title IV, HEA program loan recipient, Midland explains to the student, prior to granting the leave of absence, the effects that the student's failure to return from a leave of absence may have on the student's loan repayment terms, including the exhaustion of some or all of the student's grace period.

If a student does not resume attendance at Midland at or before the end of a leave of absence that meets the requirements of this section, Midland must treat the student as a withdrawal in accordance with the requirements of this section.

- 1) For purposes of this paragraph:

- a. The number of days in a leave of absence is counted beginning with the first day of the student's initial leave of absence in a 12-month period.
 - b. A "12-month period" begins on the first day of the student's initial leave of absence.
- 2) Midland's leave of absence policy is a "formal policy" if the policy:
 - a. Is in writing and publicized to students; and
 - b. Requires students to provide a written, signed, and dated request that includes the reason for the request, for a leave of absence prior to the leave of absence. However, if unforeseen circumstances prevent a student from providing a prior written request, Midland may grant the student's request for a leave of absence, if Midland documents its decision and collects the written request at a later date.

Section 10: Treatment of Title IV funds when a student withdraws.

When a recipient of Title IV grant or loan assistance withdraws from Midland University during a payment period in which the recipient began attendance, Midland must determine the amount of Title IV grant or loan assistance the student earned as of the student's withdrawal date.

A student is considered to have withdrawn from a payment period if:

- 1) In the case of a program that is measured in credit hours, the student does not complete all the days in the payment period that the student was scheduled to complete.
- 2) For a student in a non-term or nonstandard-term program, the student is not scheduled to begin another course within a payment period for more than 45 calendar days after the end of the module the student ceased attending.
- 3) For a payment period in which courses in the program are offered in modules:
 - a. A student is not considered to have withdrawn if Midland obtains written confirmation from the student at the time that would have been a withdrawal of the date that the student will attend a module that begins later in the same payment period; and
 - b. For non-term and nonstandard-term programs, that module begins no later than 45 calendar days after the end of the module the student ceased attending.
 - c. If Midland has obtained the written confirmation of future attendance in accordance with (a) of this section.
 - d. A student may change the date of return to a module that begins later in the same payment period, provided that the student does so in writing prior to the return date that he or she had previously confirmed; and
 - e. For non-term and nonstandard-term programs, the later module that the student will attend begins no later than 45 calendar days after the end of module the student ceased attending.
- 4) If Midland obtains written confirmation of future attendance in accordance with paragraph (3) (a) but the student does not return as scheduled:
 - a. The student is considered to have withdrawn from the payment period; and
 - b. The student's withdrawal date and the total number of calendar days in the payment period would be the withdrawal date and total number of calendar days that would have applied if the student had not provided written confirmation of a future date of attendance.
- 5) If a student withdraws from a term-based credit-hour program offered in modules during a payment period and reenters the same program prior to the end of the period, subject to conditions established by federal, state, and Midland policy, the student is eligible to receive any Title IV, HEA program funds for which the student was eligible prior to withdrawal, including funds that were returned by Midland or student under the provisions of this section, provided the student's enrollment status continues to support the full amount of those funds.
- 6) Title IV grant or loan assistance includes only assistance from the Federal Perkins Loan, Direct Loan, FFEL, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, TEACH Grant, and FSEOG programs, not including the non-Federal share of FSEOG awards if Midland meets its FSEOG matching share by the individual recipient method or the aggregate method.
- 7) If the total amount of Title IV grant or loan assistance, or both, that the student earned is less than the amount of Title IV grant or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of Midland's determination that the student withdrew:
 - a. The difference between these amounts must be returned to the title IV programs in the specified order; and
 - b. No additional disbursements may be made to the student for the payment period.

Section 11: Post-withdrawal disbursements

If the total amount of Title IV grant or loan assistance, or both, that the student earned is greater than the total amount of Title IV grant or loan assistance, or both, that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the Midland's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement in accordance with federal regulations. If this is the case, the following considerations apply:

- 1) A post-withdrawal disbursement must be made from available grant funds before available loan funds.
- 2) If outstanding charges exist on the student's account, Midland may credit the student's account up to the amount of outstanding charges with all or a portion of any:

- a. Grant funds that make up the post-withdrawal disbursement; and
 - b. Loan funds that make up the post-withdrawal disbursement only after obtaining confirmation from the student or parent in the case of a parent PLUS loan, that they still wish to have the loan funds disbursed by responding in writing or electronic means to Midland within 14 days after the notification has been sent.
- 3) Midland will disburse directly to a student any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account. Midland will make the disbursement as soon as possible, but no later than 45 days after the date of the Midland's determination that the student withdrew.
- 4) Midland will offer to disburse directly to a student, or parent in the case of a parent PLUS loan, any amount of a post-withdrawal disbursement of loan funds that is not credited to the student's account.
 - a. Midland will make a direct disbursement of any loan funds that make up the post-withdrawal disbursement only after obtaining the student's, or parent's in the case of a parent PLUS loan, confirmation that the student or parent still wishes to have the loan funds disbursed.
 - b. Midland will provide within 30 days of the date of the Midlands determination that the student withdrew, a written notification to the student, or parent in the case of parent PLUS loan, that:
 - i. Requests confirmation of any post-withdrawal disbursement of loan funds that Midland wishes to credit to the student's account, identifying the type and amount of those loan funds and explaining that a student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds.
 - ii. Requests confirmation of any post-withdrawal disbursement of loan funds that the student, or parent in the case of a parent PLUS loan, can receive as a direct disbursement, identifying the type and amount of these Title IV funds and explaining that the student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds.
 - iii. Explains that a student, or parent in the case of a parent PLUS loan, who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds as a direct disbursement unless Midland concurs.
 - iv. Explains the obligation of the student, or parent in the case of a parent PLUS loan, to repay any loan funds the student chooses to have disbursed.
 - v. Advises the student, or parent in the case of a parent PLUS loan, that no post-withdrawal disbursement of loan funds will be made, unless Midland chooses to make a post-withdrawal disbursement based on a late response, if the student or parent in the case of a parent PLUS loan, does not respond within 14 days of the date that Midland sent the notification, or a later deadline set by Midland.

Midland has established the same 14-day deadline for a student, or parent in the case of a parent PLUS loan, to accept a post-withdrawal disbursement for both a confirmation of a direct disbursement of the post-withdrawal disbursement of loan funds and a confirmation of a post-withdrawal disbursement of loan funds to be credited to the student's account.

If the student, or parent in the case of a parent PLUS loan, submits a timely response that confirms that they wish to receive all or a portion of a direct disbursement of the post-withdrawal disbursement of loan funds, or confirms that a post-withdrawal disbursement of loan funds may be credited to the student's account, Midland will disburse the funds in the manner specified by the student, or parent in the case of a parent PLUS loan, as soon as possible, but no later than 180 days after the date of Midland's determination that the student withdrew.

If a student, or parent in the case of a parent PLUS loan, submits a late response to Midland's notice requesting confirmation, Midland may make the post-withdrawal disbursement of loan funds as instructed by the student, or parent in the case of a parent PLUS loan (provided Midland disburses all the funds accepted by the student, or parent in the case of a parent PLUS loan), or decline to do so.

If a student, or parent in the case of a parent PLUS loan, submits a late response to Midland and Midland does not choose to make the post-withdrawal disbursement of loan funds, Midland will inform the student, or parent in the case of a parent PLUS loan, in writing of the outcome of the post-withdrawal disbursement request.

If the student, or parent in the case of a parent PLUS loan, does not respond to Midland's notice, no portion of the post-withdrawal disbursement of loan funds that Midland wishes to credit to the student's account, nor any portion of loan funds that would be disbursed directly to the student, or parent in the case of a parent PLUS loan, may be disbursed.

Midland will document in the student's file the result of any notification made of the student's right to cancel all or a portion of loan funds or of the student's right to accept or decline loan funds, and the final determination made concerning the disbursement.

Section 12: Other definitions and explanations

Calculation of the amount of Title IV assistance earned by the student

The amount of Title IV grant or loan assistance that is earned by the student is calculated by:

- 1) Determining the percentage of Title IV grant or loan assistance that has been earned by the student; and
- 2) Applying this percentage to the total amount of Title IV grant or loan assistance that was disbursed (and that could have been disbursed) to the student, or on the student's behalf, for the payment period as of the student's withdrawal date.

Percentage earned

- 1) The percentage of Title IV grant or loan assistance that has been earned by the student is—Equal to the percentage of the payment period that the student completed (as determined in accordance with paragraph (f) of this section) as of the student's withdrawal date, if this date occurs on or before:
 - a. Completion of 60% of the payment period for a program that is measured in credit hours (For example, if a student completed 30% of the term, the student earned 30% of the assistance that was awarded); or
 - b. 100%, if the student's withdrawal date occurs after completion of 60% of the payment period for a program that is measured in credit hours.

Percentage unearned

The percentage of Title IV grant or loan assistance that has not been earned by the student is calculated by determining the complement of the percentage of title IV grant or loan assistance earned by the student as described above.

Total amount of unearned Title IV assistance to be returned

The unearned amount of Title IV assistance to be returned is calculated by subtracting the amount of Title IV assistance earned by the student as calculated from the amount of Title IV aid that was disbursed to the student as of the date of Midland's determination that the student withdrew.

Use of payment period

The treatment of Title IV grant or loan funds if a student withdraws must be determined on a payment period basis for a student who attended a standard term-based (semester, trimester, or quarter) educational program. Midland uses the payment period method for all standard, non-term, or nonstandard term-based educational programs.

Midland consistently uses the payment period for all purposes of this section for each of the following categories of students who withdraw from the same non-term based or non-standard term-based educational program:

- 1) Students who have attended an educational program at Midland from the beginning of the payment period.
- 2) Students who re-enter Midland during a payment period.
- 3) Students who transfer into Midland during a payment period.
- 4) For a program that measures progress in credit hours and uses nonstandard terms that are not substantially equal in length, Midland must:
 - a. Use the payment period during which the student withdrew that ends later; and
 - b. If in the payment period that ends later there are funds that have been or could have been disbursed from overlapping payment periods, Midland must include in the return calculation any funds that can be attributed to the payment period that ends later.
- 5) For students in the category who are disbursed or could have been disbursed aid using only the payment period definition use the payment period definition for which Title IV, HEA program funds were disbursed for a student's calculation under this section.

Percentage of payment period completed.

The percentage of the payment period completed is determined by:

- 1) Dividing the total number of calendar days in the payment period or into the number of calendar days completed in that period as of the student's withdrawal date.
- 2) The schedule must have been established in accordance with requirements of the accrediting agency and the State licensing agency, if such standards exist.
- 3) The total number of calendar days in a payment period includes all days within the period that the student was scheduled to complete, except that scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period and the number of calendar days completed in that period.
- 4) The total number of calendar days in a payment period does not include:
 - a. Days in which the student was on an approved leave of absence; or
 - b. For a payment period in which any courses in the program are offered in modules, any scheduled breaks of at least five consecutive days when the student is not scheduled to attend a module or other course offered during that period of time.

Return of unearned aid, responsibility of Midland

Midland will return, in the order specified above, the lesser of:

- 1) The total amount of unearned Title IV assistance to be returned.

- 2) An amount equal to the total Midland charges incurred by the student for the payment period multiplied by the percentage of Title IV grant or loan assistance that has not been earned by the student.
- 3) For purposes of this section, "Midland charges" are tuition, fees, room and board (if the student contracts with Midland for room and board) and other educationally-related expenses assessed by Midland.

Return of unearned aid, responsibility of the student

After Midland has allocated the unearned funds for which it is responsible, the student must return assistance for which the student is responsible in the order specified above.

- 1) The amount of assistance the student is responsible for returning is calculated by subtracting the amount of unearned aid Midland is required to return from the total amount of unearned Title IV assistance to be returned.
- 2) The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the amount determined to:
 - a. Any Title IV loan program in accordance with the terms of the loan; and
 - b. Any Title IV grant program as an overpayment of the grant; however, a student is not required to return the following:
 - i. The portion of a grant overpayment amount that is equal to or less than 50 percent of the total grant assistance that was disbursed (and that could have been disbursed, as defined in paragraph (I)(1) of this section) to the student for the payment period.
 - ii. With respect to any grant program, a grant overpayment amount, as determined after application of the above paragraphs of this section, of 50 dollars or less that is not a remaining balance.
 - c. A student who owes an overpayment under this section remains eligible for Title IV, HEA program funds through and beyond the earlier of 45 days from the date Midland sends a notification to the student of the overpayment, or 45 days from the date Midland was required to notify the student of the overpayment if, during those 45 days the student:
 - i. Repays the overpayment in full to Midland; or
 - ii. Enters into a repayment agreement with Midland in accordance with repayment arrangements satisfactory to Midland; or
 - iii. Signs a repayment agreement with the Secretary, which will include terms that permit a student to repay the overpayment while maintaining his or her eligibility for Title IV, HEA program funds.
 - d. Within 30 days of the date of Midland's determination that the student withdrew, Midland must send a notice to any student who owes a Title IV, HEA grant overpayment as a result of the student's withdrawal from Midland in order to recover the overpayment.

If Midland chooses to enter into a repayment agreement with a student who owes an overpayment of Title IV, HEA grant funds, must:

- 1) Provide the student with terms that permit the student to repay the overpayment while maintaining his or her eligibility for Title IV, HEA program funds; and
- 2) Require repayment of the full amount of the overpayment within two years of the date of Midland's determination that the student withdrew.
 - a. Midland must refer to the Secretary, in accordance with procedures required by the Secretary, an overpayment of Title IV, HEA grant funds owed by a student as a result of the student's withdrawal from Midland if:
 - i. The student does not repay the overpayment in full to Midland, or enter a repayment agreement with Midland or within the earlier of 45 days from the date Midland sends a notification to the student of the overpayment, or 45 days from the date Midland was required to notify the student of the overpayment.
 - ii. At any time the student fails to meet the terms of the repayment agreement with Midland entered; or
 - iii. The student chooses to enter into a repayment agreement with the Secretary.

A student who owes an overpayment is ineligible for Title IV, HEA program funds:

- 1) If the student does not meet the requirements above, on the day following the 45-day period as of the date the student fails to meet the terms of the repayment agreement with Midland or the Secretary entered into in accordance with this section.
- 2) A student who is ineligible under this section regains eligibility if the student and the Secretary enter into a repayment agreement.
 - a. The Secretary may waive grant overpayment amounts that students are required to return under this section if the withdrawals on which the returns are based are withdrawals by students:
 - i. Who were residing in, employed in, or attending Midland University when the President has declared the area a major disaster area, in accordance with section 401 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170);
 - ii. Whose attendance was interrupted because of the impact of the disaster on the student or Midland; and
 - iii. Whose withdrawal occurred within the award year during which the designation occurred or during the next succeeding award year.

Order of return of Title IV funds

Loans: Unearned funds returned by Midland or the student, as appropriate, in accordance with this section respectively, must be credited to outstanding balances on Title IV loans made to the student or on behalf of the student for the payment period for which a return of funds is required. Those funds must be credited to outstanding balances for the payment period for which a return of funds is required in the following order:

- 1) Unsubsidized Federal Stafford loans.
- 2) Subsidized Federal Stafford loans.
- 3) Unsubsidized Federal Direct Stafford loans.
- 4) Subsidized Federal Direct Stafford loans.
- 5) Federal Perkins loans.
- 6) Federal PLUS loans received on behalf of the student.
- 7) Federal Direct PLUS received on behalf of the student.

Remaining funds: If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the payment period for which a return of funds is required in the following order:

- 1) Federal Pell Grants.
- 2) FSEOG Program aid.
- 3) TEACH Grants.

Timeframe for the return of Title IV funds

Midland will return the amount of Title IV funds for which it is responsible under this section as soon as possible but no later than 45 days after the date of Midland's determination that the student withdrew as defined in this section. The timeframe for returning funds is further described in a preceding section.

Examples:

Example 1: Willis Warrior began his classes August 23, 2015, and notified the Advising Center that he intended to withdraw on October 14, 2015. Willis's aid for fall consisted of a Federal Pell Grant of \$2775, a Midland Grant of \$4500, a Nebraska Opportunity Grant of \$750, a Federal Perkins Loan of \$1000, a Federal Direct Subsidized Loan of \$1750 (\$1742 estimated net disbursement after fees) and a Federal Direct Unsubsidized Loan of \$3000 (\$2985 estimated net after fees). Based on the refund calculation, Willis was charged for 100% of his tuition, room, and board, or \$15,308. By dividing the days attended by the total days in the enrollment period, we find that Willis earned 58.2% of his federal Midland aid and 100% of his Midland and state aid. Willis's Federal Unsubsidized Direct Loan of \$2985 and \$1419 of his Federal Direct Subsidized Loan was repaid back to the U.S. Department of Education. Had Willis completed the entire semester, his remaining portion of his educational costs would have been \$1695. However, after withdrawing, he would owe the University a total of \$5960 because of the adjustments to his awards.

Example 2: Wendy Warrior began classes on January 31, 2015, and notified the Advising Center that she was withdrawing on March 6, 2015. Wendy's spring semester aid included a Federal Pell Grant of \$2775, a Federal SEOG Grant of \$500, a Federal Direct Subsidized Stafford Loan of \$1750 (estimated net disbursement \$1742), a Federal Unsubsidized Stafford Loan of \$3000 (estimated net disbursement \$2985), a Federal Perkins Loan of \$750, a Nebraska Opportunity Grant of \$1250 and Midland University scholarships totaling \$3,000. Based on the refund calculation, Wendy was charged 100% of her tuition and fees, or \$12,375. By dividing the days attended by the total days in the enrollment period, we find that Wendy earned 34.0% of her federal and 100% of her Midland and state aid. Wendy's Federal Unsubsidized and Subsidized Direct Unsubsidized Loan funds, as well as her Perkins Loan, were returned to the U.S. Department of Education. \$299 of her Federal Pell Grant was also returned to the U.S. Department of Education. Had Wendy completed the semester, her portion of her university costs would have been \$0, and she would have had a credit balance refund of \$627. However, after her withdrawal, Wendy would owe a total of \$5649.

Satisfactory Academic Progress

To receive or renew financial assistance from Midland University, students are required to make academic progress toward completion of a degree. Satisfactory progress is evaluated once each year at the end of spring semester. Students are notified within 30 days after the evaluation is completed if there is a SAP issue.

Academic year definition and information:

- 1) Midland University defines its minimum academic year for all programs as follow:
 - a. All traditional undergraduate programs- 32 weeks.
 - b. All graduate degree programs- 32 weeks
- 2) Midland's academic year exceeds the 30-week minimum requirement.
- 3) The undergraduate programs are set up in a standard semester format within a 4-1-4 calendar year.
- 4) The graduate degree programs may be in either a standard semester format or offered in non-standard terms, depending on the program.
- 5) Payment periods are determined by terms.

Federal financial aid recipients must meet the following criteria in addition to any program-specific criteria:

- 1) Complete at least 67% of the credits attempted each academic year.
- 2) Maintain a minimum CGPA of at least a 1.80 at the end of the spring enrollment if a first year student.
- 3) Maintain a minimum CGPA of at least 2.0 at the end of the spring enrollment as a second, third or fourth year student.
- 4) Complete a course of study within 150% of the published time it takes to complete a degree. The minimum pace at which a student must progress through his or her program to complete the course of study to graduate within the 150% of the established time frame is as follows:
 - a. Undergraduates- 10 credit hours per term.
 - b. M.Ed. graduates- 4 credit hours per term.
 - c. MBA graduates- 3 credit hours per term.
- 5) Student in Bachelor's undergraduate programs will have six years or 12 semesters if enrolled full-time to complete a degree.
- 6) Students in the M.Ed. graduate program will have three years or 9 terms if enrolled full time to complete a degree.
- 7) Students in the MBA graduate program will have two years or 10 non-standard terms if enrolled full time to complete a degree.

Other definitions:

- 1) Incomplete courses are counted in both the hours attempted (3, for example) and hours completed (0). The deadline for removal of an incomplete course is listed in the University catalog for each term. Once removed, the SAP progress will be recalculated.
- 2) Academic withdrawals from courses are counted in the hours attempted, with 0 hours completed.
- 3) A student may repeat a class in which a passing grade has been earned only once. In this case, GPA will be recalculated.
- 4) 4) A student may repeat a failed course until it is passed. The hours are counted towards the hours completed and the GPA will be recalculated.

SAP GPA requirements

Undergraduate students must meet the following cumulative GPA requirements:

Terms of Attendance	Cumulative GPA
First	1.70
Second	1.80
Third	1.90
Fourth and later	2.00

Graduate Students:

- Graduate Business students must maintain a cumulative graduate GPA of at least 2.50 to maintain satisfactory progress in the program.
- Graduate Education students must maintain a cumulative graduate GPA of at least 3.00 to maintain satisfactory progress in the program.
- Master of Athletic Training students must maintain a cumulative GPA of at least 2.75.
- Master of Science students must maintain a cumulative GPA of at least 2.75.

Re-Admission and Transfer Students

Students applying for re-admittance to Midland University will be reviewed to determine their SAP status, based on the coursework previously completed at Midland University. If the standard is not met, a SAP appeal is required and must be approved before federal aid can be offered.

Entering transfer students are considered making SAP at the time of application to Midland. The hours accepted by Midland University are counted as both hours attempted and hours completed in subsequent SAP calculations.

Financial Aid Suspension

Any student who does not meet these will be placed on financial aid suspension and are ineligible for federal financial aid. If extenuating circumstances exist, students have the right to submit an appeal form, available on the Midland University website on the Forms and Important Links page which can be found under the Admissions menu. Additional documentation may be required. In addition, an educational success plan must be determined and approved by the student's academic advisor and/or the Registrar's Office.

Financial Aid Probation

If the appeal is approved, the student will be placed on financial aid probation for one semester. While on probation, a student must successfully complete the coursework for that term. The calculation considers hours attempted vs. hours completed, with no

duplicates. A student may complete a previously passed course once and may repeat a failed course until it is passed. After that term is completed, the student's progress is reviewed and the probation status determined.

Notification to students

Once a SAP completed appeal has been submitted, the Financial Aid Office will notify the student via email on the status of their appeal, including the terms of approval or denial.

Aid Implications for Students Not Making SAP on Financial Aid Probation

If a student is not making SAP according to the school's policy, Midland may place the student on financial aid probation and may disburse Title IV, HEA program funds to the student for the subsequent payment period if:

- 1) The school evaluates that the student is not making satisfactory academic progress.
- 2) The student appeals the determination.
- 3) The school determines that the student should be able to make satisfactory academic progress during the subsequent payment period and meet the school's satisfactory academic progress standards at the end of that payment period, or the school develops an academic plan for the student that, if followed, will ensure that the student is able to meet the school's satisfactory academic progress standards by a specific point in time.

Midland's policy does not allow a student on financial aid probation for a payment period to receive Title IV, HEA program funds for the subsequent payment period unless the student makes SAP or the school determines that the student met the requirements specified by the school on the academic plan for the student.

Midland's policy does not allow a student on financial aid probation for a payment period to receive Title IV, HEA program funds for the subsequent payment period unless the student makes SAP or the school determines that the student met the requirements specified by the school on the academic plan for the student.

Additional information about the various financial aid programs can be found on the Midland University website and in the Financial Aid Guide, which is published yearly. The Financial Aid Office staff is available throughout the year to answer questions and meet with students and families about the various aspects of the financial aid process.

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.

Veteran and Eligible Person Addendum

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Midland University will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Midland University will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Midland University a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Midland University will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Midland University due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Business Regulations and Tuition

Outstanding Balance Due

Any student leaving Midland University (for any reason) who owes an outstanding balance of any kind will not be issued a transcript and/or diploma until this balance is paid in full.

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Midland University will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Midland University will permit any covered individual to attend or participate in

the course of education during the period beginning on the date on which the individual provides Midland University a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates:

- 1) The date on which payment from the VA is made to the institution or
- 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Midland University will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Midland University due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

Credit Balance Refunds

Student account credit refunds are issued weekly via direct deposit to a designated bank account. The student billing office must be notified by the end of the day on Friday to receive their credit refund on the following Friday.

2022-23 Tuition and Costs

Costs are published online at www.midlandu.edu and rates are effective through May 31, 2023.

2022-2023 Graduate Programs Tuition

Program	
Master of Athletic Training (MAT)	\$520 per credit hour
Student Services Fees – 3+2 Student	\$2,700
Student Services Fees – Traditional Student	\$3,200
Wellness Fee	\$110 annual
Master of Business Administration (MBA)	\$627 per credit hour
Technology and Student Services Fees	\$23 per credit hour
Master of Education: Leadership in Teaching and Learning (MEd)	\$350 per credit hour
Student Services Fees	\$15 per credit hour
Master of Science: Learning and Talent Development (MS)	\$435 per credit hour
Student Services Fees	\$15 per credit hour
Master of Science: Sport Administration and Leadership (MS)	\$435 per credit hour
Student Service Fees	\$15 per credit hour

Note: Students may incur additional fees associated with the application and/or testing for an endorsement/certification. The cost of books and course materials also are not included.

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:

Acts of dishonesty, including but not limited to the following:

- Furnishing false information to any University official, faculty member, or office.
- Forgery, alteration, or misuse of any University document, record, or instrument of identification.
- 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.
- Attempt of actual theft of and/or damage to property of the University or property of a member of the University community or other personal or public property, on or off campus. Theft includes, but is not limited to:
- Use of another's Student ID card for the dining hall or to gain unauthorized entrance to a residence hall or campus activity, unauthorized use of another's Student ID card in regard to the declining balance program, or any other unauthorized use of a Student ID card.

- Forgery to obtain products, services, or monetary gain via another's checks.
- Knowingly possessing stolen property.
- 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.
- 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.
- Unauthorized possession, duplication, or use of keys to any University premises or unauthorized entry to or use of University premises.
- Intentionally, negligently or recklessly initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency.
- Soliciting or offering funds or favors to obtain or furnish unauthorized information or material.
- Knowingly, freely, or negligently allowing violations of University rules and regulations to take place.
- Violation of any federal, state or local law.
- Use, possession, manufacturing, or distribution of illegal drugs.
- 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.
- 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.
- 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.
- Conduct that is disorderly or indecent; breach of peace; or aiding or abetting another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without the person's prior knowledge, or without the person's 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.
- Manipulation of the Disciplinary Review System, including but not limited to:
 - Failure to obey the notice from a University official or Conduct Committee to appear for a meeting as part of the Disciplinary Review Process.
 - Falsification, distortion, or misrepresentation of information during the Disciplinary Review Process.
 - Disruption or interference with the orderly conduct of a Disciplinary Review proceeding.
 - Attempting to discourage an individual's proper participating in, or use of, the Disciplinary Review System.
 - Attempting to influence the impartiality of a member of the Disciplinary Review System prior to, and/or during the course of, the Disciplinary Review proceeding.
 - Harassment (verbal or physical) and/or intimidation to any professional or a member of a Conduct Committee prior to, during, and/or after a Disciplinary Review proceeding.
 - Influencing or attempting to influence another person to commit an abuse of the Disciplinary Review System.
 - Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

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 the student 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.

Communication

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

Emergency Response & Evacuation Procedures

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

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

Cancellation of Classes Due to Inclement Weather

Since the majority of Midland University students reside on-campus, it is the general policy of the University to hold classes if possible. Members of the faculty, staff, and commuting students are encouraged to make individual judgment as to whether or not they can safely reach the campus. In those rare instances when inclement weather forces cancellation of all university activities, notification may be made via local and regional radio and television stations, the Midland University Emergency Alert System, the MidlandU Mobile App, social media, and/or Canvas. Please refer to your program's Handbook for specific guidance.

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 or 402-941-6270. Students should refer to the Student Handbook for more information regarding their technology responsibilities.

Information Technology

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

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

Networked computer labs are available in various locations on campus. These labs are available for general use when not reserved for classes. A schedule of open and reserved hours is posted outside each lab. Luther Library, Olson Student Center, 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. Additionally, the campus is set up for wireless access for students, faculty, staff, and guests.

Midland University 1:1 Initiative

Students eligible for the Midland University 1:1 Initiative will be eligible to receive a device (Apple tablet/iPad), and its accessories (Apple Pencil, Apple AC Power Adapter, Apple Lightning Cord). Students are expected to abide by all requirements of the User Agreement as outlined.

Student's Technology Responsibilities

Every student is given a username and password. It is the student's responsibility to keep information secure (including passwords, personal data and files), respect the rights of others, value the integrity of the systems, act responsibly, and exhibit ethical behavior. Failure to observe federal, state and/or campus

technology regulations will subject the student to the appropriate penalties. Examples of misuse include, but are not limited to:

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

Peer-to-Peer File Sharing

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

Academic Resources

Luther Library

Luther Library provides book and non-book materials to support the curriculum and to encourage extracurricular interests. In addition to the physical collection of materials, the Library staff maintains access to an extensive collection of digital databases and online resources. The interlibrary loan service is another way to acquire materials not held in Midland's collection. The Library hosts social and educational events and the Library staff is available for individual assistance to students and faculty. Policies, procedures, and basic information about the use of the facilities and materials may be found in the Student Handbook.

The Academic Resource Center (ARC)

The Academic Resource Center (ARC) is located in the northeast corner of Luther Library. The purpose of the ARC is to provide academic support through a variety of services. The ARC hires Learning Lab Consultants to help with multiple disciplines and offer exam review sessions for certain classes. In addition to the Learning Lab Consultants, the ARC offers Supplemental Instruction (SI) for traditionally challenging courses like accounting, anatomy & physiology, chemistry and psychology. SI sessions are offered three times per week for each course. The Writing Lab Consultants support students with all stages of the writing process. They review written work and help students become more confident writers. The Quiz Lab offers a secure testing environment for faculty and students.

The Writing Lab

Writing Lab Consultants provide one-on-one writing support for all members of the Midland community. Consultants work with students on a wide range of writing skills including: thesis sentences, content, organization, and citations. Writing Consultants strive to empower confident, independent writers, who edit their own work.

Accommodation for Students with Disabilities

The Student Accommodations Office is located in Luther Library. The Student Accommodations Specialist works directly with students who have a documented disability and are seeking accommodations. Midland University complies with state and federal legislation addressing student accommodations and is committed to providing reasonable accommodations for individuals 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 Student Accommodations Specialist. 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 accommodations, please contact the Student Accommodations Specialist and review the Student Handbook.

Career Studio

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

Student Life and Services

Midland University encourages the growth of the whole student - mind, spirit, and body. While emphasizing learning both through instruction and study and co-curricular activities, the University provides spiritual, cultural, social, and recreational activities designed to develop all aspects of character and personality. This includes the opportunity for involvement in community governance. A wide variety of special interest organizations exist on the Midland University campus and are listed 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, but are not limited to:

- Varsity Intercollegiate Sports; Intramural & Club Sports
- Student Government; Student Ambassadors; Student Leadership Team (LEAD); Student Orientation Committee
- Campus Ministries
- Sororities & Fraternities
- Vocal music; Instrumental music; Drama; Speech and Debate; Band; Chapel Choir; Choir; Clef Dwellers
- Student Publications
- Academic Clubs and Organizations: Chemistry Club, Criminal Justice Club; Midland Association for Science and Health (MASH); Phi Beta Lambda – Students in Free Enterprise (PBLSIFE); Student Art Association; Student Education Association; Student Nurses' Association; Health Occupations Students of American (HOSA)
- Social & Service Organizations: Beta Sigma Psi (Social Fraternity); Black Student Union (BSU), Campus Crusade for Christ; Catalyst 4 Change; Circle K International (Service Organization); Colleges Against Cancer; Cultural Unity; Fellowship of Christian Athletes; Greek Council; Inter-Fraternity Council/Inter-Sorority Council; 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); Tri Phi (Social Sorority); 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)

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.

The Academic Calendar

Midland uses the traditional semester calendar which consists of two terms of 16 weeks followed by an optional summer term of 12 weeks. The Fall term begins in late August and is completed before the Christmas break in December, the Spring term begins in mid-January and ends in early May, and the Summer term begins late May and ends in mid-August. Additionally, 8-week terms (Early Fall, Late Fall, Early Spring, and Late Spring) run concurrently with the traditional calendar. The graduate programs predominantly utilize these calendars. Summer courses may be offered in sessions shorter than the 12-week semester. The full Academic Calendar is posted online, is available at academiccalendar@midlandu.edu, or in the University Registrar's Office for more details. The Academic Calendar is subject to change.

Academic Year 2022-2023

Fall 2022	
Beginning of Term	Mon., August 29
Labor Day Holiday	Mon., September 5
Fall Break	Thur.-Fri., October 20-21
Midterm	Sun., October 23
Thanksgiving Holiday	Wed.-Sun., November 23-27
End of Term	Sun., December 18

Early Fall 2022	
Beginning of Term	Mon., August 29
Labor Day Holiday	Mon., September 5
End of Term	Sun., October 23
Late Fall 2022	
Beginning of Term	Mon., October 24
Thanksgiving Holiday	Wed.-Sun., November 23-27
End of Term	Sun., December 18

Spring 2023	
Beginning of Term	Mon., January 9
Dr. Martin Luther King, Jr. Holiday Observed	Mon., January 16
Midterm	Sun., March 5
Spring Break	Mon.-Sun., March 6-12
Easter Holiday	Fri.-Mon. April 7-10
End of Term	Sun., May 7

Early Spring 2023	
Beginning of Term	Mon., January 9
Dr. Martin Luther King, Jr. Holiday Observed	Mon., January 16
End of Term	Sun., March 5
Late Spring 2023	
Start of Term	Mon., March 13
Easter Holiday	Fri.-Mon. April 7-10
End of Term	Sun., May 7

Summer 2023	
Start of Term	Mon., May 22
Memorial Day Holiday	Mon., May 29
Midterm	Sun., June 25
Independence Day Holiday	Tues., July 4
End of Term	Sun., August 13

Graduate Programs

Graduate Business

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

Dunklau School of Business Faculty and Staff

Todd Conkright

Dean of the Dunklau School of Business

B.S., Grace University; M.A., Regent University

Faculty**Karin Altig**

B.A., Bellevue University; M.B.A., Doane University

Avi Atholi

CET-Engineering, Trivandrum, India; M.S.-Computer Science, Stephen F. Austin State University; M.B.A., Southern Methodist University

Hannah Bolte

B.A., Simpson College; M.B.A., Bellevue University

Aaron Cerrone

B.S., United States Air Force Academy; M.S. University of Oklahoma

Jeff Frohwein

A.S., Northwest Iowa Community College; B.A., Northwestern College; M.B.A., University of South Dakota; M.S., Colorado Technical University

John Hamilton

B.S., University of Kansas; M.B.A., M.A., Columbia University

Steven Horan

B.S., Northern State University; M.B.A., University of Sioux Falls

Ed Ivey

B.A., Auburn University; B.S.B.A, University of Alabama; M.B.A., Southern Methodist University

Chris Severson

B.S., University of Nebraska-Lincoln; M.P.A., University of Nebraska-Lincoln

Ian Stephenson

B.S., University of Hull; M.B.A., University of St. Thomas

Morgan Wise

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

Master of Business Administration

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

- 1) Read and analyze financial documents in order to make sound financial decisions;
- 2) Understand the impact on business of internal and external forces;
- 3) Apply models of leadership and management and use them to guide and motivate human capital;
- 4) Successfully lead project and initiatives using effective people skills and frameworks;
- 5) Identify, analyze, and implement on business opportunity, ethically and strategically;
- 6) Effectively apply communication principles to lead an organization;
- 7) Identify, understand, and communicate with the customer base of the organization to drive revenue and growth.

Students will complete 36 credits, 15 credits from each category and the capstone course:

Master of Business Administration		CIP Code (2020):	52.0201
Strategic Courses	Credits	Analytical Courses	Credits
BUS521: Marketing Management	3	ACC601: Cost Management	3
BUS540: Special Topics	3	ACC662: Intermediate Financial Accounting	3
BUS606: Create your Future: Starting Your Own Business	3	BID515: Technology and Analytics for Managers: A Strategic Approach	3
BUS635: Management and Leadership	3	BID640: Data Mining	3
BUS653: Corporate Strategy	3	BUS641: Operations Management	3
BUS664: Strategic Sales	3	BUS643: Statistics for Management	3
BUS667: Project Management	3	ECO511: Managerial Economics	3
BUS668: Business Process Methodologies	3	FIN632: Financial Management	3
BUS671: Strategic Communication	3	FIN662: Investment Management	3
MKT601: Integrated Marketing Communications	3	FIN665: Leadership and Strategic Value Creation	3
BUS673: Business Consulting Capstone			6

Graduate Business Academic Certificates

Certificates in the Midland MBA are completed within the program by taking three to four courses in concentrated areas of interest. Acquiring a certificate is not required for the completion of the MBA.

Accounting Graduate Certificate

	CIP Code (2020):	52.0301
Accounting Graduate Certificate Courses		Credits
ACC601: Cost Management		3
ACC662: Intermediate Financial Accounting		3
FIN632: Financial Management		3
FIN662: Investment Management		3

Applied Leadership Graduate Certificate

The Applied Leadership Certificate is available through Midland University's partner businesses who have in-house leadership and management training programs that have been verified through Midland and qualify for up to six credits of Applied Leadership.

	CIP Code (2020):	52.0213
Applied Leadership Graduate Certificate Courses		Credits
MBA580: Applied Leadership (<i>credit for prior learning</i>)		6
BUS635: Management and Leadership		3

Business Intelligence and Data Analysis Graduate Certificate

	CIP Code (2020):	52.1301
Business Intelligence and Data Analysis Graduate Certificate Courses		Credits
BUS641: Operations Management		3
BUS643: Statistics for Management		3

BID515: Technology and Data Analytics for Managers	3
BID640: Data Mining	3

Entrepreneurial Leadership Graduate Certificate

	CIP Code (2020):	52.0701
Entrepreneurial Leadership Graduate Certificate Courses		Credits
BUS521: Marketing Management		3
BUS606: Create Your Future: Starting Your Own Business		3
BUS664: Strategic Sales		3
FIN632: Financial Management		3

Finance Graduate Certificate

	CIP Code (2020):	52.0801
Finance Graduate Certificate Courses		Credits
ECO511: Managerial Economics		3
FIN632: Financial Management		3
FIN662: Investment Management		3
FIN665: Leadership and Strategic Value Creation		3

Healthcare Management Graduate Certificate

Healthcare Management is a specialized field that combines an understanding of and interest in healthcare with solid business acumen. Employment of medical and health services managers is projected to grow 32 percent from 2019 to 2029, much faster than the average for all occupations. The Midland graduate certificate in Healthcare Management prepares you to master the leadership skills and capabilities required to succeed as a healthcare manager and lead your team using best practices in management, data analysis, and healthcare governance.

	CIP Code (2020):	51.0701
Healthcare Management Graduate Certificate Courses		Credits
BUS635: Management and Leadership		3
MBA680: Business Law and Ethics in Healthcare		3
<i>Pick two (2) from:</i>		
MBA600: Health Systems Informatics and Leadership		3
MBA659: Business Intelligence and Applied Healthcare Analytics		3
MBA660: Healthcare Policy		3
MBA686: Organizational Outcomes and Sustainability		3

Marketing Management Graduate Certificate

	CIP Code (2020):	52.1401
Marketing Management Courses		Credits
BUS521: Marketing Management		3
BUS664: Strategic Sales		3
BUS671: Strategic Communication		3
MKT601: Integrated Marketing Communications		3

Project Management Graduate Certificate

	CIP Code (2020):	52.0211
Project Management Courses		Credits
BUS641: Operations Management		3
BUS667: Project Management		3
BUS668: Business Process Methodologies		3
BUS673: Business Consulting Capstone		6

MBA for Life Program

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

*Courses offered through a consortial arrangement (e.g. Healthcare Management through Nebraska Methodist College, or any online courses offered through Acadeum Online Consortium, are subject to additional tuition and course fees.

Learning and Talent Development (MS)

The Master of Science in Learning and Talent Development (MS-LTD) program is found in the Luther College of Arts and Sciences. The program offers those who teach, train, coach, and mentor adults in a variety of community, corporate, and educational settings the opportunity to advance their professional practice through the development of leadership skills and hands-on experiences. Students learn to identify the training needs of an organization, design effective and engaging trainings for adult learners, maximize the use of current technologies, and evaluate the impact of instruction. This program includes a final capstone project that provides hands-on experience designing a training program for the workplace.

Faculty:

Mary Ball

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

Jamie Kelly

B.A., University of Nebraska-Lincoln; M.S., Bellevue University

Tammy Madsen

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

Spencer Matthews

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

Dan Schinzel

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

Learning and Talent Development Program Outcomes:

- 1) Identify individual and organizational learning needs in communities and organizations
- 2) Evaluate and apply relevant evidence-based research to strengthen leadership skills.
- 3) Employ ethical decision-making and sensitivity to diverse learning populations and contexts.
- 4) Facilitate adult and organizational learning opportunities by utilizing multiple instructional strategies in a variety of learning environments.
- 5) Design, deliver, and evaluate organizational learning programs.

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

Master of Science	CIP Code (2020):	45.9999
Learning and Talent Development		Credits
LTD501: Foundations of Evidence-Based Learning		3
LTD540: Strengths-Based Leadership		3
LTD541: Understanding the Adult Learner		3
LTD542: Diverse Learning Contexts		3
LTD543: Organizational Learning Strategies		3
LTD612: Leadership Theories and Applications		3
LTD641: Facilitating Adult and Organizational Learning		3
LTD644: Program Design, Administration, and Evaluation		3
LTD690: Training Program Capstone		3
Choose two (2) electives:		
LTD642: Building Individual Learning Capacity		3
LTD645: Coaching and Mentoring in Learning Environments		3

LTD544: Cultural Foundations of Adult Learning	3
LTD649: Instructional Design and Technology	3

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

Coaching & Mentoring

- LTD642: Building Individual Learning Capacity
- LTD645: Coaching and Mentoring in Learning Environments

Adult Education

- LTD544: Cultural Foundations of Adult Learning
- LTD649: Instructional Design and Technology

Sport Administration and Leadership (MS)

The Master of Science in Sport Administration and Leadership program will prepare you for an administrative role in the sports industry. The program offers courses that will give you a foundation as a leader, decision maker, and manager in the sports industry. The program provides an active learning environment to demonstrate skills in transformational leadership, organizational learning strategies, and coaching and mentoring in learning environments. A strong foundation in the legal aspects of sports and event and facilities management will be invaluable to you as you prepare to enter the sport industry.

Sport Administration and Leadership Program Outcomes:

- 1) Evaluate processes and make appropriate recommendations for improvement within a sport management setting.
- 2) Articulate how marketing and financial techniques can be applied to solve sport business problems.
- 3) Demonstrate knowledge of management and administrative practices related to planning, organizing, staffing, leading, and evaluating a sport organization.
- 4) Analyze overall policies and principles of operational management.
- 5) Defend thorough knowledge of designing, planning, operating and maintaining sport facilities.
- 6) Analyze laws, legislations and current legal issues in the sports industry.
- 7) Demonstrate the ability to lead a team or department effectively.
- 8) Apply management theories learned throughout the program to current sport programs.
- 9) Apply a comprehensive understanding of management and leadership in the sport industry.
- 10) Analyze best leadership practices from industry leaders.

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

Master of Science	CIP Code (2020):	31.0504
Sport Administration and Leadership		Credits
EDU521: Societal Frameworks in Education		3
EDU522: Transformational Leadership		3
LTD501: Foundations of Evidence-Based Learning		3
LTD540: Strengths-Based Leadership		3
LTD543: Organizational Learning Strategies		3
LTD645: Coaching and Mentoring in Learning Environments		3
ACC601: Cost Management		3
MKT601: Integrated Marketing Communications		3
SAL501: Administration in Sports		3
SAL502: Event and Facilities Management		3
SAL601: Legal Aspects in Sports		3
SAL699: Sport Administration and Leadership Capstone		3

School of Graduate Business Courses

ACC601: Cost Management

Credits: 3

As the language of business and the cornerstone of the financial capital markets, accounting provides terminology, frameworks, and concepts with which to understand and analyze the financial consequences of business activities. As these activities have become increasingly complex and global, the task of presenting timely, relevant, and reliable financial information to interested internal and external users has become more challenging. The primary purpose of this core course is to provide students with considerable financial-statement, financial-analysis, and financial-management expertise in order to enhance their decision-making capabilities.

ACC662: Intermediate Financial Accounting

Credits: 3

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

BID515: Technology and Analytics for Managers: A Strategic Approach

Credits: 3

This course examines the role of information technology in business with an emphasis on the systems that support strategic, tactical, and operational needs of organizations. The impact of technologies on managerial decision-making and the various approaches to implementing technology solutions to effectively align IT with the rest of the business are explored. As part of this exploration, students employ a hands-on approach to business analytics via contemporary data visualization tools (like Qlik or Tableau). In doing so, students devise data-driven recommendations that are used to inform decisions that create value and enhance organizational effectiveness.

BID640: Data Mining

Credits: 3

This course supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making decisions. This course will introduce participants to recent data mining techniques, with an emphasis on: getting a general understanding of how the method works, understanding how to perform the analysis using suitable available software, understanding, how to interpret the results in a business research context and developing the capacity to critically read published research articles which make use of the technique. This course will concentrate on a number of well-defined mining tasks: description,

classification, estimation, prediction and affinity grouping and clustering. Content may vary according to the interest of participants. Topics may include decision trees, neural nets, self-organizing maps, genetic algorithms, association (also known as market basket) analysis, web mining and test mining, cluster analysis and logistic regression. Course may use and EPR system as a data source in addition to other large scale data sources.

BUS521: Marketing Management

Credits: 3

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

BUS540: Special Topics in Graduate Business

Credits: 3

Included within the course are graduate-level topics that may be currently emerging in the field of business and/or of particular interest to students, but are not currently included in regular course offerings.

BUS606: Create your Future: Starting Your Own Business

Credits: 3

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

BUS635: Management and Leadership

Credits: 3

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

take the wise and courageous action required to be successful in a modern global business environment.

BUS641: Operations Management

Credits: 3

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

BUS643: Statistics for Management

Credits: 3

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

BUS650: Directed Study

Credits: 3

This course of study must be designed by the supervising professor and student. An independent study request must document this intended course of study and be approved by Academic Affairs.

BUS653: Corporate Strategy

Credits: 3

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

BUS664: Strategic Sales

Credits: 3

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

BUS667: Project Management

Credits: 3

This course focuses on concepts, strategies, and software associated with project management and the use of project management in the organizational environment. Students will

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

BUS668: Business Process Methodologies

Credits: 3

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

BUS671: Strategic Communication

Credits: 3

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

BUS673: Business Consulting Capstone

Credits: 6

Business today is more complex and challenging than ever before. This course deals with the determination of strategic goals and objectives for an organization, along with the methods used in framing corporate challenges and opportunities using a strategic management perspective. These topics are covered in depth through partnering to complete real world projects with business partners. Strategic management focuses on analyzing the organization itself in an objective manner as well as assessing its environment and establishing strategic recommendations that will help perpetuate the organization into the future. Managerial problem-solving develops a foundation for critical thinking and then applies it to the organization through case analysis and hands-on learning during a term long consulting project, which will be an integral part of this course. Additionally, the ability to work within a team is increasingly important in today's business climate. This course will also focus on teaming aspects through reflection and outside reading.

Prerequisites: 18 credits or permission from the Dean

ECO511: Managerial Economics

Credits: 3

This course is the application of economic principles to business decisions and problems. Demand analysis, cost

analysis, forecasting, pricing policies, risk analysis and capital budgeting will be covered as well as traditional economic theory and decision science techniques in the decision making process. Business decisions are the result of quantitative analysis. Microeconomic theory is utilized.

FIN632: Financial Management

Credits: 3

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

FIN662: Investment Management

Credits: 3

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

FIN665: Leadership and Strategic Value Creation

Credits: 3

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

LTD501: Foundations of Evidence-Based Learning

Credits: 3

This course is designed to provide an introduction to seeking and applying evidence-based approaches to learning. Emphasis is placed on providing students with a strong foundation for evaluating research and applying findings through readings, discussion, and evaluation/application exercises.

LTD540: Strengths Based Leadership

Credits: 3

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

LTD541: Understanding the Adult Learner

Credits: 3

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

LTD542: Diverse Learning Contexts

Credits: 3

This course explores the multi-faceted ways that diversity impacts educational practices. Students enrolled in LTD542 will gain an understanding of the many ways that diversity intersects with adult learner needs in multicultural, multilingual, special needs, gifted and talented, at-risk, gendered, and socio-economic classrooms, communities, and organizations.

LTD543: Organizational Learning Strategies

Credits: 3

Successful leadership in adult and organizational learning is connected to knowing one's own strengths and identifying the strengths of others in order to accomplish a given task. This course introduces students to the dynamic world of organizational structure, relations, behavior, and learning contexts. Students will gain a better understanding of the constituents involved with learning in organizational contexts as well as identifying aspects of team composition necessary to accomplish complex and multi-faceted learning tasks within these environments. Insights into an organization's capacity to learn, and capacity to influence the organizational learning process, will also be explored.

LTD544: Cultural Foundations of Adult Learning

Credits: 3

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

LTD591: Special Topics in Adult and Organizational Learning

Credits: 3

LTD591 is a variable credit course that allows for the group exploration of topics not regularly covered by the core curricula in any of the Master of Science - Leadership in Adult and Organizational Learning options. Topics and credit hours

for LTD591 are determined by request and interest; final topics, prerequisites, and credits offered must be approved by the Program Dean.

LTD599: Independent Study

Credits: 3

LTD599 is a variable credit course that allows for individual exploration of topics not regularly covered by the core curricula in any of the Master of Science - Leadership in Adult and Organizational Learning options. Topics and credit hours for LTD599 are determined by request and interest; final topics, prerequisites, and credits offered must be approved by the Program Dean.

LTD612: Leadership Theories and Applications

Credits: 3

The goal of this course is to enhance your leadership and improve your ability to lead with purpose. Learning will occur through the review of literature and through participation in hands on exercises, case studies, simulations, role-play activities, and online workshops. You will be provided with strategies and techniques to effectively lead, collaborate, tap into and mobilize the motivation and energy of stakeholders, diagnose and navigate complex team/organizational dynamics, and influence sustainable change within the organization.

LTD641: Facilitating Adult and Organizational Learning

Credits: 3

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

Prerequisite: LTD541

LTD642: Building Individual Learning Capacity

Credits: 3

While many formal adult learning opportunities occur within a group setting, many informal adult learning opportunities are based in a one-to-one relationship between learner and facilitator. LTD642 explores the interpersonal dynamics that impact the learner- facilitator relationship. Students enrolled in this course will examine the structure and outcomes of individual adult learning opportunities through communication, education, and psychological concepts.

Prerequisite: LTD541

LTD644: Program Design - Administration - and Evaluation

Credits: 3

LTD644 prepares students to design, administer, and evaluate learning programs at both the individual and organizational level. Topics covered in this course include collaborating with stakeholders, effectively planning and administering programs, and using The Program Evaluation Standards to assess and evaluate the success of learning programs.

Prerequisite: LTD541

LTD645: Coaching and Mentoring in Learning Environments

Credits: 3

Students enrolled in LTD645 will gain a better understanding of how to coach and mentor adults to learn more effectively and grow professionally. The impact of personality, psychology and group dynamics on teaching and learning as well as different theories of coaching and mentoring will be explored in depth. Students will identify their own coaching and mentoring style as well as how to adapt that style to a variety of learning environments.

LTD649: Instructional Design and Technology

Credits: 3

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

Prerequisite: LTD541

LTD690: Training Program Capstone

Credits: 3

In this course, students will use the skills and knowledge developed throughout the program to complete an action project. Students will work with an identified organization to assess learning needs, then plan, design, deliver, and evaluate a learning program. Students will present a summary and evaluation of the project to internal and external audiences.

Prerequisite: At least 15 credits of graduate coursework relevant to Learning and Talent Development

MBA580: Applied Leadership

Credits: 3 or 6

Applied Leadership recognizes workplace-based leadership/leadership development training designed for leaders or emerging leaders that covers a broad range of leadership competencies and traits. Training is intended to enhance an employee's ability to lead both formally and informally, either with direct reports or peers.

MBA600: Health Systems Informatics and Leadership

Credits: 3

This course provides an overview of contemporary health care systems and organizations. Within this overview research, health policy, regulation, and law are examined from the perspective of how these factors shape health care organizations. Available technology to interpret and organize health data is investigated in relation to health system productivity. This course synthesizes leadership and systems theory into understanding the health care industry and program development to become a leader in patient-centered care and positive health outcomes.

MBA659: Business Intelligence and Applied Healthcare Analytics

Credits: 3

This course combines computer-based methods to analyze health data with the tools used by healthcare leaders to retrieve, report and present data as part of an informed decision-making process. Topics covered include data warehousing, data mining, data visualization, and technology architecture. Case studies will help prepare students for delivering managerial presentations of their analysis and findings.

MBA660: Healthcare Policy

Credits: 3

This course provides the foundation for analyzing the social and political forces that influence health care policy decisions. The relationship between health policy, social justice, and practice will be explored. Students will examine current health care policy and factors which influence policy development. The health care policy making process will be investigated.

MBA680: Business Law and Ethics in Healthcare

Credits: 3

This course is an introduction to the laws and ethics that affect health care decisions, relationships among professionals and patients, and the management aspects of health care delivery. The goal of the course is to equip future health care executives with the knowledge and skills necessary to recognize legal and ethical issues that arise in health care practice, to be prepared to evaluate situations that may have legal or ethical implications, to know when to seek legal or ethics committee counsel, and to have an understanding of the implications of health care law on their own decision making.

MBA686: Organizational Outcomes and Sustainability

Credits: 3

This course equips students with concepts and strategies necessary to analyze system performance, health care outcomes, and evaluate impact. Students will learn to make evidence-based recommendations for interventions based on the data. Students will develop skills to design a comprehensive plan for quality improvement and sustainability.

MKT601: Integrated Marketing Communications

Credits: 3

Integrated Marketing Communications builds upon the fundamentals of marketing and details the analytical and strategic processes used to effectively inform and influence target market behavior. Students will assess and develop

organizational and brand promotional goals in order to analyze promotional methods and channels and the optimal employment of various traditional and social media. The product of this analysis will be synthesized into a comprehensive media and promotional plan which will include the application of creative techniques, marketing ethics, and optimizing plan effectiveness through the considered use of metrics.

SAL501: Administration in Sport

Credits: 3

Students in this course will focus on the administration and management of a team or function within the sport industry. Students will study strategic planning, organizing work, leading people, and sustaining processes. This course offers students an overview of the structure of the sport industry and skills necessary to be a successful sport administrator. Topics addressed include management principles, financial and budgeting aspects of sport operations, project management, and marketing, promotion, and public relations.

SAL502: Event and Facilities Management

Credits: 3

Students in this course will learn about the process of hosting athletic events and facilities management, with special emphasis on designing, planning, operating, maintaining sport facilities, and risk management. This course covers policies, principles, and practical application of facility management and operations.

SAL601: Legal Aspects in Sports

Credits: 3

This course addresses the current legal issues in athletics and sport. It aims to familiarize students with laws, legislations, and current trends in administration of the sport industry. The goal of this course is to provide an introduction to knowledge of legal principles relating to the sports industry.

SAL699: Sports Administration and Leadership Capstone

Credits: 3

The Sports Administration and Leadership Capstone is an internship course. This course applies knowledge gained from the program to real world experience. Students will work with an organization to gain valuable knowledge and experience to begin and/or further their career in the sport industry. This course is designed to include foundational preparation of leadership skills needed at an administrative level in the sport industry.

Graduate Education

Midland University's Walker School of Education (WSOE) offers a Master of Education in Leadership in Teaching and Learning. Masters' candidates choose between five concentrations, including: Principal Endorsement (PK-8, 7-12, or PK-12), National Board Teacher Certification Preparation, English as a Second Language (ESL) Endorsement, High Ability Learner (HAL) Endorsement, and Classroom and Behavior Management (CBM). The WSOE Master's program provides teachers, teacher-leaders, and prospective principals with increased knowledge, skills, and dispositions for leadership in a variety of settings, including classrooms, schools, districts, and at state and national levels. Students take 18-21 credit hours of core coursework, followed by 15-18 hours of concentration coursework, depending on their concentration, as outlined below.

Walker School of Education Faculty and Staff

Mary Ritzdorf

Dean of the Walker School of Education

B.S., Ed.D., College of Saint Mary; M.Ed., Doane College

Cammy Romanuck Murphy

Director of Graduate Education Programs

B.S., M.S., Minot State University; M.Ed., Wayne State College; Ed.D., Trident University International

Jamie Folkers

Administrative Coordinator of the Walker School of Education and Certification Officer

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

Nancy Christensen

Coordinator of Teacher Career Ladder, Associate Professor of Education

B.A., University of Nebraska-Lincoln; M.A., Doane University

Faculty

Gerald Beach

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

Janet Lowe

B.S., M.S., Speech Pathology, Hayward; English Second Language Endorsement, University of Nebraska-Kearney

Allison Birkemeier

B.S., M.S., University of Nebraska-Omaha; Early Childhood and ESL Endorsements

Angela Mosier

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

Carla Noerrlinger

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

Kayti Pfaffle

B.S., California Baptist University; M.A. Teaching with ESL Endorsement, Morningside College

Janeal Zechman

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

Master of Education

Masters' candidates must hold a valid teaching certificate. Two years of teaching experience is required for the principal endorsement and the National Board Teacher certification. The Principal Endorsement Concentration, English as a Second Language Endorsement Concentration, and High Ability Learner Endorsement Concentration are Nebraska Department of Education approved programs. Depending on the chosen concentration, the Master of Education program consists of 36-39 credits in total.

Master of Education Core Coursework (18-21 credits):

	CIP Code (2020):	13.1401
Core Requirements (Year 1)		Credits
EDU520: Education Law and Governance		3
EDU521: Societal Frameworks in Education		3
EDU522: Transformational Leadership		3
EDU523: Continuous School Improvement		3
EDU524: Action Research and School Improvement		3
EDU525: Trends in Curriculum, Instruction, Assessment and Programming		3
EDU695: Capstone (ESL, HAL, and CBM concentrations only)		3

All students are required to complete the core coursework sequence requirements as outlined above. Additionally, students select an area of concentration (15-18 credits, depending on endorsement area), as detailed below, to complete the requirements for the Master of Education in Leadership in Teaching and Learning.

Candidates may select one of the following concentrations: Principal Endorsement, National Board Certification Concentration Preparation, English as a Second Language Endorsement, High Ability Learner Endorsement, or Classroom and Behavior Management Certification.

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

*Note: In order to apply for a Principal Endorsement to the Nebraska Department of Education, the candidate must successfully complete the program and obtain a passing score on the ETS Content Test ELAS #5412. The Principal Endorsement contains a total of 250 clock hours in the field. Those seeking a PK-12 principal endorsement must complete a minimum of nine (9) additional credit hours specific to the grade levels in which they do not yet have experience, totaling 45 credit hours.

The Principal Endorsement Concentration outcomes are:

Students will learn to be a principal that promotes the success and well-being of every student by:

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

National Board Certification Preparation Concentration	Credits
EDU630: Introduction to NBPTS Candidacy	3
EDU631: Effective Teaching	3
EDU632: Differentiation in Instruction	3
EDU633: Effective and Reflective Practitioner	3
EDU634: Teaching Practice and Learning Environment	3
EDU698: Capstone Presentation	3

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

The National Board Certification Preparation Concentration outcomes are to provide students with:

- 1) Powerful professional development experiences;
- 2) Advancement in the quality of teaching and learning by meeting the highest standards of the profession;
- 3) Recognition among the most effective teachers with the highest performing students;
- 4) Support and financial incentives for National Board certified teachers in many districts and states;
- 5) A stronger resume and portfolio;
- 6) Membership into a professional learning community of nationally certified teachers;
- 7) Belong to an elite group of teachers in Nebraska. In 2021, there were only 144 National Board Certified Teachers in the state.

English as a Second Language Endorsement Concentration	Credits
ESL500: Introduction to ESL	3
ESL550: Cross-Cultural Communications	3
ESL601: Methods – Assessment – and Evaluation of ESL Learners	3
ESL655: Linguistics for ESL	3
ESL698: ESL Practicum	3

*Note: This 15 credit endorsement can be completed at the graduate level, providing the graduate student holds a valid teaching certificate. Individuals with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared. This can be PK-12, PK-6, 4-9, 7-12 endorsement. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

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

*Note: In order to participate, a candidate must hold a valid teaching certificate. The program includes 90 clinical hours with experiences in primary and secondary settings. Clinical hours must be obtained in classrooms with qualified HAL instructors.

The High Ability Learner Endorsement Concentration outcomes are to develop a student's ability to become an educator who promotes the success and well-being of every high ability learner by:

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

Classroom and Behavior Management Concentration	Credits
EDU550: Professional Issues in Classroom and Behavior Management	3
EDU551: Behavioral Assessment	3
EDU553: Psychology of Learning	3
EDU554: Advanced Behavior Analysis	3
EDU555: Essential Readings in Classroom and Behavior Management	3

*Note: Educators who provide behavioral services to individuals, families, schools, mental health agencies, and industrial/business settings are likely to experience individuals with a behavioral challenge that interfere with their learning or ability to successfully accomplish goals. In addition to their Master of Education degree, students receive a certificate of completion once they have successfully completed all coursework in this program.

The Classroom and Behavior Management Concentration outcomes are to prepare students with the ability to:

- 1) Apply empirical approaches to understand the relationship between behaviors and the environment;
- 2) Implement strategies that increase appropriate behaviors;
- 3) Analyze the antecedents and consequences of behaviors;
- 4) Identify the function of undesired behaviors;
- 5) Design intervention programs; and
- 6) Utilize appropriate measurement, data display, and interpretation to monitor behavior.

Graduate Endorsement and Certificate Programs

In addition to the Master of Education in Leadership in Teaching and Learning, the Walker School of Education offers a variety of standalone graduate endorsement and certificate programs to students. The number of credits ranges from 15-18, depending on the endorsement or certification area. Students may choose to complete a standalone endorsement or certificate, as outlined below.

*Note: If a student decides he/she/they would like to use endorsement or certificate credits toward earning a Master of Education degree at Midland, this is also possible. In this circumstance, a student must complete the Master's core coursework (18-21 credits). Students are encouraged to speak with their advisor for more information.

English as a Second Language Endorsement

This 15 credit endorsement can be completed at the graduate level, providing the graduate student holds a valid teaching certificate. Individuals with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared. This can be PK-12, PK-6, 4-9, 7-12 endorsement. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

CIP Code (2020):	13.1401
English as a Second Language Endorsement Courses	Credits
ESL500: Introduction to ESL	3
ESL550: Cross-Cultural Communications	3
ESL601: Methods – Assessment – and Evaluation of ESL Learners	3
ESL655: Linguistics for ESL	3
ESL698: ESL Practicum	3

High Ability Learning Endorsement

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

The High Ability Learner Endorsement outcomes are to develop a student's ability to become an educator who promotes the success and well-being of every high ability learner by:

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

CIP Code (2020):	13.1004
High Ability Learner Endorsement Courses	Credits
HAL500: Introduction to Educating High Ability Learners	4
HAL510: Psychology of Giftedness	4
HAL520: Programming for High Ability Learners	3
HAL530: Administration and Supervision of High Ability Learners	3
HAL599: HAL Practicum/Seminar	4

Classroom and Behavior Management Graduate Academic Certificate

Educators who provide behavioral services to individuals, families, schools, mental health agencies, and industrial/business settings are likely to experience individuals with a behavioral challenges that interfere with their learning or ability to successfully accomplish goals. Students receive a certificate of completion once they have successfully completed all coursework in this certificate completion program.

The Classroom and Behavior Management Certificate outcomes are to prepare students with the ability to:

- 1) Apply empirical approaches to understand the relationship between behaviors and the environment;
- 2) Implement strategies that increase appropriate behaviors;
- 3) Analyze the antecedents and consequences of behaviors;
- 4) Identify the function of undesired behaviors;
- 5) Design intervention programs; and

- 6) Utilize appropriate measurement, data display, and interpretation to monitor behavior.

CIP Code (2020):	13.0101
Classroom and Behavior Management Graduate Academic Certificate Courses	Credits
EDU550: Professional Issues in Classroom and Behavior Management	3
EDU551: Behavioral Assessment	3
EDU553: Psychology of Learning	3
EDU554: Advanced Behavior Analysis	3
EDU555: Essential Readings in Classroom and Behavior Management	3

Graduate Education Courses

EDU510: Topics in Social Emotional Learning

Credits: 3

This course is designed to provide students with Social Emotional Learning (SEL) principles, skills, and evidence-based strategies to integrate SEL competencies. The goal of this course is to improve overall well-being of the student and those in the student's environment or chosen field. Possible topics may include trauma informed practices, adverse childhood experiences, conflict resolution, and interpersonal skills.

EDU520: Education Law and Governance

Credits: 3

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

EDU521: Societal Frameworks in Education

Credits: 3

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

EDU522: Transformational Leadership

Credits: 3

This course is designed to provide Principal/Teacher Candidates with knowledge, skills and dispositions that will enhance motivation, morale, and performance of staff and students. Candidates will know how to create a culture for learning, serve as a role model, inspire, develop leadership in others and help build and support an inviting school culture that meets the needs of students, the community and the staff.

EDU523: Continuous School Improvement

Credits: 3

This course is designed to help Principal/Teacher Candidates with the knowledge and skills to lead in the development, implementation, evaluation and revision of short and long term goals that promote continuous and sustainable school improvement. Candidates will know how to collect and analyze data pertinent to the educational environment which

promotes learning and leads to continuous quality improvement. There will be a focus on a systematic continuous improvement process (e.g.; Nebraska Department of Education, Advanced Ed.).

EDU524: Action Research and School Improvement

Credits: 3

This course is designed to provide an introduction to the action research process. Emphasis will be placed on three main areas: 1) helping candidates become strong consumers of educational research, 2) providing foundational instruction and guidance in planning, conducting and reporting action research, and 3) applying professional writing skills. This course is designed to provide Candidates with the knowledge and skills that help them identify and explore research issues related to leading, teaching and learning, particularly as it relates to school improvement. The Candidate will learn the requirements/framework for the School Improvement Action Research Paper and begin collaborating with building leadership and the Midland Candidate Advocate to identify leadership needs that could substantially assist the school with their school improvement.

EDU525: Curriculum - Instruction - Assessment and Programming

Credits: 3

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

EDU550: Professional Issues in Classroom and Behavior Management

Credits: 3

This course presents best practices in classroom and behavior management from organizing time, materials and classroom space to strategies for managing individuals and large group student behaviors, transition and other arrangements for classrooms. Students will receive in-depth exposure to professional issues in classroom and behavior management.

EDU551: Behavioral Assessment

Credits: 3

This course focuses on current research and best practices in behavioral assessment. After reviewing the definition,

characteristics, and best 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.

EDU553: Psychology of Learning

Credits: 3

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 systematically change socially important behaviors, particularly within educational settings and including differentiation for high and low ability learners. An emphasis is placed on the assessment of maladaptive behavior in classrooms and other settings and the development of effective procedures to change behavior in ethically and socially significant ways.

EDU554: Advanced Behavior Analysis

Credits: 3

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.

EDU555: Essential Readings in Classroom and Behavior Management

Credits: 3

This course will provide students with in-depth exposure to classroom and behavior management by reading relevant research articles and other assigned reading.

EDU590: Seminar in Selected Topics in Education

Credits: 3

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

Prerequisite: Bachelor's degree or permission of the School of Education

EDU591: Special Topics in Education

Credits: 1

Study contemporary and research-based theory and practice related to Pre-K-12 education. The specific topic of this course will reflect instructional strategies, current trends and issues, curriculum and assessment, legislation, best practices, and

research of interest to Pre-K-12 practitioners. Students are allowed to register for this course more than once.

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

EDU620: Operational Leadership

Credits: 3

This course is designed to provide the Principal Candidate with knowledge and skills to create systems that support the mission, vision, strategic and school improvement plans of the school with a focus on supporting quality instruction and student learning. Principal Candidates will know the importance of having supporting systems, structures and processes to improve learning, create efficiencies and provide safe and effective learning environments. The Principal Candidate will understand the business of the school, including communication and public relations, facilities and operations, budgeting, finance and other support services. The Principal Candidate will spend a minimum of 25 clock hours in school-based experience(s).

EDU621: Strategic Leadership

Credits: 3

This course is designed to provide the Principal Candidate with knowledge about developing a compelling vision and a mission that provides direction for the growth and success of students. The Candidate will understand the change process and know how to formulate, implement and evaluate strategic plans. The candidate will understand motivation theory, be able to provide direction for, build ownership in and facilitate collaboration among stakeholders in the planning process. The candidate will spend a minimum of 25 clock hours in school-based experience(s).

EDU622: School-Based Experience and School Improvement Action Research

Credits: 3

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

EDU623: Instructional Leadership for the Principal

Credits: 3

This course is designed to provide the Principal Candidate with an understanding of the strong correlation between instructional leadership, teacher effectiveness and student achievement. The Candidate will know how to analyze the critical attributes of teacher effectiveness and supervise and

evaluate with an emphasis on continual growth and accountability. The Candidate will know how to observe for good instruction and provide effective feedback on instructional strategies, classroom management, curriculum and assessment. The Candidate will be familiar with the Nebraska Teacher Evaluation Framework and know the legal responsibilities when deciding for nonrenewal of a teacher contract. The Principal Candidate will spend a minimum of 25 clock hours in school-based experience(s).

EDU624: Principal Internship

Credits: 3

The Principal Candidate will coordinate with the Midland Instructor and Administrator Mentor and submit an internship plan that will engage him/her in opportunities to apply and extend leadership knowledge and skills through more intensive/authentic practice in a school setting. The Candidate will be involved minimally in observing and participating and primarily in leadership type activities. The internship is a minimum of 135 clock hours.

EDU630: Introduction to NBPTS Candidacy

Credits: 3

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

EDU631: Effective Teaching

Credits: 3

The Midland Teacher Candidate (MTC) will demonstrate understanding of students and their learning needs and how the MTC makes decisions in response to student needs. The MTC will demonstrate that effective teachers are also learners who draw upon theory and research to expand use of instructional and assessment strategies to effectively manage and monitor student learning. The MTC will become more confident with videotaping, analyzing and reflecting on the MTC's teaching practices including the connection between thoughts and actions in order to improve student learning. These reflections will be written and part of course discussions with feedback. The MTC will understand the requirements for Component 2: Differentiation in Instruction, Component 3: Teaching Practice and Learning Environment and Component 4: Effective and Reflective Practitioner.

EDU632: Differentiation in Instruction

Credits: 3

The Midland Teacher Candidate (MTC) will work on portfolio requirements for Component 2 and receive feedback on their

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

EDU633: Effective and Reflective Practitioner

Credits: 3

The Midland Teacher Candidate (MTC) will work on portfolio requirements for Component 4 and receive feedback on their writing throughout the course. The MTC will understand how to use the resources available for assessment, collaboration, and overall knowledge of their student population as these relate to the National Board of Professional Teaching Standards (NBPTS). The MTC will participate in reflection and professional development that increases their knowledge and pedagogy. The MTC will focus on the determination of students' needs and their own professional learning needs to increase student achievement.

EDU634: Teaching Practice and the Learning Environment

Credits: 3

The Midland Teacher Candidate (MTC) works on portfolio requirements for Component 3 and receives feedback on their writing throughout the course. For their Component 3 work, the MTC will analyze a classroom video(s) to discuss classroom climate, student engagement, and relationships amongst classroom participants. By the end of the course, the MTC is expected to have a completed draft of Component 3. The MTC will apply professional writing skills of description, analysis, and reflection throughout the course.

EDU695: Capstone

Credits: 3

This course represents the culmination of your master's degree. In this course, you will complete a substantial research synthesis project. In the project, you will synthesize the knowledge, skills, and attitudes developed throughout your identified program of study. The project will demonstrate competence in conducting an extensive research review, writing professionally, and applying theory to future practice.

EDU696: Independent Study

Credits: 0

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 after gaining approval from the Dean. Prerequisites: Graduate students in good standing with the University

EDU698: Capstone Presentation

Credits: 3

The Midland Teacher Candidate (MTC) will complete the requirements for Entry/Components one through four. The

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

EDU699: School Improvement Action Research Project-Capstone

Credits: 3

The culminating project is a Principal Action Research Report (PARR) and two presentations. The Principal Candidate will present to a Midland panel of instructors and to an authentic audience. The PARR will synthesize coursework, experiences, and research throughout the Principal Endorsement program related to the Candidate's school's improvement plan. Candidates will have worked closely with a Midland University instructor and the Candidate's school district mentor to plan action research that leads to school improvement. The Principal Candidate will spend a minimum of 15 clock hours in school-based experience(s).

ESL500: Introduction to ESL

Credits: 3

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

ESL550: Cross-Cultural Communication

Credits: 3

This course examines the implications of serving diverse cultures present in an ESL setting, including cultures of race/ethnicity, religion, and poverty. Students will identify the characteristics of different cultures and effective strategies to use when working with students and families of diverse populations. Students will examine their own cultural biases and biases of others in educational settings. Students will interact with students and/or adults who are not native English speaking.

ESL601: Methods-Assessment-and Evaluation of ESL Learners

Credits: 3

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.

ESL602: Best Instructional Practices for English Learners in STEM

Credits: 3

This course provides graduate students with knowledge and skills to work with English learners (ELs) in STEM. ELs acquire and excel in science when teachers use instructional strategies and language to do science instead of teaching the language of science. This instructional shift simultaneously promotes science learning and English proficiency. Students will be prepared with research-based methods for teaching and strategies for differentiation of STEM instruction for working with ELs.

ESL655: Linguistics

Credits: 3

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

ESL698: Practicum/Study in ESL

Credits: 0

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

HAL500: Introduction to Educating High Ability Learners

Credits: 4

The purpose of this course is to provide a comprehensive introduction to gifted education and talent development, aligned with national standards for knowledge and skills in the field essential for successful teaching, counseling, or coordinating gifted/talented programs. The course takes advantage of a variety of sources of information and asks participants to apply new understandings and skills in practical ways. Assignments are differentiated for different roles in schools today.

HAL510: Psychology of Giftedness

Credits: 4

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

HAL520: Programming for High Ability Learners

Credits: 3

This course will explore different programming models for high ability learners. A major focus of this course will explore curriculum concepts for the high ability learner as well as

differentiation, acceleration, and advanced placement. Effective practices and research will be emphasized.

HAL530: Administration and Supervision of High Ability Learner Programs

Credits: 3

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

HAL599: HAL Practicum/Seminar

Credits: 4

This course provides candidates with a clinical experience of 70 hours in Gifted and Talented setting at both the elementary and secondary levels. Students will demonstrate, reflect, and evaluate their proficiency in many of the program outcomes. Students will provide consultation services to colleagues, parents, and other stakeholders. Students will also be involved in a book study to strengthen their understanding of high ability learners.

Master of Athletic Training

The Midland University Master of Athletic Training (MAT) Program in the College of Health Professions is a traditional full-time program that prepares students to take the BOC exam in order to become a certified athletic trainer. With 33 varsity sports and multiple off-site experiences, Midland provides a diverse educational and clinical experience.

College of Health Professions Faculty and Staff

Linda Quinn

Dean of the College of Health Professions

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

LaVonne Stewart

Coordinator of the College of Health Professions and Compliance

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Heather Hess

Director of Master of Athletic Training

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Stephanie Hamersky

Assistant Professor of Master of Athletic Training, Coordinator of Master of Athletic Training

B.S.Ed., University of Nebraska-Omaha; M.Ed. Wichita State University; Doctoral Candidate, North Dakota State University

Chelsea Schmitt, ATC

Adjunct Faculty

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

Midland University's Master of Athletic Training Mission

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

Program Outcomes

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

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

Master of Athletic Training Course Requirements:

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

	CIP Code (2020):	51.0913
	Master of Athletic Training Courses:	Credits
Summer Year 1	MAT500: Advanced Emergency Techniques in Athletic	2
	MAT503: Musculoskeletal Anatomy	1
Fall Year 1	MAT501: Lower Extremity Evaluation	3
	MAT502: Upper Extremity Evaluation	3
	MAT519: Athletic Training Practicum I	2
	MAT522: Orthopedic Specialist Practicum	1
Spring Year 1	MAT540: Therapeutic Interventions I	3
	MAT550: Therapeutic Interventions II	3
	MAT521: Research Methods and Evidence Based Practice in Athletic Training	1
	MAT529: Athletic Training Practicum II	2
Summer Year 2	MAT512: Pathophysiology and Pharmacology	3
	MAT515: Community and Mental Health	3
Fall Year 2	MAT510: General Medical Conditions in Athletic Training	3
	MAT620: Organization & Administration in Athletic Training	2
	MAT603: General Medical Applications	3
	MAT619: Athletic Training Practicum III	2

Spring	MAT640: Seminar in Athletic Training	3
Year 2	MAT650: Immersive Experience	3

Requirements for Completion of Degree:

In order to graduate from Midland University with a Master of Athletic Training, students will need to complete the 43 graduate credit hours of coursework within the MAT Program, including 9 semester hours of clinical practicum. Students will complete clinical practicum rotations that satisfy the CAATE requirements for clinical placements. Students must successfully complete MAT courses with an overall GPA of 2.75. A student may earn a C in no more than two MAT courses. Grades lower than a C will not earn credit toward degree requirements.

Master of Athletic Training Courses

MAT500: Advanced Emergency Techniques in Athletic Training

Credits: 2

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

MAT501: Lower Extremity Evaluation

Credits: 3

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

MAT502: Upper Extremity Evaluation

Credits: 3

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

MAT503: Musculoskeletal Anatomy

1 credit

This course will review the muscular and skeletal anatomy of the human body.

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

MAT510: General Medical Conditions in Athletic Training

Credits: 3

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

MAT511: Community Health

Credits: 1

This course provides an understanding of the principles concerning personal, family and community health. Students will learn to apply concepts of healthcare informatics to multiple domains of public health in order to better understand, characterize and promote health at the population level.

MAT512: Pathophysiology and Pharmacology

Credits: 3

Advanced study in the pathophysiology and pharmacology involved in injuries and conditions commonly seen in the area of sports medicine. This will include a detailed macro and microscopic analysis of underlying pathophysiologies or sports-related injuries. In addition, this course will explore

the interrelationship of current therapeutic pharmacological agents and their physiological effects on the body.

MAT513: Epidemiology in Athletic Training

Credits: 1

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

MAT515: Community and Mental Health

Credits: 3

In this course, students will determine health needs in the general population and develop health policies and social initiatives to maintain, protect and promote health. This course incorporates evidence based integrated care interventions aimed at improving the well-being of diverse patient populations. Students will evaluate the socio-cultural, mental, emotional, and physical behaviors of individuals that are involved with physical activity, and analyze how to recognize, manage and refer patients to appropriate healthcare providers.

MAT519: Athletic Training Practicum I

Credits: 2

First semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 160 hours and a maximum of 320 hours, under the supervision of a certified athletic trainer or an MD.

MAT520: Topics in Sports Medicine

Credits: 2

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

MAT521: Research Methods and Evidence Based Practice in Athletic Training

Credits: 1

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

MAT522: Orthopedic Specialist Practicum

Credits: 1

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

MAT529: Athletic Training Practicum II

Credits: 2

Second semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 160 hours and a maximum of 320 hours, under the supervision of a certified athletic trainer or an MD.

MAT540: Therapeutic Interventions I

Credits: 3

In this course, students will learn the core concepts and general application of therapeutic exercise, modality devices, and manual techniques. Students will be introduced to the principles and application of physical agents for the management of pain and tissue injury, while addressing impairments related to mobility, strength and neuromuscular control.

MAT550: Therapeutic Interventions II

Credits: 3

In this course, students will address how to incorporate therapeutic exercise, modality devices and manual techniques into a holistic treatment plan for specific injuries, illnesses and general medical conditions, in order to achieve optimal performance. This course will integrate current evidence and clinical decision-making to emphasize appropriate selection and application of physical agents and manual therapy, as well as the appropriate instruction and progression of therapeutic exercise.

MAT600: Therapeutic Modalities in Athletic Training

Credits: 3

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

MAT601: Rehabilitation Methods in Athletic Training

Credits: 3

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

MAT603: General Medical Applications

Credits: 3

In this course, students will work in collaboration with other health care and wellness professionals to identify triage situations, perform wound care and closure, and perform necessary diagnostic or laboratory tests. Within this course, students will perform the necessary hours of phlebotomy clinicals in order to receive their phlebotomy certificate.

MAT604: General Medical Applications Practicum

Credits: 1

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

MAT619: Athletic Training Practicum III

Credits: 2

Third Semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 160 hours and a maximum of 320 hours, under the supervision of a certified athletic trainer or an MD.

MAT620: Organization & Administration in Athletic Training

Credits: 2

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

MAT628: Seminar in Athletic Training

Credits: 2

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

MAT629: Athletic Training Practicum V

Credits: 2

Fourth semester of supervised clinical experiences in athletic training. This course is a minimum of 4 weeks and 160 hours and will not exceed 8 weeks or 320 hours. This course is an immersive clinical experience, where the student will participate in a practice intensive experience (full time) to experience the totality of care provided by athletic trainers.

MAT640: Seminar in Athletic Training

Credits: 3

This course is designed for students to discuss critical questions and contemporary issues within the profession of athletic training. Throughout the course, students will also review all competencies which have been covered in the preceding semesters to help prepare graduating students for the Board of Certification (BOC) exam.

MAT650: Immersive Experience

Credits: 3

This course is designed to give students an opportunity to participate in a practice intensive experience (full time) in order to understand the day-to-day operation of the clinical setting as well as experience the totality of care provided by certified athletic trainers. The student will complete this experience during their last semester in the program.

Academic Affairs

Academic Affairs Staff

Jamie Simpson

Chief Academic Officer

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

Amanda Dames

Academic Affairs Coordinator

Innovative Teaching

James Miller

Director of Innovative Teaching

B.A., University of Colorado; M.A., Columbia University; Ed.D., Johns Hopkins University

Academic Core Experience and Academic Resources

Laura Hinman

Head Librarian

B.S., Dakota State University; M.L.I.S., University of Southern Mississippi

Janet Lack

Coordinator of the Academic Resource Center

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

Hannah Michelle Bussa

Student Accommodations Specialist

B.M.S., University of Nebraska at Omaha

University Registrar and Institutional Research

Morgan Pettit

Associate Registrar

B.S., University of Nebraska at Kearney; M.S.W., University of Illinois at Urbana-Champaign

Amber Fuehrer

Assistant Registrar, Veterans' Affairs School Certifying Official

B.S., University of Nebraska at Omaha

Career Studio

Brenda Wilberding

Director: Career Studio

B.A., Midland University

Administration and Staff Contacts

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Vice President for Institutional Advancement

Caryl Johannsen
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Jessica Knoell
Human Resources Generalist

Admissions, Marketing, and Communications

Lori Ethier
Vice President for Enrollment Management and Marketing

Michaela Shepard
Director of Undergraduate Admissions

Sydney Walker
Director of Institutional Branding & Undergraduate Marketing

Athletics

Courtney Thomsen
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Scott Latham
Associate Athletic Director

Isaac Jennings
Assistant Athletic Director

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Program Advisor

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Joseph Harnisch

Chief Financial Officer

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Controller

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Assistant Controller

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Dawn Osness
Student Financial Counselor

Rikkel Glosser
Accounts Payable/Student Billing

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Director of Financial Aid and Express Services

Sharon Clark
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Lisa Hughes
Financial Aid Counselor

Brooke Phillips
Financial Aid Advisor

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Shane Perrien
Chief Information Officer

Chuck Farraj
Lead Systems Architect

Ricky Hinman
Help Desk Technician

David McDonald
System Administrator

David Millar
Help Desk/Project Manager

Alan Shovan
Systems Analyst

Hiram Upchurch Jr.
Lead Systems Architect

Student Affairs: Residence Life, Student Development

Kristina Cammarano
Vice President for Student Affairs, Chief Diversity Officer

Kris Dvorak
Director of Student and Resident Services

Rev. Scott Johnson
Director of Campus Ministries

Student Success Center

Keith Kramme
Director of Student Success Center
Student Success Advisor

Beth Dorsey
Student Success Advisor

Jordann Heckart
Student Success Advisor

Melissa Kinsella
Assistant Director of Student Success Center - Program
Advising
Student Success Advisor

Mariel Limon
Student Success Advisor

Kate Schwarz
Student Success Advisor

Amanda Timmerman
Student Success Advisor

Taylor Tucker
Assistant Director of Student Success Center - First Year
Advising
Student Success Advisor

*As of June 2022 - See www.midlandu.edu for a complete and current listing of staff and contact information

Board of Directors

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