



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 2022-2023, 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](mailto:registrar@midlandu.edu).

## About Midland University

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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 four 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

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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 baccalaureate nursing program at Midland University, located in Fremont, Nebraska, is accredited by the:  
Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326  
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Continuing Accreditation. View the public

information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.

The Nursing program is approved by:  
Nebraska State Board of Nursing  
301 Centennial Mall South  
P.O. Box 94986  
Lincoln, Nebraska 68509-4986  
(402)471-4376

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.

# Undergraduate Admissions

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You're more than just a number here, you're a person. This is a place where people actually know your name — and your dreams — and stop at nothing to see you succeed.

## The Entering First Year Student

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The Midland University admissions team wants to help prospective students find the right match and succeed in college and in life. As a part of that process we evaluate each student on an individual basis. Here are the guidelines the institution uses:

- Minimum 2.0 GPA
- Minimum 20 ACT or 1030 SAT (encouraged for academic placement, but not required for admission)

Applicants that do not meet these admissions requirements are reviewed on an individual basis and, if admitted, are provided with a customized academic success plan. Students may be asked to provide additional application materials such as updated standardized test scores, letters of recommendation, personal statements, or interviews with staff.

Application for admission to Midland should be submitted late in the junior year, or at the end of senior year of high school. The application is available online at [www.midlandu.edu](http://www.midlandu.edu) and can be submitted to the Admissions Office. There is no application fee. Recommended high school preparation includes four years of English, three years of mathematics, at least three years of science, two years of foreign language, and 10 elective units.

The ACT or SAT is encouraged, but not required, of all incoming first year students. Test scores reflect a student's academic potential in different areas and are a helpful tool in course planning and selection of an academic major. Students should make arrangements to take the test as early as junior year.

All applicants should request that an official high school transcript be sent to the admissions office at the completion of their senior year confirming the date of graduation and final grades. Applicants will be notified of their admission status as soon as possible after the completion of the steps outlined above.

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

A full-time, first year student is defined as a student who has not attended college during the regular academic year (excluding summer) following high school graduation.

## Transfer Students

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Midland University welcomes students who are seeking new educational opportunities and are interested in transferring from a previous institution. Midland is dedicated to serving the unique needs of transfer students through their transition with the support of many resources and teams.

A transfer student is defined as a student who has attended another college during the regular academic year (excluding summer) after high school graduation. Students transferring from other colleges or universities are required to follow the regular admissions procedure, including:

- Submission of the online application
- Submission of an official high school transcript
- Submission of an official transcript from each college/university attended
- ACT or SAT scores are encouraged to support academic placement
- A minimum 2.0 GPA is required for acceptance.

A transfer applicant suspended for academic insufficiency from the previous college attended may not be eligible for admission to Midland, unless the student has been approved by the admissions committee or has satisfactorily completed nine credit hours at another college with a minimum grade of C- in each.



Applicants that do not meet these admissions requirements are reviewed on an individual basis and, if admitted, are provided with a customized academic success plan. Students may be asked to provide additional application materials such as updated standardized test scores, letters of recommendation, personal statements, or interviews with staff.

## International Students

Midland University welcomes students all over the globe. Undergraduate applicants normally should apply for admission one year before the time they expect to enter Midland. All credentials must be on file at least two months before the Midland term begins.

Potential students must complete:

- Submission of the online application
- An official document or transcript certifying completion of secondary education
- Official transcripts from each college/university attended
- Proof of English Language Proficiency
  - A TOEFL test (Testing of English as a Foreign Language) of 550 (written), 213 (computer), 79 (internet based), IELTS score of 6.5, or Duolingo English Test score of 100
  - At least one year of college coursework in the U.S. may be substituted for an English proficiency exam, but will be reviewed on a case-by-case basis
  - Attending high school in one of the following programs or countries: American/English International Schools, IB program, 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.
- Students with a statement of finances indicating sufficient funding to cover all costs. International students are also required to purchase health insurance as a condition of enrollment.
- Standardized test scores (ACT or SAT) are encouraged.

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. Transcripts using the European Credit Transfer and Accumulation System (ECTS) will also be accepted, provided that they are in English. Midland University recommends one of these evaluation services: World Education Services (<https://www.wes.org>), ECE (<https://www.ece.org>), or InCred (<https://www.incredevals.org>).

## Re-admission

Undergraduate students who have been away from Midland for one semester or more, or who have graduated from Midland, must file an application for re-admission. Re-admission applications will be reviewed and checked to make sure that all academic and or financial obligations have been met before a student can be readmitted to the University. There is no charge to re-apply, and the necessary form may be obtained in the admissions office or completed online at [www.midlandu.edu](http://www.midlandu.edu). If a student has attended or completed coursework at other colleges, all transcripts from these institutions must also be submitted.

## Special Admission

Persons who do not meet regular admission requirements, but who wish to take particular course work, may be granted admission as special students for no more than two courses. Individuals admitted as special may count such coursework toward a degree only upon completion of all regular admission and prerequisite requirements. These students will be classified as Non-Degree Seeking students.

## High School Scholars/Dual Enrollment

Midland University's High School Scholar program allows high school juniors and seniors to take one or two college courses per semester on Midland's campus. Students will earn college credit toward a degree at Midland or students may choose to transfer their credits to another institution. These courses are taught by Midland University faculty and can be part of the students' regular high school schedule. In addition, students may earn credit towards high school graduation by enrolling in Dual Enrollment courses at their high school. These students will be classified as Non-Degree Seeking students.

## Credit for Prior Learning

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Credit for Prior Learning (CPL) is a set of well-established, researched, and validated methods for assessing previous learning and applying college credit. This policy addresses the specific processes and tasks involved in credit for prior learning and is informed by standards set by the Higher Learning Commission (HLC), the American Council of Education (ACE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the Council on Adult and Experiential Learning (CAEL).

**Definition:** The learning addressed in this policy is defined as college-level knowledge or skills that have been attained outside of a traditional academic environment and that have not been previously evaluated for or awarded college credit.

### Standards for Awarding Credit for Prior Learning

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CPL may be awarded if the following standards have been met:

- Student has been admitted to the university
- The learning is college level
- CPL may be applied toward an undergraduate or graduate level degree program or certificate.
- All work assessed for Credit for Prior Learning must meet or exceed minimum grade requirements level work for the program the student is pursuing. Credit for Prior Learning is awarded as Transfer Credit (TC) on the student's transcript and does not calculate in the student's grade point average.

Once Credit for Prior Learning is posted to the transcript, it cannot be removed. If a student changes a program of study, the credit will remain on the transcript, but may no longer count toward degree or certificate requirements. The credits awarded for Prior Learning are not included as a part of the student's semester enrollment/course load. Credit for coursework already completed at Midland University may not be awarded, nor can duplicate coursework or course equivalencies.

### Credit for Prior Learning Pathways

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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](mailto: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.

### Students Holding an Associate Degree

Students who have successfully completed the Associate of Arts degree or its equivalent from a regionally accredited or corresponding institution and have a minimum of 60 transferable hours are eligible for admission to Midland as first-term juniors. This includes Associate of Science degrees from Nebraska community colleges. A.S. degrees from other states will be evaluated on an individual basis, as will an Associate of Applied Science (A.A.S.) degrees. Graduation from Midland is contingent upon fulfillment of institutional and major requirements for the baccalaureate degree. Students with an Associate of Arts degree or an Associate of Science degree from a Nebraska community college will have the common courses waived, regardless of course equivalencies, provided that the degree is awarded on the student's official transcripts.

## 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.

### Classification of Students

Undergraduate students enrolled in courses, which accumulate to 12 or more credit hours during the fall or spring semester, are classified as full-time; the full-time/part-time designation is made after the Census Day, which is the first day of Academic Week 3 unless otherwise indicated on the Academic Calendar.

### Academic Load

The typical load for an undergraduate student during the fall and spring term is 15-18 credit hours. A student may carry up to an 18 credit hour load in each of the regular terms without special permission or special charge. A student wishing to carry more than 18 credit hours must be approved by their advisor and Academic Affairs, must pay a special overload fee, and must qualify in accordance with the following overload policy. Nine (9) credit hours is the maximum load during the summer session.

### Overload Policy

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

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

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

## **Graduate Courses**

Undergraduate students desiring to take graduate classes require approval from Academic Affairs and the appropriate Graduate Program Dean.

## **Class Designation**

The designation as a member of a particular class is based upon the number of credit hours successfully completed:

- First-Year 27 or fewer credits earned
- Sophomore 28-59 credits earned
- Junior 60-89 credits earned
- Senior 90 or more credits earned

## **Course Offerings**

Courses which are included in the regular curriculum of the University are listed in this Catalog. Course levels help advisers and students find appropriate courses. Levels also differentiate courses that are appropriate for particular populations of students.

- 100-299: Lower-division courses primarily for freshmen and sophomores
  - 100-199: Primarily introductory and beginning courses
  - 200-299: Intermediate-level courses
- 300-499: Upper-division courses primarily for juniors and seniors
  - 300-399: Advanced-intermediate-level courses
  - 400-499: Advanced-level courses
- 500-699: Graduate courses

Note: Lower-division courses may also be suitable for juniors or seniors with little or no background in a particular discipline.

## **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.

**Arts Activity Course**

Courses offered in the fine arts that may meet face-to-face, but also include extensive practice time outside of class. These courses have 1-4 hours of instruction time each week.

**Intercollegiate Sport/Activity**

Intercollegiate sports or other intercollegiate activities whereby students earn credit (1 credit/course) for their activity.

**By Arrangement**

Courses of study in which 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 the common course number 450. 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.

## **Research**

A research course is offered within most programs for Junior or Senior students in good standing with the University. The research class is typically listed under the common course number of 496 and is a variable credit course. This course is designed for students wishing to focus on, and complete, directed research, such as that required for a research course or thesis. Students may register for this course upon consultation with their advisor and program faculty and after gaining approval from Academic Affairs.

## **Internships**

Internships are carefully planned, supervised work experiences for which the student may earn academic credit. Some departments may require students to complete an internship. They generally are completed in three credit blocks to a maximum of nine credits for the baccalaureate degree. The primary purpose is to provide students an opportunity to apply and extend the theoretical knowledge gained in the classroom to a practical work experience. Secondary benefits include the opportunity to test one's suitability to a vocational field, promote marketability, and establish contacts with prospective employers.

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 299, 399, or 499. They are open to all Midland students via a written proposal form with approval/rejection from the department asked to grant the credit and Academic Affairs. Internships may carry variable credit, with a minimum of 45 clock hours under the direction of the host agency required for each credit hour. Nursing students complete a preceptored internship as part of their final capstone course prior to graduation. Internship work is to be completed during the same term the course is taken.

Grading follows the usual A-F/P-NC system with the choice to be cooperatively determined by the student and the supervising professor prior to the internship. The supervising professor, with input from the host, is responsible for recording the midterm and final grades. All performance measures and expectations 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 the deadline established by the Academic Calendar 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. Note, the Nursing Program requires a 77% exam grade average and a C+ for satisfactory completion of courses with the NUR prefix. A grade of C is required in nursing prerequisite courses. See the Nursing Student Handbook for more information.

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

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

### Repeated Courses

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

### Grade Point Average

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

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

## Sample Computation of a Term Grade Point Average:

| Course | Credits | Grade | 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 Honors and Awards

Academic honors and awards will be determined no earlier than 30 days after the conclusion of the Fall or Spring semester. Honors and awards will be calculated based on the grades that are currently on record and any publications of honors will reflect the date in which the determination was made. Subsequent grade changes may reflect the granting of academic awards and honors, however, their inclusion in publications cannot be guaranteed. Academic awards and honors will be reflected on the student's unofficial and official transcripts.

- **Dean's Achievement Award:** Students who achieve a fall or spring term GPA of 3.50-3.99 are eligible for the Dean's Achievement Award. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 6, but less than 12 credits on the A-F grading system during the term.
- **President's Achievement Award:** Students who achieve a fall or spring term GPA of 4.00 are eligible for the President's Achievement Award. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 6, but less than 12 credits on the A-F grading system during the term.
- **Dean's List:** Students who achieve a fall or spring term GPA of 3.50-3.99 are eligible for the Dean's List. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 12 credits on the A-F grading system during the term.

- **President's List:** Students who achieve a fall or spring term GPA of 4.00 are eligible for the President's List. To be considered for this honor, the student must have completed the requirements in all courses (i.e., did not receive a grade of incomplete) and must have completed at least 12 credits on the A-F grading system during the term.
- **Departmental Honor:** Departmental honors recognize high academic achievement in the major. In order to receive this recognition, the student is expected to maintain a 3.75 GPA in all course work taken in the major area and a 3.50 cumulative GPA in all course work.
- **Additional Honors:** Additional honors may be determined and announced for various academic achievements. Contact the University Registrar's Office for additional information.

### Graduation with Honors

General honors in course work are awarded for distinguished academic achievement. To be eligible, a student must have completed the last 60 credits in residence at Midland, and the cumulative Midland GPA must fall within the ranges specified. Baccalaureate degree candidates whose cumulative GPA is:

- 3.50-3.69 receive their degrees *cum laude*
- 3.70-3.89 receive their degrees *magna cum laude*
- 3.90 or above receive their degrees *summa cum laude*

Honors for early graduates (i.e., those with credits to be completed after commencement exercises) are determined after all courses have been completed. Honors for the Commencement Ceremony will be based upon grades through the most recently completed semesters.

## Academic Progression

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### Minimum GPAs

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

- Any term of attendance: 2.00 cumulative GPA
- A term of attendance is defined as a student who is officially enrolled in a class at Census Day of the term.

Failure to fulfill the minimum cumulative GPA at the end of any term results in, at minimum, academic probation. To qualify for graduation, a student must have a cumulative GPA of at least 2.00 overall and a GPA of at least 2.25 (some departments require a higher GPA) in the major or minor based upon a minimum of two-thirds A-F graded credit hours.

### Academic Probation and Suspension

Academic probation will be imposed primarily related to a failure to meet minimum GPA requirements. Failure to fulfill the minimum cumulative GPA at the end of any term as outlined above will result in automatic academic probation. Stipulations for academic probation may include: limiting a student's academic load during the subsequent term, having activity programs limited, and/or following certain prescribed procedures, such as required class attendance and use of various academic resources available on campus. Students who do not abide by stated expectations may be suspended and/or administratively withdrawn from the University.

Academic suspension from the University may be imposed upon students when considering a number of factors such as, but not limited to, overall academic performance, likelihood of future success at the University, requisite effort devoted to one's academic experiences, and previous instances of academic dishonesty. In cases of academic suspension and probation, the merits of the individual case are carefully weighed by the Academic Progression Committee. Students should follow the Academic Grievance policies to dispute the Committee's findings.

### Writing Course Sequence

Each student's ACT score, cumulative high school or transfer GPA and performance on a designated placement test are reviewed to determine placement in an appropriate writing course. More details on this placement process can be found in "The Academic Core Experience" section of this document.

Students placed in WRI099: College Reading and Writing must be enrolled in the course during their first semester. Students who successfully complete WRI099, enroll in WRI101: Composition I and then WRI102: Composition 2. Students that are unsuccessful in WRI099 will be required to repeat the course the following semester and will be placed on Academic Probation. Students who do not successfully complete the course after two attempts are placed on academic suspension.

As a developmental course, WRI099: College Reading and Writing will calculate into the student's GPA, but will not count toward degree requirements. The course will calculate toward full time status in regards to financial aid and other eligibility requirements.

### **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**

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A student's full participation in class and community activities is vital to their academic success at Midland. As a general university practice, students are expected to attend all classes and, when absent, are responsible for work missed. Please see course syllabi for guidelines. Violation of attendance guidelines may be reported to Academic Affairs and excessive absences may be accompanied by a recommendation for administrative withdrawal from a course. The responsibility of arranging for and completing work missed rests with the student involved and should be arranged prior to a class absence.

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

### **Institutional Withdrawal**

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

## Graduating in Four Years

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

1. **Declare a major by the start of their sophomore year.** Students may use the first year to explore major options and possible programs of interest. The Four-Year Graduation Guarantee applies to all full time undergraduate students entering college for the first time and their completion of one major and one minor, including majors that require on-time acceptance into a specific program of study. Programs requiring early matriculation and acceptance include the Nursing program (acceptance by the start of the Sophomore year) and the Education program (acceptance by the completion of the Sophomore year).
2. **Enroll in classes to fulfill the requirements of the student's declared major(s) and/or minor(s).** Courses at Midland University have been sequenced to allow for completion of requirements within four years. Students are required to meet with their Student Success Advisor at least once per semester to review their program of study, register for classes and partner in developing a graduation plan. The Advisor will assist in developing the graduation plan utilizing the Academic Catalog which will be available as a reference guide to the student.
3. **Maintain a normal course load as a full-time student, and earn the minimum passing grade in all classes.** Students enrolling in at least 15 credit hours (a normal course load) during each Fall and Spring semester should be able to earn enough credits to satisfy degree requirements within four years as long as they earn the minimum passing grade for each course as stated in the Academic Catalog for each course and program. Students opting to take a course load of fewer than 15 credits a semester will need to enroll in extra hours either in a future or Summer. Students taking a course graded as P/PM/NC must earn a 'P' to satisfy course requirements and earn a passing grade.
4. **Remain in good academic, financial and disciplinary standing.** Students are required to meet the minimum GPA requirements outlined in the Academic Catalog. All student accounts must be in good standing prior to the beginning of the next term. Students are required to establish an acceptable payment plan with the Midland Student Billing Office. Students will have no major violations of campus policies as outlined in the Midland University Student Handbook, the Academic Catalog and/or the Athletic Commitment of Excellence

## Graduation

Each candidate for graduation is required to complete and file with the University Registrar's Office a "Petition 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.

To qualify for graduation, a student must:

1. Have a cumulative GPA of at least 2.00 based upon a minimum of 80 credits on the A-F system



2. Have a GPA of at least 2.25 (some departments require a higher GPA) in the major or minor based upon a minimum of two-thirds A-F graded credit hours. In all cases, students are responsible for meeting the current requirements of external licensing and credentialing agencies.
3. Complete at least one upper-level course in residence to earn a minor. At least one upper-level course and the capstone must be completed in residence to earn a major.
4. Meet residency, established by completing 30 of the last 36 credits at Midland University.

## **Commencement**

Undergraduate students who have completed all but six (6) credits may participate in that year's commencement ceremonies if arrangements are made in writing with the University Registrar to complete the required credits in the following summer session. Students with more than six credits to be completed, but no more than 12, may petition Academic Affairs after discussion with the University Registrar. In such cases, honors are not determined until all course work has been completed.

Students participating in commencement prior to completion of all degree requirements must adhere to the following:

- The tuition and fees for summer school must be paid prior to commencement;
- There is no refund of tuition and fees for summer session after the student has participated in the commencement ceremonies;
- At the end of the Spring term, the student must meet the minimum standards for the major and cumulative GPA requirements, (e.g. 2.25 in the major and 2.00 overall).

## **Earning a Second Degree at Midland University**

Midland University students who have already earned a Midland degree and return may earn a second degree if it is different from the first (i.e., a Bachelor of Arts if the first degree was a Bachelor of Science), complete all new major requirements under the catalog at the time of their re-admission and earn 30 credits at Midland in addition to the credits earned for the first degree.

Students will not be required to meet new core, general education requirements as they have already fulfilled them by earning their first Bachelor's degree. Students entering Midland University with a Bachelor's degree from another institution who wish to earn a Bachelor's degree at Midland University must meet our core requirements in addition to all other graduation requirements such as cumulative GPA of 2.0, residency requirement and major requirements. Credits transferred in from the previously earned bachelor's degree may count towards Midland University graduation requirements including major, minor, and core.

# **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**

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### **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 receipt of the notification of the violation.

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 Academic Progress Committee 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 Formal Resolution 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:

$$\text{Days Attended in the Period, (based on the last day of class attendance)} \div \text{Total Days in the Period}$$

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 Midland's 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 (l)(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

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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**

Standards of Progress: A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the college catalog consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

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](http://www.benefits.va.gov/gibill).

## **Business Regulations and Tuition**

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### **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](http://www.midlandu.edu) and rates are effective through May 31, 2023.

### 2022-2023 Undergraduate Tuition

| Tuition                     | Semester Rate | Annual Rate |
|-----------------------------|---------------|-------------|
| Full Time Tuition           | \$18,750      | \$37,500    |
| Technology and Activity Fee | \$400         | \$800       |

| Room Rates                                  |         |         |
|---|---------|---------|
| Semi-Private Room Rate                      | \$2,145 | \$4,290 |
| Single Room Rate                            | \$2,337 | \$4,674 |
| Private Room Rate (double occupancy)        | \$3,147 | \$6,294 |
| Private Room Rate – 3rd & 4th year students | \$2,582 | \$5,164 |
| Miller Hall                                 | \$3,094 | \$6,188 |
| Olson Village Apartments - Private Bedroom  | \$3,830 | \$7,660 |
| Olson Village Apartments - Shared Bedroom   | \$3,560 | \$7,120 |
| Olson Village Garages                       | \$210   | \$420   |
| Lund/Atchison Room Rate per resident        | \$4,018 | \$8,036 |

| Meal Plan Rates   |         |         |
|---|---------|---------|
| 7 meals per week + \$50 WB (Lund, Atchison, Olson Village)  | \$1,489 | \$2,978 |
| 10 meals per week + \$50 WB                                 | \$2,549 | \$5,098 |
| 15 meals per week + \$50 WB                                 | \$2,888 | \$5,776 |
| 20 meals per week + \$50 WB OR 10 meals per week + \$500 WB | \$2,993 | \$5,986 |

| Indirect Costs*                     |            |          |
|-------------------------------------|------------|----------|
| Books                               | \$510      | \$1,020  |
| Transportation                      | \$630      | \$1,260  |
| On campus personal/living expenses  | \$1,172    | \$2,344  |
| Off campus personal/living expenses | \$6,205    | \$12,410 |
| W/ Parents personal/living expenses | \$1,822.50 | \$3,645  |

\*Indirect costs are estimates only and subject to change. Please take into account the following:

1. Book costs are dependent on the specific courses you take and from where your books are purchased.

2. Transportation costs will vary based on individual travel costs and represent an average; your actual costs may vary.
3. Personal costs will depend on individual needs and purchasing choices and reflect estimated living expenses.

### 2022-2023 Part-time/Special Programs Tuition

| Program                               | Per Credit Hour  |
|---------------------------------------|------------------|
| Alumni Program Tuition                | \$545            |
| Audit Tuition                         | \$545            |
| RN to BSN Tuition                     | \$390            |
| Chamber Partner                       | \$545            |
| Over 55 Tuition                       | \$545            |
| Overload (19+ hours)                  | \$945            |
| Regular Part-Time Tuition             | \$1,315          |
| Summer Session Tuition                | \$545            |
| Test Your Wings                       | \$545            |
| Testing Out                           | \$545            |
|                                       |                  |
| High School Scholar                   | \$250 Per Course |
| <b>Part-Time/Special Program Fees</b> |                  |
| Technology Fee                        | \$15/credit hour |

## 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:
  - o Failure to obey the notice from a University official or Conduct Committee to appear for a meeting as part of the Disciplinary Review Process.
  - o Falsification, distortion, or misrepresentation of information during the Disciplinary Review Process.
  - o Disruption or interference with the orderly conduct of a Disciplinary Review proceeding.
  - o Attempting to discourage an individual's proper participating in, or use of, the Disciplinary Review System.
  - o 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.
  - o 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.
  - o Influencing or attempting to influence another person to commit an abuse of the Disciplinary Review System.
  - o Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

## University Regulations

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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

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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](http://www.midlandu.edu)). Depending on the situation, various communication outlets are used, including, but not limited to, email,

voicemail, website postings, radio and television broadcasts, and personal contact. In an emergency, a variety of these outlets, as well as the Midland alert system, will likely be used.

### **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.

## **Technology Use Policy**

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Midland University provides a variety of technology to the campus community. Every student is provided with an individual account on the Midland University network. This account gives access to Midland University computers, Internet, network storage, email, Canvas and more. Individuals who are provided access to Midland University technology, labs, and services will assume responsibility for the appropriate use of these privileges. Please direct any questions or concerns related to technology, to the online computer Help Desk at [helpdesk@MidlandU.edu](mailto:helpdesk@MidlandU.edu) 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**

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

As Midland University works to fulfill our mission of inspiring students to learn and lead in the world with purpose, we are committed to individual student success. Each student is assigned a Student Success Advisor that will work alongside the student. As a university, we recognize the essential role that the advisor plays in educating students to lay claim to their unique gifts and talents. Advisors are familiar with the requirements of all academic majors and opportunities. They have a special understanding of working with students as they declare or search for their major. Advisors assist students in understanding the role and purpose of a liberal arts education, as students build the foundations of their careers at Midland.

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

Advisors have access to the results of academic aptitude, reading skill and comprehension, English composition and other achievement tests for use in helping their advisees plan their educational program. All advisors receive a grade report for each advisee. Advisors, at their discretion, may consult with the advisee's instructors, campus resources, coaches, and arts directors to best support the student on their way to degree completion.

Advisors do their utmost to assist their advisees, but the ultimate responsibility for understanding and meeting academic policies and degree requirements rests with the student. Copies of the Midland University Academic Catalogs are located at [www.my.midlandu.edu](http://www.my.midlandu.edu) for each incoming class.

The Student Success Center is located on the northeast end of the Olson Student Center and is open 8:00am-4:30pm Monday-Friday.

### **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.

## Learning Lab

Trained Learning Lab Consultants offer academic support for a variety of subjects through one-on-one or small group sessions. This assistance allows students to develop a deeper understanding of course concepts with the support of the consultant. The consultants will help explain course material, review homework assignments and serve as a role model on how to be successful in a particular course.

## Quiz Lab

The Quiz Lab is a secure testing environment utilized by faculty and students. The Quiz Lab is a place for students to take their examinations outside of class, as instructed by their professor. It is important to note that the Quiz Lab proctors monitor students and assist with technical issues, but they are not there to help students complete the exam or quiz. All students must adhere to the Quiz Lab Academic Integrity Policy.

## Supplemental Instruction (SI)

Supplemental Instruction (SI) is a peer facilitated academic support program that targets traditionally challenging courses and aims to improve student success. SI Leaders provide regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together with their SI leader.

## 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

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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

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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

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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.

## Housing – Residence Life

On-campus residence is required of all students unless they are living with parents, are married, have dependents, or have reached the age of 21 by the first date of classes. Students wishing to live off campus must receive approval from the Residence Life Office (Olson Student Center) by submitting an Off-Campus Request Form. Residence Hall regulations are found in the Student Handbook.

## 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](mailto: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 | Mon., July 4    |
| End of Term              | Sun., August 13 |

# Undergraduate Degrees

## Baccalaureate Degrees

The baccalaureate degree is an undergraduate program of liberal arts and sciences with specialized training in a variety of departmental major fields. The five baccalaureate degrees designated as degrees in course at Midland University are the culminating credential that undergraduate students will earn. In general, they consist of the common courses, the major, and any available electives. The degrees available are:

- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Bachelor of Science in Business Administration (BSBA)
- Bachelor of General Studies (BGS)
- Bachelor of Science in Nursing (BSN)

The student's chosen major field of study will determine which degree is earned. Students with multiple majors will declare a primary major, which will then determine the degree awarded. Students who have previously earned a baccalaureate degree at another university and wish to earn a second degree at Midland may do so by completing the degree requirements enumerated in the pages that follow and meeting Midland University Core requirements.

To be eligible for one of the baccalaureate degrees, the student must achieve the following requirements:

1. The successful completion of at least 120 credits or the equivalent, including all general education requirements.
2. Grade point averages (GPA) must be maintained as follows:

- a. A minimum cumulative grade point average of 2.00.
  - b. A minimum grade point average of 2.25 in work taken in the major or minor, unless otherwise specified.
3. The majority of course work applied to the baccalaureate degree must be graded on the A-F system:
  - a. A minimum of 80 credits must be graded on the A-F system;
  - b. A minimum of two-thirds of the credits in major and minor areas must be graded on the A-F system. Many majors require all courses to be graded on the A-F system.
4. Residence requirements stipulate that 30 of the final 36 credits must be completed in residence at Midland.
5. Certificates: at least one course must be completed in residence to earn a certificate
6. Minors: at least one upper-level (300/400-level) course be completed in residence to earn a minor
7. Majors: at least one upper-level (300/400-level) course and the Capstone be completed in residence to earn a major
8. At least 30 credits at the upper-level (300-400-level) must be completed.
9. All financial obligations to the University must be fulfilled.

## Programs of Study

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### Academic Major

A Midland Academic Major is a structured plan of study offered for credit that requires at least 36 credits of undergraduate coursework. The Academic Major represents a degree-seeking student's primary field of study and is focused upon a specific academic discipline. Students may earn multiple majors, but must declare a primary major that will determine the degree earned. An Academic Major will appear on the student's transcript. An Academic Major may include an additional structured plan of study called a Concentration. Concentrations are embedded within the Academic Major and are included in the total credit requirements. A Concentration will also appear on the student's transcript.

### Compressed Major

A Midland Compressed Major is a structured plan of study offered for credit that requires at least 30 to 31 credits of undergraduate coursework. Compressed Majors include the most significant skills and knowledge of a particular discipline and are designed to be complements of another major. Compressed Majors must be paired together or with an Academic Major. Restrictions around Compressed Majors are detailed in the Academic Catalog.

### Academic Minor

A Midland Academic Minor is a structured plan of study offered for credit that requires 15 to 29 credits of undergraduate coursework. The Academic Minor is an optional, secondary field of study focused on a particular discipline that complements or expands upon a student's primary course of study. Students may not earn a minor in the same field as their major(s). An Academic Minor will be noted on the student's transcript. A minor may not overlap with more than 50% of a student's major.

### Undergraduate Certificate

A Midland Undergraduate Certificate is a structured plan of study offered for credit that requires 12-18 credits of undergraduate coursework. Undergraduate Certificates emphasize a specific skill set, applied, or practical knowledge and supplement a student's curricular and/or career goals. A Midland Undergraduate Certificate will be noted on the student's academic transcript. An undergraduate certificate may not overlap with more than 50% of a student's major.

### Emphasis/Suggested Courses of Study

An Emphasis or Course of Study is an optional set of undergraduate courses within or supplementing an Academic major around a specific topic, often in preparation for professional or graduate study. An Emphasis or Course of Study will be detailed in the Academic Catalog, but does not appear on the student's transcript.

## The Undergraduate Curriculum

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As an undergraduate, liberal arts college, Midland offers educational programs designed to prepare students for a future in a global and Internet-driven society. Students pursue course options in the humanities, the physical and life sciences, and the social and behavioral sciences where major programs of study prepare the student for a specific vocation and/or graduate study.

Midland emphasizes quality, personal attention, and student involvement in learning. Students partner with the faculty as co-creators of their own knowledge, integrate, and apply learning throughout the curriculum. Students are supported as they develop into independent, lifelong learners and problem solvers.




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

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

## The Academic Core Experience



At Midland University each student progresses through an academic core experience during their four years of study. The **DRIVE framework** puts the student in the driver's seat of their future. The student journey begins on day one as they navigate their personalized roadmap. This university-wide framework is designed to develop skills, create experiences and prepare students to set their course for success. The **DRIVE framework** is built on five key attributes – *Digital Fluency, Research & Critical Thinking, Innovation, Vocation & Leadership, and Engagement & Expression*.

| GOAL   | OUTCOMES  |
|--|---|
| <p><b>D: Digital Fluency</b></p>  <p>Demonstrating technological skills and information literacy through the use of a wide variety of digital tools; using current technology to enhance and showcase skills and solve complex problems with creative solutions.</p>  | <p>Students will apply technology in customizing their personal learning environment.</p> <p>Students will construct knowledge through active exploration of real-world concepts using technology.</p> <p>Students will analyze data using digital tools in various ways to facilitate problem-solving and decision-making.</p> <p>Students will communicate complex ideas through digital objects such as visualizations, models, or simulations.</p> <p>Students will experiment with collaborative technologies to connect with their peers and community members.</p> |
| <p><b>R: Research and Critical Thinking</b></p>  <p>Engaging in analysis and reflection, developing arguments using data; engaging in critical evaluation of information from a variety of sources; demonstrating quantitative, qualitative, and scientific reasoning skills; and completing a discipline specific capstone experience.</p> | <p>Students will describe a problem or issue.</p> <p>Students will create a hypothesis for further study.</p> <p>Students will synthesize information from a variety of relevant sources that represent various points of view.</p> <p>Students will follow the methodology of the specific discipline to collect and record data.</p> <p>Students will state implications about their research after a careful analysis of the data.</p>   |
| <p><b>I: Innovation</b></p>  <p>Recognizing the need for creative and innovative solutions, developing new ways of thinking and problem solving, with the ability to see things differently than the rest of the world.</p>   | <p>Students will seek out unique and/or novel approaches to completing an assignment.</p> <p>Students will formulate a deliberate design process of developing, testing, and refining a prototype.</p> <p>Students will revise existing ideas into new forms.</p> <p>Students will integrate contradictory perspectives or ideas fully into their mental models.</p>  |
| <p><b>V: Vocation and Leadership</b></p>   | <p>Students will demonstrate collaboration in a team environment.</p> <p>Students will articulate their strengths for leading and being led by others.</p> <p>Students will demonstrate work ethic in their work and professional relationships.</p>  |



Developing professional identity and work ethic, discerning personal vocation and strengths, cultivating professional identity, professional skills and work ethic; working closely and collaborating with individuals, teams and institutions with diverse experiences toward a common goal, with the ability to negotiate and manage conflict.

Students will collect artifacts to create an academic and professional portfolio.

### E: Engagement and Expression



Participating in professional and community experiences with integrity, engaging in ethical reflection, and developing personal agency; recognizing and responding to the culturally and religiously diverse world around us, and demonstrating global and intercultural fluency; connecting personal vocation with the broader world.

Using both oral and written communication to effectively express attitudes, beliefs, and values; engaging in creative and artistic expression; developing clear analyses and adapting creative and appropriate messages to the diverse needs of individuals, groups, and contexts; becoming an engaged, lifelong learner.

Students will demonstrate their cultural self-awareness through adapting their communication to the diversity of the global environment.  
Students will evaluate the ethical elements of multilayered issues.  
Students will engage with contemporary issues on local, national and/or global levels.  
Students will analyze their own and others' assumptions when presenting a position.  
Students will strategically employ situationally appropriate messages.

### Writing



Students will demonstrate appropriate use of discipline-specific writing processes and skills.

## Writing and Math Course Placement

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Each student's ACT score, cumulative high school or transfer GPA and performance on a designated placement test are reviewed to determine placement in appropriate writing and math courses.

If a student has taken the ACT, the corresponding subscores will be evaluated, in addition to, the student's performance on the designated placement test to determine writing and math course placement. If a student has not taken the ACT, the student's cumulative high school or transfer GPA will be evaluated, in addition to, the student's performance on the designated placement test to determine writing and math course placement. The following sections provide specific details on the placement process.

### ACT Score on File - Math Placement

Each incoming student's ACT math subscore will be evaluated to determine math course placement.

Students earning a 22 or higher on the math portion of the ACT will be exempt from MTH101: College Mathematics. These students will then select a math course of their choosing or the first math course that is required for their major. Students with an ACT math score of 19-21 will enroll in the 3 credit hour MTH101: College Mathematics. Students with an ACT math score of 18 or lower will enroll in the 3 credit hour MTH101: College Mathematics and a 2 credit hour co-requisite MTH101L: College Mathematics Lab.

For students placed in either the 3 credit hour MTH101: College Mathematics or the 3 credit hour MTH101: College Mathematics + 2 credit hour co-requisite MTH101L: College Mathematics Lab, their ETS Proficiency Profile (ETSPP) score will be reviewed to see if this placement is consistent with the students most recent math performance. If they scored higher on the ETSP they will be moved to the appropriate placement. The ETSP will only be used to improve a student's math placement.

Students earning an ETSP Level 1 "marginal" proficiency (1 in SIS) will be placed in MTH101: College Mathematics. Students earning an ETSP Level 1 "not proficient" (0 in SIS) will be placed as indicated by their ACT score (detailed above). Regardless of ACT score, a student earning Level 1 "proficiency" (2 in SIS) on the ETSP is exempt from MTH101: College Mathematics (will take math of their choice or what is required for major).

Not all freshmen are required to take math in their first year. Students can always opt into more support (Ex: a student tests out of the math lab, but would feel more comfortable taking it with MTH101: College Mathematics).

### ACT Score on File - Writing Placement

Each incoming student's ACT English subscore will be evaluated to determine Writing course placement.

Students earning an 18 or higher on the English portion of the ACT will enroll in WRI101: Composition I. After successful completion of WRI101: Composition I, students will move on to WRI102: Composition II. Students with an ACT English score of 17 or lower will enroll in WRI099: College Reading and Writing. After successful completion of WRI099: College Reading and Writing, students will move on to WRI101: Composition I and, once successfully completed, enroll in WRI102: Composition II.

For students placed in WRI099: College Reading and Writing, their ETSP score will be reviewed to see if this placement is consistent with the student's most recent English performance. If they scored higher on the ETSP they will be moved to WRI101: Composition I. The ETSP will only be used to improve a student's English placement.

Students earning an ETSP Level 1 "marginal" proficiency (1 in SIS) or an ETSP Level 1 "not proficient" (0 in SIS) will be placed as indicated by their ACT score (detailed above). Regardless of ACT score, a student earning Level 1 "proficiency" (2 in SIS) on the ETSP will be placed in WRI101: Composition I.

Students placed in WRI099: College Reading and Writing must be enrolled in the course during their first semester. Students that are unsuccessful in WRI099 will be required to repeat the course the following semester and will be placed on Academic Probation. Students who do not successfully complete the course after two attempts are placed on academic suspension.



WRI099 is a developmental course, so it is eligible for financial aid funding and determining full-time status for a student, but it does not count towards degree completion requirements (120 credit hours).

### **NO ACT Score on File - Math Placement**

Students with a cumulative high school GPA of 2.75 or higher, will enroll in the 3 credit hour MTH101: College Mathematics. Students with a cumulative high school GPA of 2.74 or lower, will enroll in the 3 credit hour MTH101: College Mathematics + a 2 credit hour co-requisite MTH101L: College Mathematics Lab.

For students placed in either the 3 credit hour MTH101: College Mathematics or the 3 credit hour MTH101: College Mathematics + 2 credit hour co-requisite MTH101L: College Mathematics Lab, their ETS Proficiency Profile (ETSP) score will be reviewed to see if this placement is consistent with the students most recent math performance. If they scored higher on the ETSP they will be moved to the appropriate placement. The ETSP will only be used to improve a student's math placement.

Students earning an ETSP Level 1 "marginal" proficiency (1 in SIS) will be placed in MTH101: College Mathematics. Students earning an ETSP Level 1 "not proficient" (0 in SIS) will be placed as indicated by their cumulative GPA (detailed above). Regardless of GPA, a student earning Level 1 "proficiency" (2 in SIS) on the ETSP is exempt from MTH101: College Mathematics (will take math of their choice or what is required for major).

Not all freshmen are required to take math in their first year. Students can always opt into more support (Ex: a student tests out of the math lab, but would feel more comfortable taking it with MTH101: College Mathematics).

### **NO ACT Score on File - Writing Placement:**

Students with a cumulative high school GPA of 2.75 or higher, will enroll in WRI101: Composition I. After successful completion of WRI101: Composition I, students will move on to WRI102: Composition II. Students with a cumulative high school GPA of 2.74 or lower, will enroll in WRI099: College Reading and Writing. After successful completion of WRI099: College Reading and Writing, students will move on to WRI101: Composition I and, once successfully completed, enroll in WRI102: Composition II.

For students placed in WRI099: College Reading and Writing, their ETSP score will be reviewed to see if this placement is consistent with the student's most recent English performance. If they scored higher on the ETSP they will be moved to WRI101: Composition I. The ETSP will only be used to improve a student's English placement.

Students earning an ETSP Level 1 "marginal" proficiency (1 in SIS) or an ETSP Level 1 "not proficient" (0 in SIS) will be placed as indicated by their cumulative GPA (detailed above). Regardless of cumulative GPA, a student earning Level 1 "proficiency" (2 in SIS) on the ETSP will be placed in WRI101: Composition I.

Students placed in WRI099: College Reading and Writing must be enrolled in the course during their first semester. Students that are unsuccessful in WRI099 will be required to repeat the course the following semester and will be placed on Academic Probation. Students who do not successfully complete the course after two attempts are placed on academic suspension.

WRI099 is a developmental course, so it is eligible for financial aid funding and determining full-time status for a student, but it does not count towards degree completion requirements (120 credit hours).

### **Re-Admission Process**

Any student who has previously completed the ETS Proficiency Profile (ETSP) at Midland, has left the institution and subsequently returns for further study, can utilize their original ETSP scores for writing and math placement, if needed. The aforementioned student also has the option to retake the ETSP and utilize the new scores for writing and math placement. This decision should be made in partnership with the student's Student Success Advisor.

## Requirements: Common Courses

All courses must be completed on the A-F grade scale, with no grade lower than C-. Courses attributed with two DRIVE attributes may only fulfill one requirement.

| GOAL | Bachelor of Arts, Bachelor of Science in Business Administration, Bachelor of General Studies  | Credits | Bachelor of Science<br>Bachelor of Science in Nursing  | Credits |
|------|--|---------|--|---------|
| D    | ART140, ART160, ART180, CJU220, COM220, COM222, HIS111, HIS112, HIS153, HIS154, HIS424, ENG110, ENG140, ENG180, ENG210, ENG237, MUS101, PHI300, PSY314, REL202, SOC300, SOC314, THE111, special topics courses as designated *   | 3       | ART140, ART160, ART180, CJU220, COM220, COM222, HIS111, HIS112, HIS153, HIS154, HIS424, ENG110, ENG140, ENG180, ENG210, ENG237, MUS101, PHI300, PSY314, REL202, SOC300, SOC314, THE111, special topics courses as designated *   | 3       |
| R    | <b>Required Math course:</b> MTH101, required Math course, or choice of MTH course ^   | 3-5     | <b>Required Math course:</b> MTH101, required Math course, or choice of MTH course^  | 3-5     |
|      | <b>Lab Science:</b> BIO100, BIO103, BIO106, BIO125, BIO126, BIO200, BIO204, BIO215, CHE103, CHE104, CHE122, CHE202, ESC101, PHY121, PHY151   | 4       | <b>Lab Science:</b> BIO100, BIO103, BIO106, BIO125, BIO126, BIO200, BIO204, BIO215, CHE103, CHE104, CHE122, CHE202, ESC101, PHY121, PHY151 **  | 4       |
|      |  |         | <b>Scientific or Quantitative Learning:</b> BIO100, BIO103, BIO106, BIO125, BIO126, BIO200, BIO204, BIO215, CHE103, CHE104, CHE122, CHE202, ESC101, PHY121, PHY151; MTH140, MTH210, MTH250 **  | 6-8     |
|      | CJU101, COM102, COM310, ENG315, ENG316, HIS241, HON300, PSY120, PSY210, REL130, REL140, REL280, SOC245, special topics courses as designated *   | 3       | CJU101, COM102, COM310, ENG315, ENG316, HIS241, HON300, PSY120, PSY210, REL130, REL140, REL280, SOC245, special topics courses as designated *   | 3       |
| I    | ART100, ART110, ART131, ART133, ART150, ART151, ART219, ART330, CJU350, COM306, COM320, ENG190, ENG203, ENG204, ENG350, HIS302, HIS313, HON300, MUS107, PHI380, POL112, POL113, PSY300, PSY380, SOC130, SOC342, SOC370, SOC420, special topics courses as designated * | 3       | ART100, ART110, ART131, ART133, ART150, ART151, ART219, ART330, CJU350, COM306, COM320, ENG190, ENG203, ENG204, ENG350, HIS302, HIS313, HON300, MUS107, PHI380, POL112, POL113, PSY300, PSY380, SOC130, SOC342, SOC370, SOC420, special topics courses as designated *   | 3       |
| V    | MID101 or MID103   | 1 or 2  | MID101 or MID103   | 1 or 2  |
|      | MID201   | 1       | MID201   | 1       |
| E    | WRI101   | 3       | WRI101   | 3       |
|      | WRI102   | 3       | WRI102   | 3       |
|      | COM101   | 3       | COM101   | 3       |
|      | <b>Art, Music, or Theatre:</b> ART100, ART110, ART120, ART131, ART133, ART150, ART151, ART201, ART202, ART219, ART330, MUS181, MUS210, THE100, THE310, special topics courses as designated *  | 3       | ART100, ART110, ART120, ART131, ART133, ART150, ART151, ART201, ART202, ART219, ART330, CJU210, CJU223, COM210, COM250, ENG230, ENG240, ENG355, HIS223, HIS224, HIS240, HIS303, HIS311, MUS181, MUS210, PHI250, PSY210, PSY248, PSY270, PSY333, REL120, REL185, REL201, REL206, REL240, REL285, SOC212, SOC220, SOC225, SOC230, SOC390, SSC120, SSC201, THE100, THE310, special topics courses as designated * | 3       |
|      | <b>Philosophy or Religion:</b> PHI250, REL120, REL185, REL201, REL206, REL240, REL285, special topics courses as designated *  | 3       |  |         |
|      | <b>Social Science:</b> CJU210, CJU223, COM210, COM250, HIS223, HIS224, HIS240, HIS303, HIS311, PSY210, PSY248, PSY270, PSY333, SOC212, SOC220, SOC225, SOC230, SOC390, SSC120, SSC201, special topics courses as designated *  | 3       |  |         |
|      | TOTAL  | 36-37   | TOTAL  | 36-39   |

\*Within the 18 credits of required Humanities and Social Science “Common Courses,” students are required to complete courses from at least 5 different attributed prefixes or disciplines (Ex: ART or SOC).

\*\* Within the 12 credits of required Lab Science courses, students are required to complete 1 course from at least 2 different attributed prefixes or disciplines (Ex: BIO or CHE).

^The required Math course will be based on a student’s placement. If a student demonstrates proficiency beyond MTH101, the student may fulfill the requirement with a requirement MTH course from the major or a choice of MTH course if none is required.

## Major Requirements

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

Each student must successfully complete a major field of study. Course work taken in the major subject permits the student to inquire in depth and to pursue a coordinated and intensive study within the field. Credit-hour requirements, capstone experience requirements, and other details differ from major to major, as noted in this catalog. All students must earn a GPA of 2.25 or higher to complete a major, unless specified.

Students will also meet DRIVE requirements as listed in this catalog. Where choices are given in a particular major, students must ensure that they have met all five of the required options. Up to two (2) courses from a student’s primary major can overlap with the “Common Courses” credit requirements.

## Electives

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

## Assessment

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Assessment activities at Midland University offer evidence of academic achievement while also providing the University with invaluable data to help inform academic change. Collectively, this assessment data is used to help shape modifications in the curriculum, identify strengths, and set standards of excellence for all facets of the campus to strive towards. A continuing process, assessment looks at student achievement within and across courses while also evaluating the attainment of cumulative learning outcomes via measurement of general education, major and co-curricular goals, and objectives. Midland’s assessment initiatives include direct measures of student learning, such as the ETS Proficiency Profile exam and Major Field Tests in particular programs; indirect measures of student learning such as course surveys conducted in each class; and other internal measures like the data collected by the Writing Center and Academic Program Support.

# Luther College of Arts and Sciences

The Luther College of Arts and Sciences is at the heart of Midland University. It prepares students for life, service, leadership, and perspectives enriched by values from the liberal arts and the Christian faith. To recognize the central role of this curriculum in the history of both Luther and Midland, the college was named the Luther College of the Arts and Sciences.

## Available Majors and Minors:

| Bachelor of Arts (B.A.)            |  | Minors                    |
|------------------------------------|--|---------------------------|
| Applied Behavior Analysis          | Human Services                         | Art                       |
| Arts Management                    | Psychology                             | Communication Studies     |
| Communication Studies              | Psychology (Compressed)                | Criminal Justice          |
| Communication Studies (Compressed) | Religion and Philosophy                | English                   |
| Criminal Justice                   | Religion and Philosophy (Compressed)   | Graphic Arts              |
| Criminal Justice (Compressed)      | Sociology                              | History                   |
| English                            | Sociology (Compressed)                 | Mathematics               |
| English (Compressed)               | Youth and Family Ministry              | Politics and Citizenship  |
| History                            | Youth and Family Ministry (Compressed) | Psychology                |
| History (Compressed)               |  | Religion and Philosophy   |
| Bachelor of Science (B.S.)         |  | Sociology                 |
| Mathematics                        |  | Youth and Family Ministry |
| Mathematics (Compressed)           |  | Writing                   |

## Luther College of Arts and Sciences Faculty and Staff

### Megan E. Nielsen

*Dean of the Luther College of Arts and Sciences*  
B.S., Wayne State College; M.S., Ph.D., Iowa State University

### Brooke Schwanke

*Administrative Coordinator of the Luther College of Arts and Sciences*  
B.A., University of Nebraska at Omaha; M.A., University of Nebraska at Kearney

### Faculty

#### Zachary T. Carlisle

*Assistant Professor of Social Sciences*  
B.S., M.A., University of Nebraska at Omaha; Ph.D., Oklahoma State University

#### Dustin Gann

*Associate Professor of History, Honors Program Coordinator*  
A.A., Hutchinson Community College; B.A., Washburn University; M.A., Emporia State University; Ph.D., University of Kansas

#### Zhongming Huang

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

### Katy Jones

*Assistant Professor of Art*  
B.A., Doane University; M.F.A., Fort Hays State University

### Adam Knowlton

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

### Henry E. Krusiewicz

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

### Connie C. Taylor

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

### Cassandra Torres

*Assistant Professor of Criminal Justice*  
B.S., Wayne State College; M.F.S., Nebraska Wesleyan; D.C.J., California University of Pennsylvania

### Courtney Wilder

*Professor of Religion*

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

**Susan H. Wood**

*Professor of English*

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

**Molly Zimmer**

*Associate Professor of English*

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

**Fine and Performing Arts**

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**Dan Hays**

*Director of Theater Activities*

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

**Joan Korte**

*Director of Arts*

B.F.A., Nebraska Wesleyan University; M.F.A., University of  
Nebraska - Lincoln

**Jerry Ditter**

*Director of Technical Arts*

B.A., Central Missouri State; M.A., University of Nebraska at  
Omaha

**Joel Johnston**

*Director of Vocal Music*, B.M.Ed., University of Nebraska at  
Lincoln; M.M. in Choral Conducting, University of Nebraska at  
Lincoln

**Katherine Turner**

*Collaborative Pianist and Piano Instructor*

B.M., University of Nebraska at Omaha; M.M., University of  
Missouri - Kansas City

**Keaton Kreikemeier**

*Assistant Director of Performing Arts*

B.A., Midland University

# Luther College of Arts and Sciences Majors

## Applied Behavior Analysis

A Behavior Analyst utilizes principles of learning to develop evidence-based procedures and treatments for analyzing and changing behavior to help individuals learn more effective ways of living and working in society. The application of these procedures in real-world environments is called Applied Behavior Analysis (ABA).

This major is designed for the student who is interested in providing behavioral services to individuals, families, schools, group homes, mental health agencies, and industrial/business settings. Practicums are typically available at the integrated Center for Autism Spectrum Disorders (iCASP) at the Munroe-Meyer Institute at the University of Nebraska Medical Center working with children who have been diagnosed with autism, severe behavior problems, and feeding disorders. During their internship, most students will complete the requirements for the Registered Behavior Technician (RBT) credential which will be highly valued by internship sites and impact future job opportunities. This major prepares students for graduate study in behavior analysis or related areas and for national certification as an assistant-level Behavior Analyst.

The Association for Behavior Analysis International (ABAI) has verified Midland University's Applied Behavior Analysis course sequence. This is important for those seeking certification because it gives graduates academic and experience credentials needed to obtain certification as a Board Certified Assistant Behavior Analyst (BCaBA). Certification as a BCaBA is recognized as an advantage by many employers and graduate programs.

A Midland **Applied Behavior Analysis** major will:

- 1) Describe the philosophical underpinnings of ABA
- 2) Define and provide examples of concepts and principles of ABA
- 3) Utilize appropriate measurement, data display, and interpretation
- 4) Apply the scientific method to human behavior, including appropriate experimental design
- 5) Apply ethical principles and code of conduct
- 6) Conduct behavior assessment
- 7) Use behavior change procedures
- 8) Select and implement interventions
- 9) Implement effective personnel supervision and management principles

| Degree: | Bachelor of Arts  | CIP Code (2020): | 42.2814 |
|---------|---|------------------|---------|
| DRIVE   | Applied Behavior Analysis Major: Complete 48 credits graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| R       | PSY120: Fundamentals of Psychology  |                  | 3       |
| E       | PSY210: Developmental Psychology  |                  | 3       |
| I       | PSY300: Psychology of Learning  |                  | 3       |
| E       | PSY333: Abnormal Psychology   |                  | 3       |
|         | ABA324: Behavioral Assessment   |                  | 3       |
| I, W    | ABA385: Professional Issues in Applied Behavior Analysis  |                  | 3       |
|         | ABA424: Advanced Behavior Analysis  |                  | 3       |
| R       | ABA485: Essential Readings in Applied Behavior Analysis   |                  | 3       |
|         | SPD296: Introduction to Special Education   |                  | 3       |
|         | SPD368: Identification of Children with Disabilities  |                  | 3       |
| D       | SSC350: Social Science Research Methods and Research I  |                  | 3       |
| R       | SSC410: Social Science Research Methods and Research II   |                  | 3       |
| V       | ABA499: Applied Behavior Analysis Practicum   |                  | 12      |

## Arts Management

Pursuing an Arts Management major not only prepares individuals to explore their own performance careers, but also to manage arts organizations, companies, and facilities. Students who select this major are attractive to a wide range of businesses. Majors combine the creativity, collaboration, and confidence that is cultivated by involvement in the arts with industry-specific business skills and knowledge to become individuals who are highly marketable within the business and performance world.

A Midland **Arts Management** major:

- 1) Demonstrates individual artistic growth
- 2) Articulates and analyzes foundational artistic principles within a historical and cultural context
- 3) Develops a plan to manage a career in the arts
- 4) Plans and executes arts events
- 5) Practices marketing for the arts
- 6) Engages diverse communities with the arts
- 7) Develops funding strategies for the arts

| Degree:                        | Bachelor of Arts  | CIP Code (2020): | 50.1002 |
|--------------------------------|---|------------------|---------|
| DRIVE                          | Arts Management Major: Complete 56 credits graded on the A-F scale, with a grade of C- or better: |                  | Credits |
|                                | ACC105: Essentials of Accounting  |                  | 3       |
|                                | AMM100: Introduction to Arts Management   |                  | 2       |
| V<br>V                         | AMM490: Arts Management Capstone –or–<br>AMM499: Arts Management Internship                       |                  | 1 to 3  |
|                                | BUS302: Organizational Leadership   |                  | 3       |
| R, W                           | BUS321: Grant Writing and Resource Development  |                  | 3       |
| R, W                           | BUS351: Nonprofit Law and Governance  |                  | 3       |
| E, W                           | BUS360: Business Ethics   |                  | 3       |
|                                | FIN200: Essentials of Finance   |                  | 3       |
| I                              | MKT142: Principles of Marketing   |                  | 3       |
|                                | MKT348: Marketing Communications  |                  | 3       |
|                                | MGT326: Entrepreneurship  |                  | 3       |
|                                | MGT422: Project Management  |                  | 3       |
| D                              | THE111: Arts Technology   |                  | 3       |
| 18 credits from the following: |   |                  |         |
|                                | AMM240: Special Topics in Arts Management   |                  | 1 to 3  |
|                                | AMM440: Seminar in Selected Topics in Arts Management   |                  | 1 to 3  |
| I, E                           | ART100: Introduction to Drawing   |                  | 3       |
| I, E                           | ART110: Design  |                  | 3       |
| E                              | ART120: Art Appreciation  |                  | 3       |
| I, E                           | ART131: Ceramics – Hand Building  |                  | 3       |
| I, E                           | ART133: Ceramics – Empty Bowls and Civic Engagement   |                  | 3       |
| D                              | ART140: Introduction to Advertising Design  |                  | 3       |
| I, E                           | ART150: Introduction to Painting  |                  | 3       |
| I, E                           | ART151: Mixed Media Painting  |                  |         |
| D                              | ART160: Introduction to Graphic Illustration  |                  | 3       |
| D                              | ART180: Introduction to Graphic Design  |                  | 3       |
| E                              | ART201: Art History I   |                  | 3       |
| E                              | ART202: Art History II  |                  | 3       |
| I, E                           | ART219: Introduction to Sculpture   |                  | 3       |
|                                | ART240: Special Topics in Art   |                  | 3       |
|                                | ART440: Seminar in Selected Topics in Art   |                  | 3       |
| D                              | COM222: Digital Photography   |                  | 3       |
|                                | DNC100: Introduction to Dance   |                  | 3       |
|                                | DNC101: Ballet  |                  | 1       |
|                                | DNC102: Hip Hop   |                  | 1       |
|                                | DNC103: Jazz  |                  | 1       |
|                                | DNC104: Musical Theatre   |                  | 1       |
|                                | MUS1xx, MUS2xx, MUS3xx, MUS4xx: Applied lessons (limit 4 credits)                                 |                  | 1       |
| D                              | MUS101: Music Theory I  |                  | 3       |
|                                | MUS101A: Aural Skills I   |                  | 1       |
|                                | MUS102: Music Theory II   |                  | 3       |



|   |   |     |
|---|---|-----|
|   | MUS102A: Aural Skills II                      | 1   |
| I | MUS107: Songwriting and Production            | 3   |
|   | MUS121: Piano Proficiency                     | 1   |
| E | MUS181: World Music                           | 3   |
| E | MUS210: American Music Experience             | 3   |
|   | MUS240: Special Topics in Music               | 1-3 |
|   | MUS301: Music in Western Civilization         | 3   |
|   | MUS304: Introduction to Conducting            | 1   |
|   | MUS441: Seminar in Selected Topics in Music   | 1-3 |
| E | THE100: Introduction to Theatre               | 3   |
|   | THE115: Costume and Makeup Design             | 3   |
|   | THE200: Theatre Management                    | 3   |
|   | THE202: Fundamentals of Acting                | 3   |
|   | THE240: Special Topics in Theatre             | 1-3 |
|   | THE290: Directing I                           | 3   |
| E | THE310: Theatre History I                     | 3   |
|   | THE320: Theatre History II                    | 3   |
|   | THE440: Seminar in Selected Topics in Theatre | 3   |

### **Studio Arts Concentration**

Students wishing to complete the concentration are required to select the following 18 credits as their elective courses:

| DRIVE | Courses   | Credits |
|-------|---|---------|
| I, E  | ART100: Introduction to Drawing                     | 3       |
| I, E  | ART131: Ceramics – Hand Building –or–               | 3       |
| I, E  | ART133: Ceramics – Empty Bowls and Civic Engagement |         |
| I, E  | ART150: Introduction to Painting                    | 3       |
| D     | ART180: Introduction to Graphic Design              | 3       |
| E     | ART201: Art History I                               | 3       |
| E     | ART202: Art History II                              | 3       |

### **Theatre Concentration**

Students wishing to complete the concentration are required to select the following 18 credits as their elective courses:

| DRIVE | Courses                           | Credits |
|-------|-----------------------------------|---------|
| E     | THE100: Introduction to Theatre   | 3       |
|       | THE115: Costume and Makeup Design | 3       |
|       | THE202: Fundamentals of Acting    | 3       |
|       | THE290: Directing I               | 3       |
| E     | THE310: Theatre History I         | 3       |
|       | THE320: Theatre History II        | 3       |

## **Communication Studies**

The Communication Studies major of Midland University allows students to explore the substantial role communication plays in shaping our ever-changing world. In addition to developing their visual, oral, and written communication skills, majors will think critically about, and actively use, the theories, functions, and responsibilities of communication in the modern age. Due to the interdisciplinary nature of the major, students are encouraged to explore additional majors and minors in Business and Social Sciences.

A Midland **Communication Studies** major will:

- 1) Create and evaluate written messages appropriate to the audience, purpose, and using ethical standards.
- 2) Create and evaluate visual messages appropriate to the audience, purpose, and using ethical standards.
- 3) Create and evaluate oral messages appropriate to the audience, purpose, and using ethical standards.
- 4) Develop messages for multicultural audiences.
- 5) Utilize communication to successfully manage projects.

- 6) Utilize communication to manage and resolve conflict.
- 7) Identify, evaluate, and influence community affairs through communication.
- 8) Engage in communication scholarship using the research traditions of the discipline.

| Degree:  | Bachelor of Arts  | CIP Code (2020): | 09.0100 |
|--|---|------------------|---------|
| DRIVE  | Communication Studies Major: Complete 42 credits on the A-F scale with a grade of C- or better: |                  | Credits |
| E  | COM101: Fundamentals of Oral Communication  |                  | 3       |
| R  | COM102: Foundations of Communication Studies  |                  | 3       |
| <i>21 credits within Communication Studies Core:</i> |   |                  |         |
| D  | ART160: Introduction to Graphic Illustration –or–   |                  | 3       |
| D  | ART180: Introduction to Graphic Design  |                  |         |
| E  | COM210: Interpersonal Communication   |                  | 3       |
| D  | COM220: Social Movements and Digital Advocacy   |                  | 3       |
| E  | COM250: Group Communication   |                  | 3       |
| R, W   | COM310: Rhetorical Criticism and Popular Culture  |                  | 3       |
| V, W   | COM325: Organizational Communication  |                  | 3       |
| D  | COM401: Integrative Communication Methods and Consulting  |                  | 3       |
|  | MGT422: Project Management  |                  | 3       |
| <i>6 credits within Applicative Methods:</i>         |   |                  |         |
| D  | COM222: Digital Photography   |                  | 3       |
|  | COM348/MKT348: Marketing Communications   |                  | 3       |
| I  | COM320: Crucial Conversations   |                  | 3       |
| <i>6 credits within Integrative Learning:</i>        |   |                  |         |
| I  | COM306: Communication Practicum   |                  | 3       |
| R  | COM496: Research  |                  | 3       |
| V  | COM499: Communication Studies Internship  |                  | 3       |

| Degree:  | Bachelor of Arts   | CIP Code (2020): | 09.0100 |
|--|--|------------------|---------|
| DRIVE  | Communication Studies (Compressed) Major: Complete 30 credits on the A-F scale with a grade of C- or better: |                  | Credits |
| E  | COM101: Fundamentals of Oral Communication   |                  | 3       |
| R  | COM102: Foundations of Communication Studies   |                  | 3       |
| <i>15 credits within Communication Studies Core:</i> |  |                  |         |
| D  | ART160: Introduction to Graphic Illustration –or–  |                  | 3       |
| D  | ART180: Introduction to Graphic Design   |                  |         |
| E  | COM210: Interpersonal Communication  |                  | 3       |
| D  | COM220: Social Movements and Digital Advocacy  |                  | 3       |
| E  | COM250: Group Communication  |                  | 3       |
| R, W   | COM310: Rhetorical Criticism and Popular Culture   |                  | 3       |
| V, W   | COM325: Organizational Communication   |                  | 3       |
| D  | COM401: Integrative Communication Methods and Consulting   |                  | 3       |
|  | MGT422: Project Management   |                  | 3       |
| <i>6 credits within Applicative Methods:</i>         |  |                  |         |
| D  | COM222: Digital Photography  |                  | 3       |
|  | COM348/MKT348: Marketing Communications  |                  | 3       |
| I  | COM320: Crucial Conversations  |                  | 3       |

## Criminal Justice

The Criminal Justice major is offered for students who desire preparation for work in the field of criminal justice and related areas. The Criminal Justice major recognizes the importance of applying a liberal arts education, with its holistic approach and emphasis on

problem solving and communication skills, to prepare students for entry level positions in criminal justice agencies. The major will give them the tools for continuing personal and professional growth to face new challenges and take advantage of new opportunities in their field of interest.

A Midland **Criminal Justice** Major:

- 1) Describes key concepts, principles, and applications to the history, structure, function, and interconnectedness of the three pillars - policing, courts, and corrections - of the criminal justice system.
- 2) Demonstrates understanding of the role of ethics and diversity within the criminal justice system.
- 3) Applies the scientific method to the criminal justice system: integrates previous empirical literature, designs, conducts, and interprets field-related research.
- 4) Demonstrates understanding and apply core perspectives in criminological theory to explain the nature of crime.
- 5) Is a competitive candidate for a criminal justice position and/or admission to graduate/professional school.
- 6) Demonstrates effective writing, presentation, and communication skills for different purposes.

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

| Degree:                               | Bachelor of Arts   | CIP Code (2020): | 43.0107 |
|---------------------------------------|--|------------------|---------|
| DRIVE                                 | Criminal Justice Major: Complete the following 45 credits on the A-F scale with a grade of C- or better: |                  | Credits |
| R                                     | CJU101: Introduction to Criminal Justice   |                  | 3       |
| E                                     | CJU210: Juvenile Delinquency   |                  | 3       |
| E                                     | CJU223: Police and Society   |                  | 3       |
|                                       | CJU214: Criminal Law or CJU260: Criminal Procedure   |                  | 3       |
|                                       | CJU337: Corrections or CJU335: Community-Based Corrections   |                  | 3       |
| I, W                                  | CJU407: Criminology  |                  | 3       |
| R, V, W                               | CJU426: Advanced Social Research Methods <i>or</i><br>CJU499: Criminal Justice Internship                |                  | 3       |
| I                                     | SOC130: Principles of Sociology  |                  | 3       |
| E                                     | SOC220: Minorities and Cultural Diversity  |                  | 3       |
| D                                     | SSC350: Social Science Statistics and Methods I  |                  | 3       |
| R                                     | SSC410: Social Science Statistics and Methods II   |                  | 3       |
| <b>12 credits from the following:</b> |  |                  |         |
|                                       | CJU201: Security and Loss Prevention   |                  | 3       |
| D                                     | CJU220: Crime and the Media  |                  | 3       |
|                                       | CJU240: Special Topics in Criminal Justice   |                  | 3       |
| I                                     | CJU350: Domestic Violence  |                  | 3       |
|                                       | CJU352: Homeland Security and Terrorism  |                  | 3       |
|                                       | CJU353: Gangs and Organized Crime  |                  | 3       |
|                                       | CJU400: Serial Murder  |                  | 3       |
|                                       | CJU440: Seminar in Selected Topics   |                  | 3       |
|                                       | CJU450: Independent Study  |                  | 3       |
|                                       | BIO192: Forensics  |                  | 3       |
|                                       | BIT301: Cybersecurity  |                  | 3       |
| I                                     | HIS313: U.S. Constitutional History  |                  | 3       |
| E                                     | PSY333: Abnormal Psychology  |                  | 3       |
| I                                     | SOC235: Human Trafficking  |                  | 3       |
| I                                     | SOC342: Social Inequality  |                  | 3       |
| I                                     | SOC370: Sociology of Addictions  |                  | 3       |

| Degree: | Bachelor of Arts   | CIP Code (2020): | 43.0107 |
|---------|--|------------------|---------|
| DRIVE   | <b>Criminal Justice (Compressed) Major:</b> Complete the following 30 credits on the A-F scale with a grade of C- or better: |                  | Credits |
| R       | CJU101: Introduction to Criminal Justice   |                  | 3       |
| E       | CJU210: Juvenile Delinquency or CJU223: Police and Society   |                  | 3       |
|         | CJU214: Criminal Law or CJU260: Criminal Procedure   |                  | 3       |
|         | CJU337: Corrections or CJU335: Community-Based Corrections   |                  | 3       |
| R, V, W | CJU426: Advanced Social Research Methods or CJU499: Criminal Justice Internship  |                  | 3       |
| E       | SOC220: Minorities and Cultural Diversity  |                  | 3       |
| D       | SSC350: Social Science Statistics and Methods I  |                  | 3       |
| R       | SSC410: Social Science Statistics and Methods II   |                  | 3       |
|         | Two CJU Electives  |                  | 6       |

## English

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

Midland University **English** majors will be able to:

- 1) Analyze a wide variety of literary works, encompassing the analytical skills of placing a work in context, understanding literary forms, reading closely, and using proper literary terms.
- 2) Analyze the power of language as it manipulates and shapes reality through the aesthetic forms over time.
- 3) Recognizes and applies literary and rhetorical devices appropriate to the audience.
- 4) Apply literary critical theory, apply literary criticism, and address literary history.
- 5) Construct works of literary criticism.
- 6) Examine similarities and differences among genres and compose using different genres.

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

| Degree:   | Bachelor of Arts   | CIP Code (2020): | 23.0101 |
|---|--|------------------|---------|
| DRIVE   | <b>English Major:</b> Complete 36 credits on the A-F scale with a grade of C- or better: |                  | Credits |
| D   | ENG110: Introduction to Literature   |                  | 3       |
| I   | ENG203: American Literature I*   |                  | 3       |
| I   | ENG204: American Literature II*  |                  | 3       |
| V, W  | ENG220: Advanced Writing   |                  | 3       |
| R   | ENG315: British Literature I*  |                  | 3       |
| R   | ENG316: British Literature II*   |                  | 3       |
| I   | ENG350: Shakespeare  |                  | 3       |
| E   | ENG355: Linguistics  |                  | 3       |
| I   | ENG420: Literary Criticism   |                  | 3       |
| R, W<br>I, W  | ENG460: Senior Research Thesis –or–<br>ENG461: Senior Creative Thesis                    |                  | 3       |
| <i>3 credits of creative writing selected from the following:</i> |  |                  |         |
| E   | ENG230: Introduction to Creative Writing   |                  | 3       |
| E   | ENG234: Creative Nonfiction  |                  | 3       |
| E   | ENG240: Wordsmiths   |                  | 3       |
| <i>English electives, including courses not used above:</i>       |  |                  |         |
| D   | ENG140: Plains Literature and the Culture of the West                                    |                  | 3       |
| D   | ENG180: Ethics and Film  |                  | 3       |
| I   | ENG190: Ethics and Literature  |                  | 3       |
| D   | ENG210: Topics in Ethnic Literature  |                  | 3       |
| E   | ENG230: Introduction to Creative Writing   |                  | 3       |
|   | ENG242: Special Topics in English  |                  | 3       |
|   | ENG440: Seminar in Selective Topics in English   |                  | 3       |

|  |                            |   |
|--|----------------------------|---|
|  | ENG450: Independent Study  | 3 |
|  | ENG496: Research           | 3 |
|  | ENG499: English Internship | 3 |

\* Students may substitute ENG237: World Voice for these courses

The Compressed Major is a briefer English Major with a large number of electives, making it suitable to pair with almost any other major. This major is an invitation to the student interested in studying English as a second major. The classes to be taken are largely of the student's own choosing and thus serve the more specific interests of the student. This major is not intended to prepare the student to enter a graduate English program.

|   |   |                         |                |
|---|---|-------------------------|----------------|
| <b>Degree:</b>  | <b>Bachelor of Arts</b>   | <b>CIP Code (2020):</b> | <b>23.0101</b> |
| <b>DRIVE</b>  | <b>English (Compressed) Major:</b> Complete 30 credits on the A-F scale with a grade of C- or better: | <b>Credits</b>          |                |
| V, W  | ENG220: Advanced Writing  | 3                       |                |
| I   | ENG420: Literary Criticism  | 3                       |                |
| <i>9 credits of 300/400-level English Electives:</i>                      |   |                         |                |
| R   | ENG315: British Literature I  | 3                       |                |
| R   | ENG316: British Literature II   | 3                       |                |
| I   | ENG350: Shakespeare   | 3                       |                |
| E   | ENG355: Linguistics   | 3                       |                |
|   | ENG440: Seminar in Selective Topics in English  | 3                       |                |
| R, W  | ENG460: Senior Research Thesis  | 3                       |                |
| I, W  | ENG461: Senior Creative Thesis  | 3                       |                |
|   | ENG450: Independent Study   | 3                       |                |
|   | ENG496: Research  | 3                       |                |
|   | ENG499: English Internship  | 3                       |                |
| <i>15 credits of English electives, including courses not used above:</i> |   |                         |                |
| D   | ENG110: Introduction to Literature  | 3                       |                |
| D   | ENG140: Plains Literature and the Culture of the West   | 3                       |                |
| D   | ENG180: Ethics and Film   | 3                       |                |
| I   | ENG190: Ethics and Literature   | 3                       |                |
| I   | ENG203: American Literature I   | 3                       |                |
| I   | ENG204: American Literature II  | 3                       |                |
| D   | ENG210: Topics in Ethnic Literature   | 3                       |                |
| E   | ENG230: Introduction to Creative Writing  | 3                       |                |
| E   | ENG234: Creative Nonfiction   | 3                       |                |
| E   | ENG240: Wordsmiths  | 3                       |                |

## History

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

A Midland **History** Major:

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

| Degree: | Bachelor of Arts | CIP Code (2020): | 54.0101 |
|---------|------------------|------------------|---------|
|---------|------------------|------------------|---------|

| DRIVE   | History Major: Complete the following 42 credits graded on the A-F scale, with a grade of C- or better: | Credits |
|---|---|---------|
| D   | HIS111: United States History to 1877   | 3       |
| D   | HIS112: United States History since 1877  | 3       |
| D   | HIS153: World Civilizations I   | 3       |
| D   | HIS154: World Civilizations II  | 3       |
| V, W  | HIS340: Historical Research and Writing   | 3       |
| R, W  | HIS498: Thesis  | 3       |
| I   | POL113: American Government   | 3       |
| <i>Regional/Local History Option (3 credits):</i> |   |         |
| R   | HIS241: Great Plains History  | 3       |
| R   | HIS499: History Internship  | 3       |
| <i>U.S. Options (9 credits):</i>                  |   |         |
| E   | HIS223: Special Topics in U.S. History  | 3       |
| E   | HIS240: Women in America  | 3       |
| E   | HIS311: America and the World   | 3       |
| I   | HIS313: U.S. Constitutional History   | 3       |
| R   | HIS419: Civil Rights and Beyond   | 3       |
| E   | HIS421: New Deal Era  | 3       |
| <i>Non-U.S. Options (9 credits):</i>              |   |         |
| E   | HIS224: Special Topics in Global History  | 3       |
| I   | HIS302: History of the Future   | 3       |
| E   | HIS303: The Global Metropolis   | 3       |
| R   | HIS423: From Empires to Nations – Europe  | 3       |
| D   | HIS424: Decolonization  | 3       |

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

| the department. Consult with an advisor on the best program. |   |                  |         |
|--|---|------------------|---------|
| Degree:  | Bachelor of Arts  | CIP Code (2020): | 54.0101 |
| DRIVE  | History (Compressed) Major: Complete the following 30 credits on the A-F scale, with a grade of C- or better: | Credits          |         |
| D  | HIS111: United States History to 1877   | 3                |         |
| D  | HIS112: United States History since 1877  | 3                |         |
| D  | HIS153: World Civilizations I   | 3                |         |
| D  | HIS154: World Civilizations II  | 3                |         |
| V, W   | HIS340: Historical Research and Writing   | 3                |         |
| I  | POL113: American Government   | 3                |         |
| U.S. Options (6 credits):                                    |   |                  |         |
| E  | HIS223: Special Topics in U.S. History  | 3                |         |
| E  | HIS240: Women in America  | 3                |         |
| E  | HIS311: America and the World   | 3                |         |
| I  | HIS313: U.S. Constitutional History   | 3                |         |
| R  | HIS419: Civil Rights and Beyond   | 3                |         |
| E  | HIS421: New Deal Era  | 3                |         |
| Non-U.S. Options (6 credits):                                |   |                  |         |
| E  | HIS224: Special Topics in Global History  | 3                |         |
| I  | HIS302: History of the Future   | 3                |         |
| E  | HIS303: The Global Metropolis   | 3                |         |
| R  | HIS423: From Empires to Nations – Europe  | 3                |         |
| D  | HIS424: Decolonization  | 3                |         |

## Human Services

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

A Midland **Human Services** Major:

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

The Human Services major or minor may not be combined with a major or minor in Psychology or Sociology. Human Services Majors will choose one of the following concentrations to complete in addition to the core courses.

| Degree: | Bachelor of Arts  | CIP Code (2020): | 44.0000 |
|---------|---|------------------|---------|
| DRIVE   | Human Services Major: Complete the following 44-45 credits graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| I       | SOC130: Principles of Sociology   |                  | 3       |
| E       | SOC212: Introduction to Human Services  |                  | 3       |
| R       | PSY120: Fundamentals of Psychology  |                  | 3       |
| D       | SSC350: Social Science Statistics and Methods I   |                  | 3       |
| R       | SSC410: Social Science Statistics and Methods II  |                  | 3       |
|         | SSC498: Human Services Internship I   |                  | 3       |
| V, W    | SSC499: Human Services Internship II  |                  | 3       |
| R, W    | BUS321: Grant Writing and Resource Development –or–   |                  | 3       |
| R, W    | BUS351: Nonprofit Law and Governance  |                  |         |

### Childhood and Adolescence concentration

A Midland **Human Services** Major with a concentration in **Childhood and Adolescence**:

- 1) Demonstrates and understanding of the complex characteristics of children and adolescents and the influence of the environment.
- 2) Articulates developmentally appropriate strategies to assist children and/or adolescents in a meaningful way.

| DRIVE                        | Childhood and Adolescence Concentration Courses                  | Credits |
|------------------------------|--|---------|
|                              | ECE155: Child, Family and Community                              | 2       |
|                              | ECE247: Early Childhood Special Education                        | 3       |
|                              | ECE255: Introduction to Early Childhood Education                | 3       |
| R, E                         | PSY210: Developmental Psychology                                 | 3       |
| I                            | PSY300: Psychology of Learning                                   | 3       |
| R                            | SOC245: Sociology of Childhood and Adolescence                   | 3       |
| Choose one of the following: |  |         |
|                              | ECE257: Preschool Methods + ECE257A: Preschool Methods Practicum | 3 +1    |
| D                            | SOC300: Marriage and Family                                      | 3       |
| E                            | CJU210: Juvenile Delinquency                                     | 3       |

### Adult and Family Development concentration

A Midland **Human Services** Major with a concentration in **Adult and Family Development**:

- 1) Demonstrates an understanding of the complex characteristics of people and the influence of their environment.
- 2) Articulates developmentally appropriate strategies to assist adults and/or families in a meaningful way.

| DRIVE | Adult and Family Development Concentration Courses | Credits |
|-------|--|---------|
|-------|--|---------|

|                                     |                                    |   |
|-------------------------------------|------------------------------------|---|
| D                                   | SOC300: Marriage and Family        | 3 |
| I                                   | SOC370: Sociology of Addictions    | 3 |
| R, E                                | PSY210: Developmental Psychology   | 3 |
| E                                   | PSY270: Introduction to Counseling | 3 |
|                                     | FIN116: Personal Finance           | 3 |
| <i>Choose two of the following:</i> |                                    |   |
| I                                   | SOC342: Social Inequality          | 3 |
| I                                   | PSY300: Psychology of Learning     | 3 |
| D                                   | PSY314/SOC314: Social Psychology   | 3 |
| E                                   | PSY333: Abnormal Psychology        | 3 |
|                                     | SSC302: Social Aspects of Aging    | 3 |
| I                                   | CJU350: Domestic Violence          | 3 |
| I                                   | SOC235: Human Trafficking          | 3 |

### Community and Mental Health concentration

A Midland **Human Services** Major with a concentration in **Community and Mental Health**:

- 1) Demonstrates an understanding of the complex characteristics of society and the impact this has on people.
- 2) Articulates appropriate strategies to assist adults and/or communities in a meaningful way.

| DRIVE                               | Community and Mental Health Concentration    | Credits |
|-------------------------------------|--|---------|
|                                     | HPM180: Health and Wellness                  | 2       |
| E                                   | PSY270: Introduction to Counseling           | 3       |
| E                                   | PSY333: Abnormal Psychology                  | 3       |
| I                                   | SOC342: Social Inequality                    | 3       |
| E                                   | SSC120: Introduction to Public Health        | 3       |
| E                                   | SSC201: Contemporary Issues in Public Health | 3       |
| <i>Choose one of the following:</i> |  |         |
| I                                   | SOC370: Sociology of Addictions              | 3       |
|                                     | SSC302: Social Aspects of Aging              | 3       |
|                                     | BIO120: Contemporary Issues in Nutrition     | 4       |
| R                                   | BIO200: Survey of Anatomy and Physiology     | 4       |
| R                                   | BIO204: Anatomy and Physiology I             | 4       |
|                                     | BIO225: Nutrition in the Community           | 3       |

## Mathematics

The Mathematics Department believes that mathematics serves a central role in the human experience. Mathematics affects each person on a regular basis. Mathematics is the language used to describe the patterns encountered in our lives and to express the logical relationships in these patterns. Professional programs include endorsements for teaching and preparation for the first test in actuarial science certification.

Based on the recommendations from the Committee on the Undergraduate Program in Mathematics in the Mathematical Association of America, a Midland Mathematics Major:

- 1) Applies key concepts, fundamental theorems, and rules to computations in the core areas including calculus and algebra using analytical and critical thinking skills.
- 2) Effectively uses current techniques, skills, or technology tools to support the study of mathematics.
- 3) Communicates information related to the field effectively in oral presentations with a range of audiences.
- 4) Applies the principle of mathematical reasoning in understanding the problem and developing well-organized, concise, and logical mathematical proofs.
- 5) Is qualified to succeed in continued academic studies or an entry level position in the field.

| Degree: | Bachelor of Science   | CIP Code (2020): | 27.0101 |
|---------|---|------------------|---------|
| DRIVE   | Mathematics Major: Complete the following 38 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
| I       | BIT160: Object Oriented Programming   |                  | 3       |



|   |   |   |
|---|---|---|
| D   | MTH220: Calculus I                                | 4 |
| E, W  | MTH240: Discrete Structures                       | 3 |
| R   | MTH250: Calculus II                               | 4 |
|   | MTH280: Calculus III                              | 4 |
| R   | MTH310: Mathematical Statistics                   | 4 |
|   | MTH340: Linear Algebra                            | 3 |
| V, W  | MTH440: Abstract Algebra                          | 3 |
|   | MTH460: Capstone                                  | 1 |
| <i>9 credits of Math electives numbered 220 or above:</i> |   |   |
|   | MTH242: Special Topics in Mathematics             | 3 |
|   | MTH300: Number Theory                             | 3 |
|   | MTH320: Numerical Analysis                        | 3 |
|   | MTH360: College Geometry                          | 3 |
|   | MTH390: Differential Equations                    | 3 |
|   | MTH420: Analysis of Real Variables                | 3 |
|   | MTH430: Complex Variables                         | 3 |
|   | MTH442: Seminar in Selected Topics in Mathematics | 3 |
|   | MTH450: Independent Study                         | 3 |
|   | MTH496: Research                                  | 3 |
|   | MTH499: Mathematics Internship                    | 3 |

| Degree:   | Bachelor of Science   | CIP Code (2020): | 27.0101 |
|---|---|------------------|---------|
| DRIVE   | <b>Mathematics (Compressed) Major:</b> Complete the following 32 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
| I   | BIT160: Object Oriented Programming   |                  | 3       |
| D   | MTH220: Calculus I  |                  | 4       |
| E, W  | MTH240: Discrete Structures   |                  | 3       |
| R   | MTH250: Calculus II   |                  | 4       |
|   | MTH280: Calculus III  |                  | 4       |
| R   | MTH310: Mathematical Statistics   |                  | 4       |
|   | MTH340: Linear Algebra  |                  | 3       |
| V, W  | MTH440: Abstract Algebra  |                  | 3       |
|   | MTH460: Capstone  |                  | 1       |
| <i>3 credits of Math electives numbered 220 or above:</i> |   |                  |         |
|   | MTH242: Special Topics in Mathematics   |                  | 3       |
|   | MTH300: Number Theory   |                  | 3       |
|   | MTH320: Numerical Analysis  |                  | 3       |
|   | MTH360: College Geometry  |                  | 3       |
|   | MTH390: Differential Equations  |                  | 3       |
|   | MTH420: Analysis of Real Variables  |                  | 3       |
|   | MTH430: Complex Variables   |                  | 3       |
|   | MTH442: Seminar in Selected Topics in Mathematics   |                  | 3       |
|   | MTH450: Independent Study   |                  | 3       |
|   | MTH496: Research  |                  | 3       |
|   | MTH499: Mathematics Internship  |                  | 3       |

## Psychology

The Psychology Department approaches psychology as an academic discipline, a profession, and a science. Faculty present the field of psychology as one that is diverse and exciting. Through internships with local educational, human services agencies, and University of Nebraska Medical Center's Munroe-Meyer Institute, students have the opportunity to gain job-relevant skills, knowledge of the field, clinical experiences, and research experiences. Students who meet the stated goals will have the skills and experiences necessary for entry level work or graduate school admission.

A Midland **Psychology** Major:

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

The Psychology major may not be combined with a Human Services major or minor.

| Degree: | Bachelor of Arts   | CIP Code (2020): | 42.0101 |
|---------|--|------------------|---------|
| DRIVE   | Psychology Major: Complete the following 42 credits, on the A-F scale, with a grade of C- or better. |                  | Credits |
| R       | PSY120: Fundamentals of Psychology   |                  | 3       |
| R, E    | PSY210: Developmental Psychology   |                  | 3       |
| E       | PSY270: Introduction to Counseling   |                  | 3       |
| I       | PSY300: Psychology of Learning   |                  | 3       |
| D       | PSY314: Social Psychology  |                  | 3       |
|         | PSY331: Physiological Psychology   |                  | 3       |
| E       | PSY333: Abnormal Psychology  |                  | 3       |
|         | PSY350: Tests & Measurement  |                  | 3       |
|         | PSY414: Cognition  |                  | 3       |
| I, W    | PSY434: Personality Theory   |                  | 3       |
| V, W    | PSY498: Advanced Experimental Psychology   |                  | 3       |
| I       | SOC130: Principles of Sociology  |                  | 3       |
| D       | SSC350: Social Science Statistics and Methods I  |                  | 3       |
| R       | SSC410: Social Science Statistics and Methods II   |                  | 3       |

The Psychology (Compressed) major may not be combined with a Human Services major or Applied Behavior Analysis major.

| Degree:  | Bachelor of Arts  | CIP Code (2020): | 42.0101 |
|--|---|------------------|---------|
| DRIVE  | Psychology (Compressed) Major: Complete the following 30 credits, on the A-F scale, with a grade of C- or better. |                  | Credits |
| R  | PSY120: Fundamentals of Psychology  |                  | 3       |
| R, E   | PSY210: Developmental Psychology  |                  | 3       |
| I  | PSY300: Psychology of Learning  |                  | 3       |
| E  | PSY333: Abnormal Psychology   |                  | 3       |
|  | PSY350: Tests & Measurement   |                  | 3       |
| V, W   | PSY498: Advanced Experimental Psychology  |                  | 3       |
| D  | SSC350: Social Science Statistics and Methods I   |                  | 3       |
| R  | SSC410: Social Science Statistics and Methods II  |                  | 3       |
| <i>Six (6) credit hours of electives must be from:</i> |   |                  |         |
| E  | PSY270: Introduction to Counseling  |                  | 3       |
| D  | PSY314: Social Psychology   |                  | 3       |
|  | PSY331: Physiological Psychology  |                  | 3       |
|  | PSY414: Cognition   |                  | 3       |
| I, W   | PSY434: Personality Theory  |                  | 3       |

## Religion and Philosophy

As a university of the Lutheran tradition, Midland believes that faith and learning are inexorably linked. The Religion and Philosophy program participates in forwarding that idea by committing itself to the exploration of religion as a pervasive feature of human cultures. We engage, through open, critical inquiry, in analysis of the varied manifestations of religious life, focusing particularly on Christian traditions and their plurality across cultures and time, offering courses in biblical studies, theology, history methods in the study of religion, and philosophy.

As a university, we also believe we are called to educate morally and ethically responsible citizens of a pluralistic society. Toward that end, the Religion and Philosophy program offers a range of courses that explore issues of moral responsibility, emphasizing the ways that social structures and power shape, influence, and constrain human action and how we, as particular human beings, can respond to social change.

The Religion and Philosophy program offers both a major and a minor in Religion and Philosophy. Students who complete a major in Religion and Philosophy, in addition to learning about multiple religious phenomena, will have the opportunity to practice critical thinking, will engage in careful reading of primary and secondary texts, and will develop essential writing skills. Students majoring in Youth and Family Ministry also take, as a part of their major coursework, many courses in the Religion and Philosophy program.

**A Midland Religion and Philosophy Major:**

- 1) Identifies the assumptions underlying particular arguments or positions.
- 2) Describes the historical and literary context of Christian scripture.
- 3) Employs a typology to describe the diversity of the Christian tradition, trace historical change, and identify relationships between the Christian tradition and major world religions.
- 4) Explains the relationship between specific doctrines, practices, and figures and broader theological, historical, political, and social settings.
- 5) Demonstrates intellectual curiosity and a commitment to learning.
- 6) Uses the critical methods of religious studies competently.

| Degree:                             | Bachelor of Arts   | CIP Code (2020): | 38.0001 |
|-------------------------------------|--|------------------|---------|
| DRIVE                               | Religion and Philosophy Major: Complete the following 36 credits on the A-F scale, with a grade of C- or better: |                  | Credits |
| D                                   | PHI300: Philosophy of Knowledge  |                  | 3       |
| I                                   | PHI380: Critical Thinking  |                  | 3       |
|                                     | PHI482: Seminar in Selected Topics in Philosophy   |                  | 3       |
| V                                   | REL112: Introduction to Christianity as Religion   |                  | 3       |
| E, W                                | REL120: Development of Christian Thought   |                  | 3       |
| R                                   | REL130: Introduction to the Old Testament  |                  | 3       |
| E                                   | REL185: Christian Communities-How Christians Live(d) out the Gospel  |                  | 3       |
| E                                   | REL240: Religions of the World   |                  | 3       |
| R, W                                | REL420: Senior Thesis  |                  | 3       |
|                                     | REL482: Seminar in Selected Topics in Religion   |                  | 3       |
| <i>6 credits of electives from:</i> |  |                  |         |
| D                                   | ENG180: Ethics and Film  |                  | 3       |
| I                                   | ENG190: Ethics and Literature  |                  | 3       |
| I                                   | ENG420: Literary Criticism   |                  | 3       |
|                                     | Any PHI or REL course not listed above   |                  | 3       |

| Degree: | Bachelor of Arts  | CIP Code (2020): | 38.0001 |
|---------|---|------------------|---------|
| DRIVE   | Religion and Philosophy (Compressed) Major: Complete the following 30 credits, on the A-F on the A-F scale, with a grade of C- or better: |                  | Credits |
| D       | PHI300: Philosophy of Knowledge   |                  | 3       |
| I       | PHI380: Critical Thinking   |                  | 3       |
|         | PHI482: Seminar in Selected Topics in Philosophy  |                  | 3       |
| V       | REL112: Introduction to Christianity as Religion  |                  | 3       |
| E, W    | REL120: Development of Christian Thought  |                  | 3       |
| R       | REL130: Introduction to the Old Testament   |                  | 3       |
| E       | REL185: Christian Communities   |                  | 3       |
| E       | REL240: Religions of the World  |                  | 3       |
| R, W    | REL420: Senior Thesis   |                  | 3       |
|         | REL482: Seminar in Selected Topics in Religion  |                  | 3       |

## Sociology

The Sociology program upholds the mission of the University by providing a quality education in sociology for students seeking employment in the helping professions, research, education, or other fields. The Sociology program also supports the general education curriculum of the University by providing insight and analysis into the workings of society, the family, the legal system, and other institutions. Through internship and research opportunities students develop the skills and experience necessary for successful employment and graduate school admissions.

A Midland **Sociology** Major:

- 1) Demonstrates an ability to use the sociological imagination to critically think about and understand individuals and society, as well as the relationship between them.
- 2) Describes key concepts, principles, and applications in the areas of general sociology, culture, socialization, stratification, social structure, theory, institutions, and differentiations by race/ethnicity, gender, age, and class.
- 3) Applies the scientific method and ethical principles to the study of human behavior: integrates previous empirical literature, designs, conducts, and interprets sociological research.
- 4) Demonstrates information literacy using scientific reasoning to interpret and evaluate sociological phenomena.
- 5) Demonstrates effective writing, presentation, and communication skills for different purposes.
- 6) Is a competitive candidate for entry-level work in the field and/or admission to graduate school.

| Degree:  | Bachelor of Arts  | CIP Code (2020): | 45.1101 |
|--|---|------------------|---------|
| DRIVE  | <b>Sociology Major:</b> Complete the following 42 credits on the A-F scale, with a grade of C- or better: |                  | Credits |
| I  | SOC130: Principles of Sociology   |                  | 3       |
| E  | SOC220: Minorities and Cultural Diversity   |                  | 3       |
| I  | SOC342: Social Inequality   |                  | 3       |
| V, W   | SOC414: Social Change   |                  | 3       |
| I  | SOC420: Social Theory   |                  | 3       |
| R, W   | SOC426: Advanced Social Research Methods  |                  | 3       |
| D  | SSC350: Social Science Statistics and Methods I   |                  | 3       |
| R  | SSC410: Social Science Statistics and Methods II  |                  | 3       |
| R  | PSY120: Fundamentals of Psychology  |                  | 3       |
| <i>15 credits of electives from the following:</i> |   |                  |         |
| E  | SOC212: Introduction to Human Services  |                  | 3       |
| E  | SOC225: Sociology of Film   |                  | 3       |
| E  | SOC230: Sociology of Sports   |                  | 3       |
| I  | SOC235: Human Trafficking   |                  | 3       |
|  | SOC240: Special Topics in Sociology   |                  | 3       |
| R  | SOC245: Sociology of Childhood and Adolescence  |                  | 3       |
|  | SOC250: Social Issues in Literature   |                  | 3       |
| D  | SOC300: Marriage and the Family   |                  | 3       |
| D  | SOC314: Social Psychology   |                  | 3       |
| I  | SOC370: Sociology of Addictions   |                  | 3       |
| E  | SOC390: Gender and Society  |                  | 3       |
|  | SOC450: Independent Study   |                  | 1 to 3  |
| V  | SOC499: Sociology Internship  |                  | 1 to 6  |

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

| Degree: | Bachelor of Arts  | CIP Code (2020): | 45.1101 |
|---------|---|------------------|---------|
| DRIVE   | <b>Sociology (Compressed) Major:</b> Complete the following 30 credits, on the A-F grading scale, with a grade of C- or higher: |                  | Credits |
| I       | SOC130: Principles of Sociology   |                  | 3       |
| I       | SOC342: Social Inequality   |                  | 3       |

|   |  |        |
|---|--|--------|
| V, W  | SOC414: Social Change                            | 3      |
| I   | SOC420: Social Theory                            | 3      |
| R, W  | SOC426: Advanced Social Research Methods         | 3      |
| D   | SSC350: Social Science Statistics and Methods I  | 3      |
| R   | SSC410: Social Science Statistics and Methods II | 3      |
| <i>9 credits of electives from the following:</i> |  |        |
| E   | SOC212: Introduction to Human Services           | 3      |
| E   | SOC220: Minorities and Cultural Diversity        | 3      |
| E   | SOC225: Sociology of Film                        | 3      |
| E   | SOC230: Sociology of Sports                      | 3      |
| I   | SOC235: Human Trafficking                        | 3      |
|   | SOC240: Special Topics in Sociology              | 3      |
| R   | SOC245: Sociology of Childhood and Adolescence   | 3      |
|   | SOC250: Social Issues in Literature              | 3      |
| D   | SOC300: Marriage and the Family                  | 3      |
| D   | SOC314: Social Psychology                        | 3      |
| I   | SOC370: Sociology of Addictions                  | 3      |
| E   | SOC390: Gender and Society                       | 3      |
|   | SOC440: Seminar in Selected Topics in Sociology  | 3      |
|   | SOC450: Independent Study                        | 1 to 3 |
| V   | SOC499: Sociology Internship                     | 1 to 6 |

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

## Youth and Family Ministry

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

A Midland **Youth and Family Ministry** Major:

- 1) Identifies core psychological and sociological concepts and applies them to ministry settings.
- 2) Describes the historical and literary context of Christian scripture.
- 3) Traces the history of core theological concepts in the Christian tradition and how these concepts relate to major world religions.
- 4) Develops and critically evaluates curriculum or programs for use in ministry settings.
- 5) Compares and contrasts models of human development and learning.
- 6) Demonstrate intellectual curiosity.

The Youth and Family Ministry program is an interdisciplinary program - with focused attention to religion, sociology, psychology, and communication - that emphasizes three sets of core skills and knowledge necessary for work in ministry:

- 1) Understanding of and appreciation for who human beings are and how they learn and understand the world;
- 2) An understanding of and appreciation for how human beings relate to one another in groups and organizations;
- 3) An understanding of and appreciation for the Christian tradition.

In addition to inculcating skills and knowledge, our program firmly grounds students with real-world experience in a variety of ministry settings.

| Degree:   | Bachelor of Arts  | CIP Code (2020): | 39.0702 |
|-----------|---|------------------|---------|
| DRIVE     | Youth and Family Ministry Major: Complete the following 36 credits graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| I         | PHI380: Critical Thinking   |                  | 3       |
| R, E<br>I | PSY210 Developmental Psychology –or–<br>PSY300: Psychology of Learning  |                  | 3       |
| E, W      | REL120: Development of Christian Thought  |                  | 3       |
| R         | REL130: Introduction to the Old Testament   |                  | 3       |

|                                     |   |   |
|-------------------------------------|---|---|
| R                                   | REL140: Introduction to the New Testament         | 3 |
| D                                   | SOC300: Marriage and the Family                   | 3 |
| V                                   | YFM100: Introduction to Youth and Family Ministry | 3 |
| R, W                                | YFM420: Senior Thesis                             | 3 |
| V                                   | YFM499: Youth and Family Ministry Internship*     | 6 |
| <i>6 credits of electives from:</i> |   |   |
| D                                   | ENG180: Ethics and Film                           | 3 |
| I                                   | ENG190: Ethics and Literature                     | 3 |
| I                                   | ENG420: Literary Criticism                        | 3 |
|                                     | Any PHI or REL course not listed above            | 3 |

\*3 credits during first two years, 3 credits during second two years

| Degree:   | Bachelor of Arts   | CIP Code (2020): | 39.0702 |
|-----------|--|------------------|---------|
| DRIVE     | Youth and Family Ministry (Compressed) Major: Complete the following 30 credits graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| I         | PHI380: Critical Thinking  |                  | 3       |
| R, E<br>I | PSY210 Developmental Psychology –or–<br>PSY300: Psychology of Learning   |                  | 3       |
| E, W      | REL120: Development of Christian Thought   |                  | 3       |
| R         | REL130: Introduction to the Old Testament  |                  | 3       |
| R         | REL140: Introduction to the New Testament  |                  | 3       |
| D         | SOC300: Marriage and the Family  |                  | 3       |
| V         | YFM100: Introduction to Youth and Family Ministry  |                  | 3       |
| R, W      | YFM420: Senior Thesis  |                  | 3       |
| V         | YFM499: Youth and Family Ministry Internship*  |                  | 6       |

\*3 credits during first two years, 3 credits during second two years

## Luther College of Arts and Sciences Minors

### Art Minor

| DRIVE        | Complete 21 credits, graded on the A-F scale, with a grade of C- or better:    | Credits |
|--------------|--|---------|
| I, E         | ART100: Introduction to Drawing –or–<br>ART102: Introduction to Figure Drawing | 3       |
| I, E         | ART110: Design   | 3       |
| I, E         | ART133: Empty Bowls: Ceramic Art and Civic Engagement                          | 3       |
| I, E<br>I, E | ART150: Introduction to Painting –or–<br>ART151: Mixed Media Painting          | 3       |
| E            | ART201: Art History I  | 3       |
| E            | ART202: Art History II   | 3       |
|              | ART electives  | 3       |

### Communication Studies Minor

| DRIVE  | Complete 18 credits on the A-F scale with a grade of C- or better:                          | Credits |
|--|---|---------|
| R  | COM102: Foundations of Communication Studies  | 3       |
| <i>15 credits within Communication Studies Core:</i> |   |         |
| D<br>D   | ART160: Introduction to Graphic Illustration –or–<br>ART180: Introduction to Graphic Design | 3       |
| E  | COM210: Interpersonal Communication   | 3       |
| D  | COM220: Social Movements and Digital Advocacy   | 3       |
| E  | COM250: Group Communication   | 3       |
| R, W   | COM310: Rhetorical Criticism and Popular Culture  | 3       |
| V, W   | COM325: Organizational Communication  | 3       |

|  |                            |   |
|--|----------------------------|---|
|  | MGT422: Project Management | 3 |
|--|----------------------------|---|

### Criminal Justice Minor

| DRIVE | Complete 18 credits on the A-F scale with a grade of C- or better:                    | Credits |
|-------|---|---------|
| R     | CJU101: Introduction to Criminal Justice  | 3       |
|       | Electives from CJU courses and BIO192<br>CJU499 may not be taken to fulfill the minor | 15      |

### English Minor

| DRIVE | Complete 18 credit hours on the A-F scale with a grade of C- or better: | Credits |
|-------|---|---------|
|       | 300/400-level ENG Electives   | 6       |
|       | ENG electives   | 12      |

### Graphic Arts Minor

| DRIVE | Complete 25-27 credits, graded on the A-F scale, with a grade of C- or better: | Credits |
|-------|--|---------|
| I, E  | ART100: Introduction to Drawing –or–   | 3       |
| I, E  | ART110: Design   |         |
| I, E  | ART133: Empty Bowls: Ceramic Art and Civic Engagement –or–                     | 3       |
| I, E  | ART219: Introduction to Sculpture  |         |
| D     | ART140: Introduction to Advertising Design                                     | 3       |
| D     | ART160: Introduction to Graphic Illustration                                   | 3       |
| D     | ART180: Introduction to Graphic Design   | 3       |
|       | ART499: Art Internship   | 1-3     |
| D     | COM222: Digital Photography  | 3       |
|       | COM348: Marketing Communications   | 3       |
| I     | MKT142: Principles of Marketing  | 3       |

### History Minor

| DRIVE | Complete 18 credits on the A-F scale and a grade of C- or better: | Credits |
|-------|---|---------|
|       | 300/400-level HIS electives                                       | 9       |
|       | HIS electives   | 9       |

### Mathematics Minor

| DRIVE | Complete 20 credits on the A-F grading scale, with a grade of C- or better: | Credits |
|-------|---|---------|
| I     | BIT160: Object Oriented Programming   | 3       |
| D     | MTH220: Calculus I  | 4       |
| R     | MTH250: Calculus II   | 4       |
|       | MTH electives numbered 210 or above   | 9       |

### Politics and Citizenship Minor

The Politics and Citizenship minor explores the complex relationship between political activism and individual identity. By utilizing an interdisciplinary framework, the minor considers the legal, political, and historical issues that have shaped contemporary notions of citizenship. Students who pursue a Politics and Citizenship minor complete core political science and government courses and develop their own interests by selecting from a list of elective offerings that include courses from Biology, Business, Criminal Justice, English, History, and Sociology.

| DRIVE | Complete 18 credits, graded on the A-F scale, with a grade of C- or better: | Credits |
|-------|---|---------|
| I     | POL112: Introduction to Political Science                                   | 3       |
| I     | POL113: American Government   | 3       |

| <i>12 credits of electives (with at least 6 credits at the 300/400-level):</i> |  |   |
|--|--|---|
| E, W   | BIO110: Bioethics                                | 3 |
|  | BIO192: Forensic Science                         | 3 |
| R, W   | BUS313: Business Law I                           | 3 |
| E, W   | BUS360: Business Ethics                          | 3 |
| E  | CJU223: Police and Society                       | 3 |
|  | CJU214: Criminal Law                             | 3 |
| D  | ENG180: Ethics and Film                          | 3 |
| D  | ENG190: Ethics and Literature                    | 3 |
| E  | ENG355: Linguistics                              | 3 |
| I  | ENG420: Literary Criticism/SOC420: Social Theory | 3 |
| E  | HIS240: Women in America                         | 3 |
| R  | HIS241: Great Plains History                     | 3 |
| I  | HIS302: History of the Future                    | 3 |
| E  | HIS303: The Global Metropolis                    | 3 |
| I  | HIS313: U.S. Constitutional History              | 3 |
| R  | HIS419: Civil Rights and Beyond                  | 3 |
| E  | HIS421: New Deal Era                             | 3 |
| R  | HIS423: From Empires to Nations – Europe         | 3 |
| D  | HIS424: Decolonization                           | 3 |
| E  | SOC220: Minorities and Cultural Diversity        | 3 |
| I  | SOC342: Social Inequality                        | 3 |

Students may count no more than one (1) course from their major toward the Politics and Citizenship minor. Electives must be taken from two (2) different disciplines.

### Psychology Minor

| DRIVE | Complete 21 credits on the A-F scale, with a grade of C- or better: | Credits |
|-------|---|---------|
|       | 300/400-level PSY Electives*  | 6       |
|       | PSY electives*  | 15      |

\*PSY499 may not be taken to fulfill the minor

### Religion and Philosophy Minor

| DRIVE                                | Complete the following 18 credits, on the A-F scale, with a grade of C- or better: | Credits |
|--------------------------------------|--|---------|
| R                                    | REL130: Introduction to the Old Testament –or–                                     | 3       |
| R                                    | REL140: Introduction to the New Testament  |         |
| E                                    | REL240: Religions of the World   | 3       |
| <i>12 credits of electives from:</i> |  |         |
| D                                    | ENG180: Ethics and Film  | 3       |
| I                                    | ENG190: Ethics and Literature  | 3       |
| I                                    | ENG420: Literary Criticism   | 3       |
|                                      | PHI or REL courses not listed above  | 3       |

### Sociology Minor

| DRIVE | Complete 18 credits, on the A-F grading scale, with a grade of C- or higher: | Credits |
|-------|--|---------|
| I     | SOC130: Principles of Sociology  | 3       |
|       | SOC electives (excluding SOC499)   | 15      |

### Youth and Family Ministry Minor

| DRIVE | Complete 21 credits graded on the A-F scale, with a grade of C- or better: | Credits |
|-------|--|---------|
| R, E  | PSY210 Developmental Psychology –or–                                       | 3       |
| I     | PSY300: Psychology of Learning   |         |
| R     | REL130: Introduction to the Old Testament                                  | 3       |



|   |   |   |
|---|---|---|
| R | REL140: Introduction to the New Testament         | 3 |
| D | SOC300: Marriage and the Family                   | 3 |
| V | YFM100: Introduction to Youth and Family Ministry | 3 |
| V | YFM499: Youth and Family Ministry Internship*     | 6 |

\*3 credits during first two years, 3 credits during second two years

## Writing Minor

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

| DRIVE  | Complete 15 credits on the A-F scale with a grade of C- or better: | Credits |
|--|--|---------|
| V, W   | ENG220: Advanced Writing   | 3       |
| R, W   | ENG460: Senior Research Thesis                                     | 3       |
| 9 credits of creative writing selected from the following: |  |         |
| R, W   | BUS301: Applied Business Communications                            | 3       |
| E  | ENG230: Introduction to Creative Writing                           | 3       |
| E  | ENG234: Creative Nonfiction  | 3       |
| E  | ENG240: Wordsmiths   | 3       |
| E  | ENG355: Linguistics  | 3       |
| V, W   | HIS340: Historical Research and Writing                            | 3       |

## College of Health Professions

### Available Majors and Minors:

| Bachelor of Science | Bachelor of Arts (BA)     | Bachelor of Science in Nursing (BSN) | Minors    |
|---------------------|---------------------------|--------------------------------------|-----------|
| Biology             | Strength and Conditioning | Nursing                              | Biology   |
| Exercise Science    |                           | *Program options:                    | Chemistry |
| Medical Arts (3+1)  |                           | Traditional, LPN to BSN, RN to BSN   | Nutrition |
|                     |                           |                                      |           |

## College of Health Professions Faculty and Staff

### Linda Quinn

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**Chintamani S. Manish***Professor of Biology*

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B.S., Oklahoma Christian University; Ph.D., Oklahoma State University

**Jacob Maxson***Visiting Professor of Biology*

B.S., University of Nebraska; M.S., Creighton University

## College of Health Professions Majors

### Biology

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

A Midland **Biology** Major will:

- 1) Identify and describe the biological foundations of organisms;
- 2) Demonstrate knowledge and use of current scientific tools and techniques in a laboratory, field, or classroom setting;
- 3) Apply the scientific method to design biological experiments, collect and analyze data, and form coherent conclusions;
- 4) Assemble, evaluate, and present scientific information;
- 5) Critically analyze the social, moral, and ethical implications of biology;
- 6) Develop the skills to be a biologically literate, life-long learner, prepared for entry into professional programs/careers.

| Degree:   | Bachelor of Science  | CIP Code (2020): | 26.0101  |
|---|--|------------------|----------|
| DRIVE   | Biology Major: Complete at least 45-47 credits, on the A-F scale with a grade of C- or better: |                  | Credits  |
| D, R  | BIO125: General Biology I  |                  | 4        |
| R   | BIO126: General Biology II   |                  | 4        |
|   | BIO215: Microbiology   |                  | 4        |
| I   | BIO305: Genetics   |                  | 4        |
| V, W  | BIO420: Biology Capstone   |                  | 3        |
| R   | CHE103: General Chemistry I  |                  | 4        |
| R   | CHE104: General Chemistry II   |                  | 4        |
| E, W  | CHE201: Organic Chemistry I  |                  | 4        |
|   | BIO415: Immunology –or–<br>CHE407: Biochemistry  |                  | 3 –or– 4 |
| R<br>R  | BIO200: Survey of Anatomy and Physiology –or–<br>BIO204: Anatomy and Physiology I              |                  | 4        |
| D<br>D  | BIO300: Ecology and Field Biology –or–<br>BIO308: General Botany                               |                  | 4        |
| <i>Biology elective: at least 3 credits from the following:</i> |  |                  |          |
| R   | BIO100: Environmental Science  |                  | 4        |
| R   | BIO106: General Zoology  |                  | 4        |
| E, W  | BIO110: Bioethics  |                  | 3        |
|   | BIO112: Experiencing Biomes in a Zoo   |                  | 3        |
|   | BIO120: Contemporary Issues in Nutrition   |                  | 3        |
|   | BIO205: Anatomy & Physiology II  |                  | 3        |
|   | BIO207: Normal Nutrition   |                  | 3        |
|   | BIO209: Medical Terminology  |                  | 2-3      |
|   | BIO210: Special Topics in Biology  |                  | 3        |

|  |   |     |
|--|---|-----|
|  | BIO225: Nutrition in the Community            | 3   |
|  | BIO304: Developmental Biology                 | 4   |
|  | BIO306: Biology of Aging                      | 3   |
|  | BIO320: Nutrition Throughout the Lifespan     | 3   |
|  | BIO325: Pathophysiology                       | 3   |
|  | BIO410: Seminar in Selected Topics in Biology | 3   |
|  | BIO416: Neurobiology                          | 4   |
|  | BIO426: Marine Ecology                        | 3   |
|  | BIO450: Independent Study                     | 1-3 |
|  | BIO496: Research                              | 1-3 |
|  | BIO499: Internship                            | 1-3 |

Additional courses in chemistry, mathematics (calculus and statistics), and physics are strongly recommended.

## Exercise Science

The Exercise Science major prepares students for careers in wellness programs, rehabilitation programs, clinical research or entrance into professional allied health programs in exercise physiology, physical therapy, cardiac rehabilitation, physical therapy assistant, occupational therapy, athletic training, or chiropractic medicine. Students interested in furthering their education in a graduate program should check the admission requirements for the graduate program of choice and review requirements with their adviser in order to meet requirements for acceptance into the selected graduate/professional program.

A Midland **Exercise Science** major will:

1. Explain the concepts of human movement related to the anatomical, physiological and biomechanical aspects in the field of exercise science.
2. Design protocols and procedures to maximize participant safety for all components of health-related fitness for diverse populations.
3. Employ strategies to facilitate adherence to exercise and behavioral changes that promote a healthy lifestyle
4. Demonstrate effective skills competences that prepare students for professional roles in the field of exercise science and/or enrollment in a graduate program.
5. Critically apply the concepts of evidence based practice to interpret, evaluate, and communicate current research within the field of exercise science.
6. Demonstrate professional and ethical behaviors that display respect for individuals from diverse populations.

| Degree: | Bachelor of Science   | CIP Code (2020): | 31.0505 |
|---------|---|------------------|---------|
| DRIVE   | Complete the following 43 credits, graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| D, R    | BIO125: General Biology I   |                  | 4       |
| R       | BIO126: General Biology II  |                  | 4       |
|         | HPM161: Introduction to Human Performance   |                  | 3       |
|         | HPM209: Principles of Strength and Conditioning   |                  | 3       |
| I       | HPM248: Sport Psychology  |                  | 3       |
|         | HPM302: Functional Anatomy  |                  | 3       |
| D       | HPM307: Kinesiology   |                  | 3       |
| R       | HPM312: Physiology of Exercise  |                  | 3       |
|         | HPM313: Sports Nutrition  |                  | 3       |
| E, W    | HPM330: Exercise Programming for Special Health Populations                               |                  | 3       |
|         | HPM398: Practicum Experience  |                  | 2       |
|         | HPM401: Fitness Assessment and Prescription   |                  | 3       |
| R, W    | HPM407: Research Methods in Human Performance   |                  | 3       |
| V       | HPM499: Capstone Practicum Experience   |                  | 3       |

In addition to the required Exercise Science requirements, students must complete the following 33 credits of support courses, on the A-F scale, with a grade of C- or better:

| DRIVE | Support courses may also fulfill common course requirements. | Credits |
|-------|--|---------|
| R     | BIO204: Anatomy & Physiology I                               | 4       |

|      |                                    |   |
|------|------------------------------------|---|
|      | BIO205: Anatomy & Physiology II    | 4 |
| R    | CHE103: General Chemistry I        | 4 |
| R    | CHE104: General Chemistry II       | 4 |
| R    | MTH210: Elementary Statistics      | 3 |
| R    | PHY151: General Physics I          | 4 |
|      | PHY152: General Physics II         | 4 |
| R    | PSY120: Fundamentals of Psychology | 3 |
| R, E | PSY210: Developmental Psychology   | 3 |

## Medical Arts (3+1)

Medical Arts (3+1) is intended for 3+1 programs where 3 years of coursework is completed at Midland University and the final year of coursework is completed in a professional program (i.e. Radiography, Medical/Clinical Laboratory Science, Chiropractic Medicine, and others), which is transferred back to Midland University to complete the degree requirements. The requirements are designated in the Medical Arts (3+1) major and in the articulation agreement with each participating institution.

A Midland **Medical Arts (3+1)** major:

- 1) Foundations – Identify and describe the biological foundations of organisms.
- 2) Environmental – Compare and contrast the interrelationships of biological organisms and their environment.
- 3) Scientific Method – Apply the scientific method to design biological experiments, collect and analyze data, and form coherent conclusions.
- 4) Presentation – Assemble, evaluate, and present scientific information.
- 5) Ethics – Critically analyze the social, moral, and ethical implications of biology.
- 6) Life-long Learner – Demonstrate the development of skills to be a biologically literate, life-long learner, and an advocate of biological education.

The Medical Arts (3+1) major cannot be combined with the Biology major.

| Degree: | Bachelor of Science   | CIP Code (2020): | 51.1199 |
|---------|---|------------------|---------|
| DRIVE   | Medical Arts (3+1) Major: Complete 36 credits, on the A-F grading scale, with a grade of C or better. |                  | Credits |
| E, W    | BIO110: Bioethics   |                  | 3       |
| D, R    | BIO125: General Biology I   |                  | 4       |
| R       | BIO126: General Biology II  |                  | 4       |
| R       | BIO204: Anatomy and Physiology I  |                  | 4       |
|         | BIO205: Anatomy and Physiology II   |                  | 4       |
|         | BIO209: Medical Terminology   |                  | 2       |
| I, W    | BIO305: Genetics  |                  | 4       |
| R       | CHE103: General Chemistry I   |                  | 4       |
| R       | CHE104: General Chemistry II  |                  | 4       |
| R       | PSY120: Fundamentals of Psychology  |                  | 3       |
| V       | MEA400: Medical Arts Professional Program*  |                  | varies  |

\*Generally, 30 credits are transferred back to Midland University. Students should ensure that they have earned enough credits prior to beginning the professional program to ensure that 120 credits will be earned for the bachelor's degree.

Current articulation agreements can be found by contacting the Biology faculty or the University Registrar's Office.

**Transfer process:** Students will apply to the subsequent institution on their own. After the first year of their program or the completion of sufficient credits, students should send a transcript to Midland University to process the transfer credits. Upon receipt of the transcript, the student's degree will be awarded effective the end of the most recent undergraduate term.

## Strength and Conditioning

The Strength and Conditioning major prepares students for possible careers as a certified personal trainer, private training, or team-based strength coach at the high school or collegiate setting. Additional preparation for careers as a performance and sports scientist to improve athletic performance and/or reduce the risk of injury. This major also prepares students for postgraduate study in strength and conditioning.

A Midland **Strength and Conditioning** Major will:

- 1) Explain the concepts of human movement related to the anatomical, physiological and biomechanical aspects in the field of strength and conditioning.
- 2) Develop skills competencies to design, critique, and implement fitness programs that meet training goals for diverse populations.
- 3) Critically apply the concepts of evidence-based practice to interpret, evaluate and communicate current research within the field of strength and conditioning.
- 4) Demonstrate effective skills competencies that prepare students for professional roles in the field of strength and conditioning.
- 5) Demonstrate professional and ethical behaviors that display respect for individuals from diverse populations.
- 6) Prepare students to successfully complete national certification examinations.

| Degree: | Bachelor of Arts  | CIP Code (2020): | 31.0501 |
|---------|---|------------------|---------|
| DRIVE   | <b>Strength and Conditioning Major:</b> Complete the following 42 credits, graded on the A-F scale, with a grade of C- or better: |                  | Credits |
| R       | BIO200: Survey of Anatomy & Physiology  |                  | 4       |
|         | HPM161: Introduction to Human Performance   |                  | 3       |
|         | HPM209: Principles of Strength and Conditioning   |                  | 3       |
| I       | HPM248: Sport Psychology  |                  | 3       |
|         | HPM302: Functional Anatomy  |                  | 3       |
| D       | HPM307: Kinesiology   |                  | 3       |
| R       | HPM312: Physiology of Exercise  |                  | 3       |
|         | HPM313: Sports Nutrition  |                  | 3       |
| E, W    | HPM330: Exercise Programming for Special Health Populations   |                  | 3       |
|         | HPM398: Practicum Experience  |                  | 2       |
|         | HPM401: Fitness Assessment and Prescription   |                  | 3       |
| R, W    | HPM407: Research Methods in Human Performance   |                  | 3       |
|         | HPM423: Advanced Strength and Conditioning  |                  | 3       |
| V       | HPM499: Human Performance Internship III  |                  | 3       |

Students can achieve their Certified Strength and Conditioning Specialist Certification (CSCS) by the end of their senior year.

In addition to the required Strength and Conditioning requirements, students must complete the following 18 credits of support courses, on the A-F scale, with a grade of C- or better:

| DRIVE     | Support courses may also fulfill common course requirements.                   | Credits |
|-----------|--|---------|
|           | ACC105: Essentials of Accounting   | 3       |
|           | FIN200: Essentials of Financial Management                                     | 3       |
| I         | MKT142: Principles of Marketing –or–<br>MKT257: Social Media for Organizations | 3       |
| R         | MTH210: Elementary Statistics  | 3       |
| R         | PSY120: Fundamentals of Psychology   | 3       |
| R, E<br>I | PSY210: Developmental Psychology –or–<br>PSY300: Psychology of Learning        | 3       |

## School of Nursing

The program of studies for the Nursing major is consistent with the University's goal of providing a liberal arts education for students in a Christian context. The curriculum balances general and professional education with course options in the humanities, the physical and life sciences, and social and behavioral sciences.

Nursing courses prepare the graduate for professional practice in a variety of settings, provide a foundation for graduate study in Nursing, and promote life-long learning and growth toward maturity as individuals, professionals, and citizens. The curriculum for the Nursing major is designed to produce a Midland University Nursing graduate who demonstrates competencies consistent with AACN, QSEN, and IOM recommendations for Nursing education.

|   |  |
|---|--|
| <p>The baccalaureate nursing program at Midland University, located in Fremont, Nebraska, is accredited by the:<br/>         Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400<br/>         Atlanta, GA 30326<br/>         (404) 975-5000</p> <p>The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at<br/> <a href="http://www.acenursing.us/accreditedprograms/programSearch.htm">http://www.acenursing.us/accreditedprograms/programSearch.htm</a></p> | <p>Additional approval is from:</p> <p>Nebraska State Board of<br/>         Nursing<br/>         301 Centennial Mall South<br/>         P.O. Box 94986<br/>         Lincoln, Nebraska 68509-4986<br/>         (402) 471-4376</p> |
|---|--|

## School of Nursing Faculty and Staff

### Jessica Fitzgerald

*Associate Dean of the School of Nursing*

B.S.N. Midland University; M.S.N., Nebraska Wesleyan University; D.N.P. University of Missouri - Columbia

### LaVonne Stewart

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### Deborah Brester

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### Jane Hiatt

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### Diana J. Moxness

*Associate Professor*

B.S.N., M.S.N., University of Nebraska Medical Center

### Robert E. Steed

*Professor*

B.S.N., University of Maryland; M.S.N., University of Florida; Ed.D., Liberty University

## Nursing

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

- 1) Synthesize knowledge from the arts and sciences as a basis for professional nursing decisions.
- 2) Incorporate leadership concepts in promoting safe, high-quality care with a focus on continual evaluation and improvement within a variety of organizations and systems.
- 3) Integrate nursing research and evidenced-based practice into professional nursing practice.
- 4) Evaluate information management, technology, and systems in an ethical manner to ensure safe care and enhance sound decision-making in health care delivery systems.
- 5) Examine state, regional, national, and regulatory agency health care system policies to inform professional activism.
- 6) Foster intra/interprofessional team collaboration with healthcare providers and consumers for the improvement of healthcare delivery and patient health outcomes.
- 7) Provide professional nursing care across the lifespan to diverse individuals, families, and populations to promote health and prevent disease and injury.
- 8) Assume responsibility and legal/ethical accountability for one's personal and professional behavior and its impact on the care of diverse populations.
- 9) Integrate the competencies of a professional nurse to provide, coordinate, and advocate for care of diverse populations.
- 10) Explore personal faith/spirituality with respect to nursing practice in a diverse global society.

Graduates of the Midland Nursing program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) as required for state licensure as a registered nurse. They are prepared with a Bachelor of Science degree in Nursing (BSN) qualifying them for excellent placement in nursing positions throughout the healthcare system. Nursing graduates are well prepared to advance their education in master's and doctoral programs of nursing and other related health care fields.

Nursing majors in all program options must meet specific requirements to attend required clinical and community learning experiences. The requirements include, but are not limited to completion of a health exam, satisfactory health status, compliance with immunization requirements, current American Heart Association CPR certification, satisfactory drug testing, satisfactory abuse and criminal background check(s) and ability to meet program technical standards. Nursing majors are required to have a health insurance policy in effect during their course of studies. Expenses associated with these requirements are the responsibility of the student.

Additional expenses include, but are not limited to clinical/lab fees, uniforms, transportation to and from clinical sites, malpractice insurance, NCLEX preparation, and standardized testing. All fees associated with the NCLEX-RN exam and licensure, are the responsibility of the graduating student.

A Nursing Student Handbook is given to all Nursing students upon enrollment in the first clinical Nursing course and is available online. The Nursing Student Handbook is reviewed and updated annually to ensure a quality educational experience while the student is enrolled in the program. Students are responsible for compliance with all Nursing Program Policies and updates while enrolled in the Nursing program.

### **Clinical Experience**

The Nursing program features more than 1000 hours of clinical experience. Midland enjoys a unique historical relationship through common ties to the Evangelical Lutheran Church in America. Institutions providing clinical opportunities include, but are not limited to, Methodist Fremont Health (Fremont), Children's Hospital and Medical Center (Omaha), and CommonSpirit Health facilities (Omaha). There is also a variety of community-based clinical experiences included throughout the curriculum. Students assume responsibility for their own transportation to and from clinical experiences.

### **Internship**

An internship experience is required for nursing students during the last semester before graduation. The experience is designed to allow students the opportunity to practice the application of theoretical knowledge and to develop further clinical competencies in the work setting under the preceptorship of a baccalaureate prepared registered nurse.

The internship consists of clinical experience in an acute health care setting. Students are able to bridge the gap between education and practice, develop relationships with prospective employers, and explore areas of interest specific to professional nursing practice.

### **Admission to the Nursing Program**

Applications for admission to the Nursing program are welcomed from men and women who have a sincere interest in preparing for a career in professional nursing. Careful and thorough review of each applicant will be made in the School of Nursing to determine those students best qualified. In addition to meeting the general admission requirements of and being accepted into the University, applicants interested in the nursing program must also provide additional information for the School of Nursing, which will be reviewed by the Nursing Admission Committee.

| <b>High School Academic Recommendations for Traditional BSN Applicants</b> |  |
|--|--|
| English  | 3-4 units  |
| Social Studies   | 2-3 units  |
| Mathematics  | 2-3 units (3 preferred including 2 years of algebra)           |
| Science  | 2-3 units (biology, chemistry, anatomy & physiology preferred) |

### **Nursing Program Admission Requirements**

High School Students:

- Personal statement
- Two references
- A minimum cumulative HS GPA 2.75
- Success in previous math and science courses

Midland University will evaluate previous college course work taken while in high school. College credits can easily be transferred into Midland without needing to retake classes.

High School Students not meeting initial admission criteria, may be eligible to apply to the nursing program after their first semester at Midland University. Students must have completed at a minimum, one prerequisite science course with a grade of C or higher and have a 2.5 cumulative GPA in completed college prerequisites before submitting an application.

Transfer Students:

- Personal statement
- Two references
- A minimum college cumulative college GPA of 2.5
- Prerequisite course grades of C or higher
- No more than one repeated prerequisite course.
- No more than one D, F, or W grades in prerequisite courses.

Applicants with previous Nursing credit will be reviewed on a case-by-case basis and upon acceptance; entrance will be based on space availability. Applicants to the LPN to BSN or RN to BSN program options must have a current unencumbered state license. College prerequisites, or equivalents when applicable, are to be completed prior to beginning Nursing courses.

### Application Procedure

Traditional undergraduate nursing applicants are reviewed on a regular basis for fall admission. Students will be accepted into the Nursing Program directly out of high school who meet specific criteria. Students who are in their first year at Midland University may apply and have a review for admission to the Nursing Program based on the completion of the first semester of college prerequisite coursework. Transfer, LPN to BSN, and RN to BSN students will have their application reviewed based on previous college course work. Applications to the Nursing Program will be reviewed during regularly scheduled nursing admission meetings.

### Notification of Admission

Applicants will receive notification from the School of Nursing regarding admission status.

### Requirements once accepted in the BSN Program

All Nursing and support courses must be taken for a letter grade. A grade of C+ or above and a 77% exam grade must be earned in each Nursing course (those courses prefaced by NUR).

- A grade of C or above must be earned in the support courses of BIO204, BIO205, BIO207, BIO215, BIO325, CHE122, CHE290, MTH210, PHI250 or other Ethics course, PSY120, PSY210, SOC130, and COM101 or other Speech course. Students who earn a C- or below in a support course must then repeat the course.
- One Nursing course may be repeated because of either receiving a failing grade (C or below), withdrawing from a course when failing, or when administratively withdrawn from a course. Failure of two nursing courses will result in dismissal from the Nursing Program.
- Students are required to provide proof of a current health insurance policy prior to each clinical experience in the Nursing Program.
- Students must submit proof of current immunizations in accordance with immunization policy requirements. Health records must be submitted prior to beginning the initial clinical experience in nursing.
- Students are required to satisfactorily complete drug testing and satisfactorily meet the abuse and criminal background check prior to beginning the initial clinical experience in nursing. Prior to attending a clinical experience, additional educational and orientation requirements are to be met.
- Students must provide ongoing proof of current American Heart Association CPR certification.

Note: The Nursing program reserves the right to deny admission to or dismiss any student whose health record, immunization compliance, drug testing, abuse or criminal background record, academic or clinical performance, clinical compliance such as CPR or behavior is determined to be unsatisfactory.

### BSN Traditional Program Option

| Degree: | Bachelor of Science in Nursing       | CIP Code (2020): | 51.3801 |
|---------|--------------------------------------|------------------|---------|
| DRIVE   | 49 support course credits including: |                  | Credits |
| R       | BIO204: Anatomy and Physiology I     |                  | 4       |
|         | BIO205: Anatomy and Physiology II    |                  | 4       |
|         | BIO207: Normal Nutrition             |                  | 3       |



|       |  |         |
|-------|--|---------|
| R     | BIO215: Microbiology   | 4       |
|       | BIO325: Pathophysiology  | 3       |
| R     | CHE122: Chemistry for Health Science   | 4       |
|       | CHE290: Pharmacology   | 3       |
| E     | COM101: Fundamentals of Oral Communication   | 3       |
| R     | MTH210: Elementary Statistics  | 3       |
| E     | PHI250: Foundations of Moral Decision Making   | 3       |
| R     | PSY120: Fundamentals of Psychology   | 3       |
| R, E  | PSY210: Developmental Psychology   | 3       |
| I     | SOC130: Principles of Sociology  | 3       |
| E     | WRI101: Composition I  | 3       |
| E     | WRI102: Composition II   | 3       |
| DRIVE | 63 Nursing credits including:  | Credits |
|       | NUR203: Foundations of Nursing<br>NUR203C: Foundations of Nursing Clinical                         | 5       |
|       | NUR205: Medical Surgical Nursing Adult<br>NUR205C: Medical Surgical Nursing Adult Clinical         | 6       |
|       | NUR210: Health Assessment<br>NUR210L: Health Assessment Lab  | 3       |
|       | NUR305: Medical Surgical Pediatric Nursing<br>NUR305C: Medical Surgical Pediatric Nursing Clinical | 9       |
| D     | NUR365: Mother/Baby Nursing<br>NUR365C: Mother/Baby Nursing Clinical                               | 5       |
|       | NUR375: Mental Health Nursing<br>NUR375C: Mental Health Nursing Clinical                           | 5       |
| R, W  | NUR392: Nursing Research and Evidence-Based Practice   | 3       |
| I     | NUR405: Advanced Medical Surgical Nursing*<br>NUR405C: Advanced Medical Surgical Nursing Clinical* | 9       |
|       | NUR416: Leadership and Nursing Care Management*  | 3       |
| R, W  | NUR426: Trends in Contemporary Nursing*  | 3       |
| E     | NUR465: Population Focused Care*<br>NUR465C: Population Focused Care Clinical*                     | 5       |
| V     | NUR497: Nursing Capstone<br>NUR497C: Nursing Capstone Clinical                                     | 7       |

\*All non-nursing courses must be completed prior to these fourth year courses to allow for the completion of clinical requirements.

Students may be required to take additional courses, such as College Reading and Writing or College Mathematics based on ACT or placement scores. Electives may be taken as offered. Requirements for the Nursing major include both nursing courses designated by NUR and identified support courses within other disciplines. A suggested year-by-year program of study is available from the School of Nursing. The program of study for the Nursing major is also included in the Nursing Student Handbook and available in the Student Success Center.

### LPN to BSN Program Option

The LPN to BSN program has been established to meet the needs of the Licensed Practical Nurse (LPN) interested in a Bachelor of Science degree in Nursing. Midland recognizes previous college credit from accredited institutions and accepts transfer credit to meet graduation requirements. Applicants with less than one year of experience in an acute care setting and/or with experience only in a long-term care setting will be evaluated for placement in the curriculum on a case-by-case basis. LPN to BSN students may receive credit for sophomore clinical nursing courses based on evaluation of experience and previous course work. Applicants will meet with an advisor to plan their program of study.

|                |                                       |                         |                |
|----------------|---------------------------------------|-------------------------|----------------|
| <b>Degree:</b> | <b>Bachelor of Science in Nursing</b> | <b>CIP Code (2020):</b> | <b>51.3801</b> |
| DRIVE          | Nursing Support Courses               |                         | Credits        |
| R              | BIO204: Anatomy and Physiology I      |                         | 4              |
|                | BIO205: Anatomy and Physiology II     |                         | 4              |
|                | BIO207: Normal Nutrition              |                         | 3              |

|       |  |         |
|-------|--|---------|
| R     | BIO215: Microbiology   | 4       |
|       | BIO325: Pathophysiology  | 3       |
| R     | CHE122: Chemistry for Health Science   | 4       |
|       | CHE290: Pharmacology   | 3       |
| E     | COM101: Fundamentals of Oral Communication   | 3       |
| R     | MTH210: Elementary Statistics  | 3       |
| E     | PHI250: Foundations of Moral Decision Making   | 3       |
| R     | PSY120: Fundamentals of Psychology   | 3       |
| R, E  | PSY210: Developmental Psychology   | 3       |
| I     | SOC130: Principles of Sociology  | 3       |
| E     | WRI101: Composition I  | 3       |
| E     | WRI102: Composition II   | 3       |
| DRIVE | Nursing Courses  | Credits |
|       | NUR205: Medical Surgical Nursing Adult<br>NUR205C: Medical Surgical Nursing Adult Clinical         | 6       |
|       | NUR206: LPN to BSN Transition  | 5-11    |
|       | NUR210: Health Assessment<br>NUR210L: Health Assessment  | 3       |
|       | NUR305: Medical Surgical Pediatric Nursing<br>NUR305C: Medical Surgical Pediatric Nursing Clinical | 9       |
| D     | NUR365: Mother/Baby Nursing<br>NUR365C: Mother/Baby Nursing Clinical                               | 5       |
|       | NUR375: Mental Health Nursing<br>NUR375C: Mental Health Nursing Clinical                           | 5       |
| R, W  | NUR392: Nursing Research and Evidence-Based Practice   | 3       |
| I     | NUR405: Advanced Medical Surgical Nursing*<br>NUR405C: Advanced Medical Surgical Nursing Clinical* | 9       |
|       | NUR416: Leadership and Nursing Care Management*  | 3       |
| R, W  | NUR426: Trends in Contemporary Nursing*  | 3       |
| E     | NUR465: Population Focused Care*<br>NUR465C: Population Focused Care Clinical*                     | 5       |
| V     | NUR497: Nursing Capstone<br>NUR497C: Nursing Capstone Clinical                                     | 7       |

\*All non-nursing courses must be completed prior to these fourth year courses to allow for the completion of clinical requirements.

### RN to BSN Program Option

The RN to BSN curriculum provides the already licensed registered nurse with the opportunity to complete an online program of study to attain a Bachelor of Science degree in Nursing. The RN to BSN student must also fulfill other University requirements for graduation. Upon admission into the RN to BSN program option, students will meet with a Nursing program RN to BSN Advisor to plan their program of study in order to meet general education and professional requirements. The University Registrar will complete an official evaluation of all transcripts to determine transferability of previous credit.

120 Total Credit Hours required for graduation from Midland University

| Degree: | Bachelor of Science in Nursing                      | CIP Code (2020): | 51.3801 |
|---------|---|------------------|---------|
| DRIVE   | RN to BSN Prerequisite Courses                      |                  | Credits |
|         | English Composition, Social Science, and Humanities |                  | 15      |
| R       | BIO204: Anatomy and Physiology I                    |                  | 4       |
|         | BIO205: Anatomy and Physiology II                   |                  | 4       |
|         | BIO207: Normal Nutrition                            |                  | 3       |
| R       | BIO215: Microbiology                                |                  | 4       |
|         | BIO325: Pathophysiology                             |                  | 3       |
| R       | CHE122: Chemistry for Health Science                |                  | 4       |
|         | CHE290: Pharmacology                                |                  | 3       |
| R       | MTH210: Elementary Statistics                       |                  | 3       |

|              |   |                |
|--------------|---|----------------|
|              | NUR210: Health Assessment<br>NUR210L: Health Assessment Lab   | 3              |
| E            | PHI250: Foundations of Moral Decision Making  | 3              |
| R            | PSY120: Fundamentals of Psychology  | 3              |
| R, E         | PSY210: Developmental Psychology  | 3              |
| I            | SOC130: Principles of Sociology   | 3              |
| E            | COM101: Fundamentals of Oral Communications   | 3              |
|              | Nursing Transfer credits  | 29             |
| <b>DRIVE</b> | <b>RN to BSN Courses</b>  | <b>Credits</b> |
|              | NUR372R: Spiritual Nursing Care   | 3              |
|              | NUR382R: Multicultural Nursing  | 3              |
| R, W         | NUR392R: Nursing Research and Evidence-Based Practice   | 3              |
| D            | NUR415R: Nursing Leadership and Management  | 3              |
| R, W         | NUR425R: Professional Concepts  | 3              |
| I            | NUR462R: Complex Care – Gerontology   | 3              |
| E            | NUR475R: Nursing Perspectives in Population Centered Care: Assessment (clinical)  | 3              |
| V            | NUR476R: Nursing Perspectives in Population Centered Care: Implementation (clinical)  | 3              |
|              | Electives at Midland University<br>Nursing Electives available:<br>NUR260R: Ethics for Healthcare<br>NUR395R: Palliative Care Nursing | 6              |

## College of Health Professions Minors

### Biology Minor

| <b>DRIVE</b> | <b>Complete 24 credits, on the A-F scale with a grade of C- or better:</b> | <b>Credits</b> |
|--------------|--|----------------|
| D, R         | BIO125: General Biology I  | 4              |
| R            | BIO126: General Biology II   | 4              |
| D            | BIO300: Ecology and Field Biology –or–                                     | 4              |
| D            | BIO308: General Botany   | 4              |
| R            | CHE103: General Chemistry I  | 4              |
| R            | CHE104: General Chemistry II   | 4              |
|              | BIO electives, 300-level or higher, excluding BIO499                       | 4              |

### Chemistry Minor

The study of chemistry is important for students pursuing a major in any of the sciences and is vital for students pursuing a career in the medical fields.

| <b>DRIVE</b> | <b>Complete 20 credits, on the A-F scale, with a grade of C- or better. CHE122 may not be applied to the minor:</b> | <b>Credits</b> |
|--------------|---|----------------|
| R            | CHE103: General Chemistry I   | 4              |
| R            | CHE104: General Chemistry II  | 4              |
| E, W         | CHE201: Organic Chemistry I   | 4              |
| R            | CHE202: Organic Chemistry II  | 4              |
|              | CHE407: Biochemistry  | 4              |

### Nutrition Minor

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

| DRIVE                        | Complete 15 credits, on the A-F scale with a grade of C- or better:   | Credits |
|------------------------------|---|---------|
| R<br>R                       | BIO200: Survey of Anatomy and Physiology –or–<br>BIO204: Anatomy and Physiology I and BIO205: Anatomy & Physiology II | 4-8     |
|                              | BIO207: Normal Nutrition  | 3       |
|                              | BIO320: Nutrition Throughout the Lifespan   | 3       |
| <i>Two of the following:</i> |   |         |
|                              | BIO120: Contemporary Issues in Nutrition  | 3       |
|                              | BIO225: Nutrition in the Community  | 3       |
|                              | BIO306: Biology of Aging  | 3       |
|                              | HPM313: Sports Nutrition  | 3       |

## Dunklau School of Business

The Dunklau School of Business majors are designed to give students the skills and knowledge necessary to gain entry-level positions in small and large business organizations and the general abilities to succeed in their careers over time. The majors emphasize broad business education as well as detailed skills and knowledge within the business disciplines. Students experience a comprehensive major while earning a Bachelor of Science in Business Administration degree. All Business majors are required to complete requirements from one of the specific majors. All business majors take a comprehensive senior business exam during their final year.

### Available Majors and Minors

| Bachelor of Science in Business Administration (BSBA) | Bachelor of Arts (BA)                           | Minors                  |
|---|---|-------------------------|
| Accounting  | Agribusiness (Compressed)                       | Animal Production       |
| Agribusiness  | Business Administration (Compressed)            | Business Administration |
| Business Administration                               | Business Intelligence & Technology (Compressed) | Digital Marketing       |
| Business Intelligence & Technology                    | Digital Marketing (Compressed)                  | Financial Services      |
| Digital Marketing                                     | Financial Services (Compressed)                 | Management              |
| Financial Services                                    | Management (Compressed)                         | Sport Management        |
| Management  | Sport Management(Compressed)                    | Sport Marketing         |
| Sport Management                                      |   |                         |
|   |   |                         |

The following restrictions are in place for the full and compressed majors within the Dunklau School of Business. Any Business Compressed may be combined with an Arts and Sciences Compressed major:

| Full Major                      | Acceptable Compressed   |
|---------------------------------|---|
| Accounting                      | Agribusiness, Business Intelligence & Technology, Digital Marketing, Sport Management                     |
| Agribusiness                    | Business Administration, Digital Marketing, Financial Services, Management                                |
| Business Administration         | Agribusiness, Sport Management  |
| Business Information Technology | Agribusiness, Digital Marketing, Financial Services, Sport Management                                     |
| Digital Marketing               | Agribusiness, Business Intelligence & Technology, Sport Management  |
| Financial Services              | Agribusiness, Business Intelligence & Technology, Digital Marketing, Sport Management                     |
| Management                      | Agribusiness, Business Intelligence & Technology, Digital Marketing, Financial Services, Sport Management |
| Sport Management                | Agribusiness, Business Intelligence & Technology, Digital Marketing, Financial Services, Management       |

## Dunklau School of Business Faculty and Staff

**Todd Conkright**

*Dean of the Dunklau School of Business*  
B.S., Grace University; M.A., Regent University

**Rita M. Bristol**

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

**Jennifer A. Murnane-Rainey**

*Associate Professor of Business*  
B.S.B.A., M.B.A., University of Nebraska at Omaha; Ph.D., Iowa State University

**Jon D. Moxness**

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

**Lynn Schnoor**

*Associate Professor of Business Intelligence and Technology*  
B.S., Midland University; M.S., University of Nebraska at Omaha

**Nick Schreck**

*Assistant Professor of Digital Marketing, Undergraduate Business Program Director*  
B.S., Midland University; M.A., Gonzaga University, M.S., Temple University; Doctoral Candidate, Franklin University

## Dunklau School of Business Majors

### Accounting

The Accounting major prepares students for careers in private accounting, banking, government agencies, and public accounting. Those taking the Certified Public Accountant (CPA) exam are required to have completed a bachelor's degree in business, certain business and accounting courses, and 150 credits. While graduation requirements at Midland are 120 credits, Accounting students are urged to complete the 150 credits upon graduation to be prepared to take the CPA exam at any time.

#### A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

#### An Accounting Major:

- 1) Demonstrates the application of accounting skills to business enterprises, including transaction recording, financial statement preparation, data analysis, and software proficiency.
- 2) Effectively utilizes specialized skills necessary for careers in public accounting, including the application of auditing standards and taxation principles.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.0301 |
|---------|--|------------------|---------|
| DRIVE   | Accounting Major: Complete the following 79 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits          |         |
|         | ACC103: Principles of Accounting I   | 3                |         |
|         | ACC104: Principles of Accounting II  | 3                |         |
|         | ACC203: Intermediate Accounting I  | 3                |         |
|         | ACC204: Intermediate Accounting II   | 3                |         |
|         | ACC209: Governmental Accounting  | 3                |         |
|         | ACC303: Cost Accounting I  | 3                |         |

|      |   |   |
|------|---|---|
|      | ACC402: Cost Accounting II                  | 3 |
|      | ACC403: Federal Taxes I                     | 3 |
|      | ACC404: Federal Taxes II                    | 3 |
|      | ACC405: Advanced Financial Accounting       | 3 |
|      | ACC406: Auditing                            | 3 |
| D    | ACC407: Accounting Information Systems      | 3 |
|      | BUS100: Survey of Business Careers          | 1 |
| D    | BUS101: Business Software Essentials        | 3 |
| R, W | BUS301: Applied Business Communications     | 3 |
|      | BUS311: Data Analysis and Decision Modeling | 3 |
| R, W | BUS313: Business Law I                      | 3 |
| E, W | BUS360: Business Ethics                     | 3 |
|      | BUS414: Business Law II                     | 3 |
| R    | BUS442: Business Strategy                   | 3 |
| V    | BUS499: Business Internship                 | 3 |
|      | ECO203: Principles of Microeconomics        | 3 |
|      | ECO204: Principles of Macroeconomics II     | 3 |
|      | FIN261: Financial Management                | 3 |
|      | MGT217: Principles of Management            | 3 |
| I    | MKT142: Principles of Marketing             | 3 |
| R    | MTH210: Elementary Statistics               | 3 |

## Agribusiness

The Agribusiness major encourages students to get out of the classroom and work alongside agribusiness professionals to help producers and businesses achieve set objectives through understanding commodities, livestock, crops, risk, management, operations, and more.

A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

An **Agribusiness** Major:

- 1) Uses scientific principles in support of agribusiness objectives.
- 2) Understands how aspects of agriculture combine and are used by scientists, businesspeople, and producers.
- 3) Assesses agribusiness operations from both scientific and business perspectives.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 01.0102 |
|---------|--|------------------|---------|
| DRIVE   | Agribusiness Major: Complete the following 53 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | AGR100: Survey of Agribusiness Careers   |                  | 1       |
|         | AGR200: Commodity Value Chain  |                  | 3       |
|         | ACC103: Principles of Accounting I   |                  | 3       |
| R, W    | BUS301: Applied Business Communication   |                  | 3       |
| E, W    | BUS360: Business Ethics  |                  | 3       |
| V       | BUS499: Business Internship  |                  | 3       |
|         | ECO203: Principles of Microeconomics   |                  | 3       |
|         | MGT217: Principles of Management   |                  | 3       |
| D, R    | BIO125: General Biology I  |                  | 4       |

|                        |  |   |
|------------------------|--|---|
| R                      | BIO126: General Biology II                         | 4 |
|                        | BIO230: Agronomy                                   | 4 |
|                        | BIO250: Animal Science                             | 4 |
| <i>6 credits from:</i> |  |   |
|                        | MGT310: Operations Management                      | 3 |
|                        | MGT320: Supply Chain Management                    | 3 |
|                        | MGT418: Business Process Optimization              | 3 |
|                        | MGT422: Project Management                         | 3 |
| <i>9 credits from:</i> |  |   |
|                        | AGR395: Crop Production Practicum                  | 3 |
|                        | AGR396: Sales and Marketing Agribusiness Practicum | 3 |
|                        | AGR397: Farm Management Practicum                  | 3 |
|                        | AGR398: Animal Production Practicum                | 3 |
|                        | AGR399: Finance Agribusiness Practicum             | 3 |

This Agribusiness major encourages students to get out of the classroom and work alongside agribusiness professionals to help producers and businesses achieve set objectives through understanding commodities, livestock, crops, risk, management, operations, and more.

| Degree:                | Bachelor of Arts  | CIP Code (2020): | 01.0102 |
|------------------------|---|------------------|---------|
| DRIVE                  | Agribusiness (Compressed) Major: Complete the following 35 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|                        | AGR100: Survey of Agribusiness Careers  |                  | 1       |
|                        | AGR200: Commodity Value Chain   |                  | 3       |
|                        | ACC103: Principles of Accounting I  |                  | 3       |
| R, W                   | BUS301: Applied Business Communication  |                  | 3       |
|                        | ECO203: Principles of Microeconomics  |                  | 3       |
|                        | MGT217: Principles of Management  |                  | 3       |
| D, R                   | BIO125: General Biology I   |                  | 4       |
| R                      | BIO126: General Biology II  |                  | 4       |
|                        | BIO230: Agronomy  |                  | 4       |
|                        | BIO250: Animal Science  |                  | 4       |
| <i>3 credits from:</i> |   |                  |         |
|                        | AGR395: Crop Production Practicum   |                  | 3       |
|                        | AGR396: Sales and Marketing Agribusiness Practicum  |                  | 3       |
|                        | AGR397: Farm Management Practicum   |                  | 3       |
|                        | AGR398: Animal Production Practicum   |                  | 3       |
|                        | AGR399: Finance Agribusiness Practicum  |                  | 3       |

## Business Administration

The Business Administration major allows for the most flexibility for students wanting to complete a degree in business. Business Common Courses prepare students with a foundation across multiple business topics while allowing for selecting electives from any business discipline (ACC, BIT, BUS, ECO, FIN, MGT, and MKT prefixes). Business Administration majors may find employment in a variety of business fields, including entry-level management roles, family business, or entrepreneurial pursuits.

A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.



- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.0201 |
|---------|--|------------------|---------|
| DRIVE   | <b>Business Administration Major:</b> Complete the following 52 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I   |                  | 3       |
|         | ACC104: Principles of Accounting II  |                  | 3       |
|         | BUS100: Survey of Business Careers   |                  | 1       |
| D       | BUS101: Business Software Essentials   |                  | 3       |
|         | FIN261: Financial Management   |                  | 3       |
| E, W    | BUS360: Business Ethics  |                  | 3       |
|         | MGT217: Principles of Management   |                  | 3       |
| I       | MKT142: Principles of Marketing  |                  | 3       |
|         | MGT335: Human Capital Management –or–<br>BUS302: Organizational Leadership –or–<br>BUS317: Organizational Behavior               |                  | 3       |
| R, W    | BUS301: Applied Business Communications  |                  | 3       |
|         | BUS311: Data Analysis and Decision Modeling  |                  | 3       |
| R       | BUS442: Business Strategy  |                  | 3       |
| V       | BUS499: Business Internship  |                  | 3       |
| R       | MTH210: Elementary Statistics  |                  | 3       |
|         | Electives (ACC, BIT, BUS, ECO, FIN, MGT, MKT courses)  |                  | 12      |

| Degree: | Bachelor of Arts  | CIP Code (2020): | 52.0201 |
|---------|---|------------------|---------|
| DRIVE   | <b>Business Administration (Compressed) Major:</b> Complete the following 30 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I  |                  | 3       |
|         | ACC104: Principles of Accounting II   |                  | 3       |
| R, W    | BUS301: Applied Business Communications   |                  | 3       |
| E, W    | BUS360: Business Ethics   |                  | 3       |
|         | FIN261: Financial Management  |                  | 3       |
|         | MGT217: Principles of Management  |                  | 3       |
| I       | MKT142: Principles of Marketing   |                  | 3       |
| R       | BUS442: Business Strategy   |                  | 3       |
| V       | BUS499: Business Internship   |                  | 3       |
|         | Any 300- or 400-level Dunklau School of Business course   |                  | 3       |

## Business Intelligence and Technology

Business Intelligence is a wide-open field that offers students the opportunity to make an impact on their future organizations through using data, technology, logic, and business acumen to move the organization forward. Students may find jobs as analysts, developers, database administrators, or information systems managers.

A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.



- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

**A Business Intelligence and Technology Major:**

- 1) Applies Business Intelligence (BI) knowledge and skills learned to facilitate the acquisition, development, deployment, and management of business technologies.
- 2) Understands the leadership role of BI in achieving a competitive advantage in business through informed decision-making.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.1201 |
|---------|--|------------------|---------|
| DRIVE   | Business Intelligence and Technology Major: Complete the following 58 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I   |                  | 3       |
|         | BUS100: Survey of Business Careers   |                  | 1       |
| D       | BUS101: Business Software Essentials   |                  | 3       |
| R, W    | BUS301: Applied Business Communications  |                  | 3       |
|         | 3 credits from:  |                  |         |
|         | BUS302: Organizational Leadership  |                  | 3       |
|         | BUS311: Data Analysis and Decision Modeling*   |                  | 3       |
| E, W    | BUS360: Business Ethics  |                  | 3       |
| V       | BUS499: Business Internship  |                  | 3       |
|         | ECO204: Principles of Macroeconomics – or –  |                  | 3       |
| I       | MKT142: Principles of Marketing  |                  |         |
|         | MGT217: Principles of Management   |                  | 3       |
|         | MGT422: Project Management   |                  | 3       |
| R       | MTH210: Elementary Statistics  |                  | 3       |
| D       | BIT101: Introduction to Business Intelligence  |                  | 3       |
| I       | BIT160: Object Oriented Programming  |                  | 3       |
|         | BIT201: HelpDesk   |                  | 3       |
| E       | BIT220: Data Structures  |                  | 3       |
|         | BIT270: Website Management   |                  | 3       |
| R, W    | BIT442: Business Intelligence Systems  |                  | 3       |

\*Students will complete as part of the Data Analysis Concentration

In addition, students will choose from one of the following concentrations:

| DRIVE | Cyber Security Concentration Courses | Credits |
|-------|--------------------------------------|---------|
|       | BIT301: Cybersecurity                | 3       |
|       | BIT320: Ethical Hacking              | 3       |
| R, W  | BIT350: Operating Systems            | 3       |
|       | BIT401: Advanced Cybersecurity       | 3       |

| DRIVE | Data Analytics Concentration Courses                   | Credits |
|-------|--|---------|
|       | BUS311: Data Analysis and Decision Making              | 3       |
|       | BIT330: SQL for Data Analytics                         | 3       |
|       | BIT415: Artificial Intelligence on Amazon Web Services | 3       |
|       | BIT420: Data Visualization                             | 3       |

| DRIVE | Software Development Concentration Courses | Credits |
|-------|--|---------|
|       | BIT325: JavaScript                         | 3       |
| R, W  | BIT350: Operating Systems                  | 3       |
|       | BIT425: PHP and MySQL Web Development      | 3       |
|       | BIT430: Database Management                | 3       |

| DRIVE | Network Administration Concentration Courses | Credits |
|-------|--|---------|
|-------|--|---------|

|  |   |   |
|--|---|---|
|  | BIT301: Cybersecurity                   | 3 |
|  | BIT360: Networks and Data Communication | 3 |
|  | BIT370: Cisco Network Technology        | 3 |
|  | BIT410: Advanced Network Administration | 3 |

| Degree: | Bachelor of Arts   | CIP Code (2020): | 52.1201 |
|---------|--|------------------|---------|
| DRIVE   | <b>Business Intelligence &amp; Technology (Compressed) Major:</b> Complete the following 30 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
| D       | BIT101: Introduction to Business Intelligence  |                  | 3       |
| I       | BIT160: Object Oriented Programming  |                  | 3       |
|         | BIT201: HelpDesk   |                  | 3       |
| E       | BIT220: Data Structures  |                  | 3       |
|         | BIT270: Website Management   |                  | 3       |
|         | BIT301: Cybersecurity  |                  | 3       |
| R, W    | BIT350: Operating Systems  |                  | 3       |
|         | BIT360: Networks and Data Communication  |                  | 3       |
|         | BIT430: Database Management  |                  | 3       |
| R, W    | BIT442: Business Intelligence Systems  |                  | 3       |

## Digital Marketing

The Midland Digital Marketing major is designed to provide students with the opportunity to learn, develop, and actively practice theories, procedures, and skills used in marketing as it relates to businesses of all sizes. Students majoring in marketing focus on enhancing their digital marketing skills by using cutting edge technology to help businesses actively engage and inspire desired consumers through design, strategy, execution, and analysis.

### A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

### A Digital Marketing Major:

- 1) Manages a marketing project from start to finish.
- 2) Develops content for marketing efforts.
- 3) Achieves digital marketing certifications relevant to the marketing industry.
- 4) Generates data-driven marketing decisions.
- 5) Creates an integrated marketing communication plan with digital elements.
- 6) Designs effective visual marketing materials.
- 7) Understands brand messaging, communication, and design.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.1401 |
|---------|--|------------------|---------|
| DRIVE   | <b>Digital Marketing Major:</b> Complete the following 58 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I   |                  | 3       |
|         | ACC104: Principles of Accounting II  |                  | 3       |
|         | BUS100: Survey of Business Careers   |                  | 1       |
| D       | BUS101: Business Software Essentials   |                  | 3       |

|                                 |  |   |
|---------------------------------|--|---|
| R, W                            | BUS313: Business Law I – or –<br>ECO204: Principles of Macroeconomics – or –<br>FIN261: Financial Management | 3 |
| E, W                            | BUS360: Business Ethics  | 3 |
| R                               | BUS442: Business Strategy  | 3 |
| V                               | BUS499: Business Internship  | 3 |
|                                 | MGT217: Principles of Management   | 3 |
|                                 | MGT422: Project Management   | 3 |
| I                               | MKT142: Principles of Marketing  | 3 |
| D, W                            | MKT257: Social Media for Organizations   | 3 |
|                                 | MKT300: Digital Marketing  | 3 |
|                                 | MKT348: Marketing Communications   | 3 |
|                                 | MKT400: Advanced Digital Marketing   | 3 |
|                                 | MKT410: Marketing Strategy   | 3 |
| R                               | MKT434: Data-Driven Marketing  | 3 |
| R                               | MTH210: Elementary Statistics  | 3 |
| <i>Two design courses from:</i> |  |   |
| D                               | ART140: Introduction to Advertising Design   | 3 |
| D                               | ART160: Introduction to Graphic Illustration   | 3 |
| D                               | ART180: Introduction to Graphic Design   | 3 |
|                                 | BIT270: Website Management   | 3 |

| Degree:                         | Bachelor of Arts  | CIP Code (2020): | 52.1401 |
|---------------------------------|---|------------------|---------|
| DRIVE                           | <b>Digital Marketing (Compressed) Major:</b> Complete the following 30 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|                                 | MGT422: Project Management  |                  | 3       |
| I                               | MKT142: Principles of Marketing   |                  | 3       |
| D                               | MKT257: Social Media for Organizations  |                  | 3       |
|                                 | MKT348: Marketing Communications  |                  | 3       |
|                                 | MKT300: Digital Marketing   |                  | 3       |
|                                 | MKT400: Advanced Digital Marketing  |                  | 3       |
|                                 | MKT410: Marketing Strategy  |                  | 3       |
| R                               | MKT434: Data-Driven Marketing   |                  | 3       |
| <i>Two design courses from:</i> |   |                  |         |
| D                               | ART140: Introduction to Advertising Design  |                  | 3       |
| D                               | ART160: Introduction to Graphic Illustration  |                  | 3       |
| D                               | ART180: Introduction to Graphic Design  |                  | 3       |
|                                 | BIT270: Website Management  |                  | 3       |

## Financial Services

The Financial Services major is designed to prepare students for careers in securities, banking, insurance, real estate, and financial planning. Financial Services majors will learn about financial markets and how to apply management, communication, and marketing skills to the financial services industry. The Financial Services major prepares students for a career in helping people, businesses, and organizations with complex financial issues. As part of the Financial Services major, students will prepare for and take the FINRA Securities Industry Essentials (SIE) exam.

A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.

- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

**A Financial Services Major:**

- 1) Examines the financial services industry and functions of managers within this industry.
- 2) Applies knowledge of financial markets, management, communications, marketing, and decision-making to the administration of financial institutions.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.0801 |
|---------|--|------------------|---------|
| DRIVE   | Financial Services Major: Complete the following 56 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I   |                  | 3       |
|         | ACC104: Principles of Accounting II  |                  | 3       |
|         | BUS100: Survey of Business Careers   |                  | 1       |
| D       | BUS101: Business Software Essentials   |                  | 3       |
| R, W    | BUS301: Applied Business Communications  |                  | 3       |
| E, W    | BUS360: Business Ethics  |                  | 3       |
| R       | BUS442: Business Strategy  |                  | 3       |
| V       | BUS499: Business Internship  |                  | 3       |
|         | ECO203: Principles of Microeconomics   |                  | 3       |
|         | ECO204: Principles of Macroeconomics   |                  | 3       |
| I       | FIN116: Personal Finance   |                  | 3       |
|         | FIN261: Financial Management   |                  | 3       |
|         | FIN410: Financial Institutions and Markets   |                  | 3       |
|         | FIN491: Financial Industry Exam Preparation  |                  | 1       |
|         | FIN662: Investment Management  |                  | 3       |
|         | MGT217: Principles of Management   |                  | 3       |
|         | MGT310: Operations Management  |                  | 3       |
| I       | MKT142: Principles of Marketing  |                  | 3       |
|         | MKT410: Marketing Strategy   |                  | 3       |
| R       | MTH210: Elementary Statistics  |                  | 3       |

| Degree: | Bachelor of Arts  | CIP Code (2020): | 52.0801 |
|---------|---|------------------|---------|
| DRIVE   | Financial Services (Compressed) Major: Complete the following 30 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I  |                  | 3       |
|         | ACC104: Principles of Accounting II   |                  | 3       |
| R, W    | BUS301: Applied Business Communications   |                  | 3       |
|         | ECO203: Principles of Microeconomics  |                  | 3       |
|         | ECO204: Principles of Macroeconomics  |                  | 3       |
| I       | FIN116: Personal Finance  |                  | 3       |
|         | FIN261: Financial Management  |                  | 3       |
|         | FIN410: Financial Institutions and Markets  |                  | 3       |
|         | FIN662: Investment Management   |                  | 3       |
|         | MKT410: Marketing Strategy  |                  | 3       |

## Management

The Management major is designed for students who want to prepare for a career in the field of management in a variety of industries. With a combination of process and people management courses, Management majors will learn the concepts of management from multiple perspectives and with exposure to several business applications. Management majors will be equipped to manage people, processes, and programs across the spectrum of enterprises. Management majors may wish to add on a compressed major or minor to further focus their learning.

### A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.
- 5) Demonstrates the ability to apply critical thinking skills using qualitative and quantitative data to analyze business problems and propose solutions.

### A Management Major:

- 1) Applies foundational management, leadership, and legal knowledge necessary for successfully organizing and motivating human capital.
- 2) Demonstrates competency in using management tools (e.g., process improvement methodologies, data modeling, statistics) for the purpose of effectively deploying resources toward a business objective.

| Degree: | Bachelor of Science in Business Administration   | CIP Code (2020): | 52.0201 |
|---------|--|------------------|---------|
| DRIVE   | Management Major: Complete the following 61 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |
|         | ACC103: Principles of Accounting I   |                  | 3       |
|         | ACC104: Principles of Accounting II  |                  | 3       |
|         | BUS100: Survey of Business Careers   |                  | 1       |
| D       | BUS101: Business Software Essentials   |                  | 3       |
| R, W    | BUS301: Applied Business Communications  |                  | 3       |
|         | BUS302: Organizational Leadership  |                  | 3       |
|         | BUS311: Data Analysis and Decision Modeling  |                  | 3       |
| R, W    | BUS313: Business Law I   |                  | 3       |
| E, W    | BUS360: Business Ethics  |                  | 3       |
| R       | BUS442: Business Strategy  |                  | 3       |
| V       | BUS499: Business Internship  |                  | 3       |
|         | ECO204: Principles of Macroeconomics   |                  | 3       |
|         | FIN261: Financial Management   |                  | 3       |
|         | MGT217: Principles of Management   |                  | 3       |
|         | MGT335: Human Capital Management   |                  | 3       |
|         | MGT422: Project Management   |                  | 3       |
| I       | MKT142: Principles of Marketing  |                  | 3       |
|         | MGT418: Business Process Optimization  |                  | 3       |
| R       | MTH210: Elementary Statistics  |                  | 3       |
|         | Electives (ACC, BUS, ECO, FIN, MGT, MKT courses at the 300/400-level)  |                  | 6       |

| Degree: | Bachelor of Arts  | CIP Code (2020): | 52.0201 |
|---------|---|------------------|---------|
| DRIVE   | Management (Compressed) Major: Complete the following 30 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                  | Credits |

|      |   |   |
|------|---|---|
|      | ACC103: Principles of Accounting I          | 3 |
| D    | BUS101: Business Software Essentials        | 3 |
| R, W | BUS301: Applied Business Communications     | 3 |
|      | BUS311: Data Analysis and Decision Modeling | 3 |
| R, W | BUS313: Business Law I                      | 3 |
| E, W | BUS360: Business Ethics                     | 3 |
| R    | BUS442: Business Strategy                   | 3 |
|      | ECO204: Principles of Macroeconomics        | 3 |
|      | FIN261: Financial Management                | 3 |
|      | MGT217: Principles of Management            | 3 |

## Sport Management

The Sport Management major provides its graduates a curriculum of management fundamentals and application within the sport and recreation industry.

A School of Business Major:

- 1) Demonstrates the ability to identify challenges, opportunities, and problems, evaluate from multiple perspective, and suggest relevant and value-adding solutions.
- 2) Demonstrates an appreciation for individual and group diversity and demonstrate inclusive and ethical practices; strong interpersonal leadership skills that promote teamwork and collaboration across cultures, subcultures, and personalities; and an understanding of cross-cultural and international business concepts.
- 3) Knows and effectively uses business principles agilely and skillfully; demonstrates knowledge of business terminology and concepts; and analyzes and interprets data when making business decisions.
- 4) Expertly articulates ideas in written, verbal, and digital forms; be able to communicate well with all levels within an organization; presents and persuades with the right information and accurate audience consideration.

A **Sport Management** major will:

- 1) Understand rules and best practices for on-field gameplay.
- 2) Identify the role of business in sports operations.
- 3) Produce a cohesive business and athletic operations plan for an athletic entity.

| Degree:                            | Bachelor of Science in Business Administration   | CIP Code (2020): | 31.0504 |
|------------------------------------|--|------------------|---------|
| DRIVE                              | Sport Management Major: Complete the following 51 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits          |         |
|                                    | ACC103: Principles of Accounting I   | 3                |         |
|                                    | BUS100: Survey of Business Careers   | 1                |         |
| D                                  | BUS101: Business Software Essentials   | 3                |         |
| R, W                               | BUS301: Applied Business Communications  | 3                |         |
|                                    | MGT217: Principles of Management   | 3                |         |
| I                                  | MKT142: Principles of Marketing  | 3                |         |
| V                                  | BUS499: Business Internship  | 3                |         |
| R, W                               | SAL101: Introduction to Sport Management   | 3                |         |
| D                                  | SAL201: Gameday Operations   | 3                |         |
|                                    | SAL215: Sports Officiating and Game Management   | 3                |         |
| E                                  | SAL301: Fan Experience and Event Management  | 3                |         |
| V                                  | SAL490: Sport Administration Capstone  | 3                |         |
| E                                  | SOC230: Sociology of Sports  | 3                |         |
| 9 credits of Management electives: |  |                  |         |
|                                    | BUS302: Organizational Leadership  | 3                |         |
|                                    | BUS321: Grant Writing and Resource Development   | 3                |         |
| E, W                               | BUS360: Business Ethics  | 3                |         |
|                                    | MGT310: Operations Management  | 3                |         |
|                                    | MGT418: Business Process Optimization  | 3                |         |
|                                    | MGT422: Project Management   | 3                |         |

|                                 |  |   |
|---------------------------------|--|---|
| <i>Coaching and Officiating</i> |  |   |
|                                 | HPM162: Foundations of Coaching                            | 2 |
|                                 | Intercollegiate Sport –or–<br>1 credit HPM Activity course | 1 |
|                                 | Theory and Practice of Coaching course                     | 2 |

|                                 |  |                         |                |
|---------------------------------|--|-------------------------|----------------|
| <b>Degree:</b>                  | <b>Bachelor of Arts</b>  | <b>CIP Code (2020):</b> | <b>31.0504</b> |
| <b>DRIVE</b>                    | <b>Sport Management (Compressed) Major:</b> Complete the following 31 credits. Only two (2) courses may be taken on the P-PM-NC scale. |                         | <b>Credits</b> |
|                                 | ACC103: Principles of Accounting I   |                         | 3              |
|                                 | MGT217: Principles of Management   |                         | 3              |
| I                               | MKT142: Principles of Marketing  |                         | 3              |
| R, W                            | SAL101: Introduction to Sport Management   |                         | 3              |
| D                               | SAL201: Gameday Operations   |                         | 3              |
|                                 | SAL215: Sports Officiating and Game Management   |                         | 3              |
| E                               | SAL301: Fan Experience and Event Management  |                         | 3              |
| V                               | SAL490: Sport Administration Capstone  |                         | 3              |
| E                               | SOC230: Sociology of Sports  |                         | 3              |
| <i>Coaching and Officiating</i> |  |                         |                |
|                                 | HPM162: Foundations of Coaching  |                         | 2              |
|                                 | Theory and Practice of Coaching course   |                         | 2              |

## Dunklau School of Business Minors

### Animal Production Management Minor

The Animal Production Management minor prepares students for a career working with animals as part of the food system. The minor is meant to accompany students pursuing a business or science degree and pairs those experiences with an agricultural context to help students diversify those experiences and expand their knowledge to a new area.

|              |  |                  |
|--------------|--|------------------|
| <b>DRIVE</b> | <b>Complete the following 21 credits. Only two (2) courses may be taken on the P-PM-NC scale.</b>  | <b>Credits</b>   |
|              | MGT217: Principles of Management   | 3                |
| D, R         | BIO125: General Biology I  | 4                |
| R            | BIO126: General Biology II   | 4                |
|              | BIO250: Animal Science   | 4                |
|              | AGR398: Animal Production Practicum  | 3                |
|              | 3 credits from:<br>MGT310: Operations Management<br>MGT320: Supply Chain Management<br>MGT418: Business Process Optimization<br>MGT422: Project Management | 3<br>3<br>3<br>3 |

### Business Administration Minor

|              |   |                |
|--------------|---|----------------|
| <b>DRIVE</b> | <b>Complete the following 27 credits. Only two (2) courses may be taken on the P-PM-NC scale.</b> | <b>Credits</b> |
|              | ACC103: Principles of Accounting I  | 3              |
| R, W         | BUS301: Applied Business Communications   | 3              |
|              | ECO204: Principles of Macroeconomics  | 3              |

|   |   |    |
|---|---|----|
|   | MGT217: Principles of Management                      | 3  |
| I | MKT142: Principles of Marketing                       | 3  |
|   | Electives (ACC, BIT, BUS, ECO, FIN, MGT, MKT courses) | 12 |

### Digital Marketing Minor

| DRIVE | Complete the following 18 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits |
|-------|--|---------|
| I     | MKT142: Principles of Marketing  | 3       |
| D, W  | MKT257: Social Media for Organizations   | 3       |
|       | MKT110: Entertainment Marketing – or –<br>MKT348: Marketing Communications                 | 3       |
|       | MKT410: Marketing Strategy   | 3       |
|       | BIT270: Website Management – or –<br>MKT300: Digital Marketing                             | 3       |
| R     | MKT434: Data-Driven Marketing  | 3       |

### Financial Services Minor

| DRIVE | Complete the following 24 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits |
|-------|--|---------|
|       | ACC103: Principles of Accounting I   | 3       |
|       | ACC104: Principles of Accounting II  | 3       |
|       | ECO203: Principles of Microeconomics   | 3       |
|       | ECO204: Principles of Macroeconomics   | 3       |
| I     | FIN116: Personal Finance   | 3       |
|       | FIN261: Financial Management   | 3       |
|       | FIN410: Financial Institutions and Markets   | 3       |
|       | FIN662: Investment Management  | 3       |

### Management Minor

The Management minor is designed for students with a major in the Business school other than Management and all other majors outside the Business school to obtain valuable coursework and skills needed for almost any occupation, emphasizing both the people and process aspects of management. Students will be able to select 12 of the 21 credits from a list of people-focused and process-focused management courses to complement their major course of study.

| DRIVE                                 | Complete the following 21 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits |
|---------------------------------------|--|---------|
|                                       | ACC103: Principles of Accounting I   | 3       |
|                                       | MGT217: Principles of Management   | 3       |
|                                       | ECO204: Principles of Macroeconomics –or–<br>BUS311: Data Analysis and Decision Modeling   | 3       |
| <i>12 credits from the following:</i> |  |         |
| R, W                                  | BUS301: Applied Business Communication   | 3       |
|                                       | BUS302: Organizational Leadership  | 3       |
|                                       | MGT320: Supply Chain Management  | 3       |
|                                       | MGT335: Human Capital Management   | 3       |
|                                       | MGT418: Business Process Optimization  | 3       |
|                                       | MGT422: Project Management   | 3       |

### Sport Management Minor

The Sport Management minor is designed for those interested in learning more about how management functions in the sport community.

| DRIVE | Complete the following 18 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits |
|-------|--|---------|
|-------|--|---------|



|      |   |   |
|------|---|---|
|      | MGT217: Principles of Management            | 3 |
| I    | MKT142: Principles of Marketing             | 3 |
| R, W | SAL101: Introduction to Sport Management    | 3 |
| D    | SAL201: Gameday Operations                  | 3 |
| E    | SAL301: Fan Experience and Event Management | 3 |
| E    | SOC230: Sociology of Sports                 | 3 |

### Sport Marketing Minor

The Sport Marketing minor is designed for those interested in learning more about how marketing functions in the sport community. Students will take half the credits around the sport industry and the other half within marketing coursework.

| DRIVE | Complete the following 18 credits. Only two (2) courses may be taken on the P-PM-NC scale. | Credits |
|-------|--|---------|
| R, W  | SAL101: Introduction to Sport Management   | 3       |
| D     | SAL201: Gameday Operations   | 3       |
| E     | SAL301: Fan Experience and Event Management  | 3       |
| E     | SOC230: Sociology of Sports  | 3       |
| I     | MKT142: Principles of Marketing  | 3       |
|       | 3 credits of MKT electives   | 3       |

## Walker School of Education

At Midland, preparation of teachers is philosophically grounded in the liberal arts and aligned with the University Mission: to learn and lead in the world with purpose. The education program mission is to prepare culturally responsive educators who demonstrate the knowledge, skills, and dispositions needed to build a culture of learning, understand content, plan and deliver effective instruction, support ALL learners, and model professionalism. In order to fulfill these missions, courses of study include general liberal arts courses, core educational coursework, and endorsement specific coursework. Students will have field experiences in many of their beginning courses and throughout their program. They will have a culminating clinical experience for each field or subject endorsement.

A Midland University Teacher Candidate:

- A. Builds a Culture of Learning...
  1. Recognizing how a student's development, self-esteem, motivation, behavior, and diverse backgrounds and experiences impact learning.
  2. Demonstrating a variety of strategies including social interactions, building positive relationships and fostering collaboration, and managing student behavior within the school environment.
  3. Creating a classroom community that considers and respects individual differences by adapting to meet diverse learning and socialization needs, promoting positive social interaction, while including all students in physically and emotionally safe ways.
- B. Understands Content...
  1. Demonstrating knowledge and understanding of concepts, skills and principles of the discipline in order to create meaningful teaching and learning experience, inclusive of all student backgrounds.
  2. Utilizing central themes, tools of inquiry, and thinking models to structure and guide the learning process.
  3. Including the relevant, academic related vocabulary to reflect a global perspective.
  4. Knowing how individual learning progresses in order to help the struggling or the advanced learner.
  5. Aligning teaching with the content standards to promote diverse experiences.
  6. Providing students with meaningful applications and individualized feedback.
- C. Plans and Delivers Effective Instruction...
  1. Using multiple, relevant formal and informal methods to assess learner needs and progress and using assessment data to inform future instruction.
  2. Developing and utilizing a variety of instructional approaches, student background, tools of inquiry, and digital and interactive technologies to engage students in rich experiences and reflection aligned with standards and collaboration skills.

3. Expecting and motivating students to think critically, creatively and to problem solve using a variety of resources, experiences and perspectives to enhance understanding and to develop global awareness.
- D. Supports ALL Learners...
  1. Setting high expectations, knowing that all students have the capacity to learn.
  2. Ensuring that all students have strategies to reach their learning goals.
  3. Collaborating with families, educators and the community to provide the appropriate meaningful experiences/resources.
- E. Models Professionalism...
  1. Demonstrating responsibility, preparedness, engagement, respect, courtesy, concern, commitment, reflection, strong ethical and moral decision-making, readily seeking and accepting feedback, and shaping positive change.
  2. Using effective communication techniques to build productive relationships with students, parents, colleagues, and the community.
  3. Continuously seeking opportunities to advance their own learning while promoting based on cultural, linguistic, and lived experiences.
  4. Being a passionate advocate for all students and the profession.

The Midland Teacher Education Program is approved by the Nebraska Department of Education. A copy of Midland's current Title II Institutional Report on the Quality of Teacher Preparation is available upon request and on the NDE website:

<https://www.education.ne.gov/educatorprep/about-the-programs/title-ii-reports/>

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

#### **Bachelor of Arts (BA)**

Elementary Education, K-8  
 Secondary Education, 6-12 or 7-12  
 Special Education Generalist, K-12  
 Education, PK-12  
 Education Studies (Non-Certification)

History 7-12\*  
 Physical Education PK-12  
 Secondary English 7-12  
 Special Education Generalist K-6, 7-12\*\*\*  
 Vocal Music PK-12

#### **Field Endorsements**

Business, Marketing & Information Technology 6-12  
 Elementary K-6 (K-8, Self-contained only)  
 Health and Physical Education PK-12  
 Mathematics 6-12  
 Music PK-12  
 Science 7-12  
 Social Science 7-12  
 Special Education Generalist K-12

#### **Supplemental Endorsements**

Coaching 7-12  
 Early Childhood Education PK-Grade 3\*\*  
 English as a Second Language (ESL) PK-12, PK-6, 7-12\*\*\*  
 High Ability Learner (HAL)  
 Information Technology PK-12  
 Theatre 7-12

#### **NOTES:**

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

#### **Subject Endorsements**

Biology 7-12\*

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

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

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

Starting in the first year, students are encouraged to plan their course schedules in consultation with their academic advisor and education faculty mentor. Students are expected to follow the course sequence carefully and to consult regularly with their advisor

to assure timely fulfillment of graduation and certification requirements. Each education student also has an education faculty mentor. The student and mentor should meet at least annually to review course planning, career goals, and progress.

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

## Walker School of Education Faculty and Staff

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### Mary Ritzdorf

*Dean of the Walker School of Education*

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

### Jamie Folkers

*Administrative Coordinator of the Walker School of Education and Certification Officer*

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

### Kerry Williams

*Professor of Education*

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

### Nancy Christensen

*Associate Professor of Education, Coordinator of Teacher Career Ladder*

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

### Jill McCaslin-Timmons

*Assistant Professor of Education*

B.S., Ed.S., University of Nebraska at Kearney; Ph.D., University of Nebraska at Lincoln

### Krystal Kooiker

*Assistant Professor of Education*

B.A., Augustana College; M.S., Southwest Minnesota State University; M.Ed., Northwestern College; Ed.D., University of South Dakota

### Chandra Bombeck

*Assistant Professor of Education*

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

## Education

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

### Pre-Candidates

- 1) Join the Student Education Association/Nebraska (Aspiring Educators) annually. Pre-candidates are responsible for costs (approximately \$40).
- 2) Complete and sign a Professional Fitness statement addressing required information in the areas of criminal convictions, moral character, and emotional/mental capacity.
- 3) Complete EDU201: Teacher Education Orientation Seminar. Register for the Academic Core Praxis Exams. These exams should be taken prior to the sophomore year and must be passed by the end of the sophomore year. Pre-candidates are responsible for all costs (approximately \$150).

### Requirements for Program Acceptance

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- 1) Complete EDU190: Topics in Education with a grade of C- or better or transfer of its equivalent (also includes a minimum of 10 hours of field-based experience).
- 2) Achieve and maintain a minimum cumulative grade point average (GPA) of 2.5.
- 3) Classify as a sophomore (credits equal to 28 or more).
- 4) Pass EDU201: Teacher Education Orientation Seminar.
- 5) Achieve passing score(s) on the Academic Core Basic Skills Tests (Reading, Writing, and Math), as required by the Nebraska Department of Education (NDE). The pre-candidate must provide Midland University with an official passing score report.

- 6) If a student does not achieve a passing score(s) on the Academic Core Basic Skills Tests (Reading, Writing and Math), they are eligible to enroll in EDU197: Praxis Reading and Writing Core Preparation and/or EDU198: Praxis Math Core Preparation, each semester until receiving a passing score on all skills tests.
- 7) Meet with your education adviser.
- 8) Complete and submit the application for acceptance. The application includes a confidential recommendation, verification of membership in Aspiring Educators, an official background check, appropriate signatures, and other required artifacts. The MU pre-candidate is responsible for all costs associated with a background check (approximately \$35).
- 9) Professionally interview and be accepted by the TEC.
- 10) **For students to keep their Four-Year Guarantee, acceptance must occur no later than the end of second semester of Sophomore year.**

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**Requirements for Program Retention of Teacher Candidates**

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

- 1) Progress from the minimum 2.50 cumulative GPA toward the minimum 2.75 cumulative GPA.
- 2) Maintain the physical and mental fitness necessary for the demands of the P-16 classroom.
- 3) Provide written documentation of any and ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. All costs associated with this requirement are the responsibility of the candidate.
- 4) Enroll in the MU Chapter of the Student Education Association of Nebraska (Aspiring Educators) annually. All costs associated with Aspiring Educators membership is the responsibility of the MU Candidate (approximately \$40).
- 5) Exhibit the knowledge and skills required of a professional educator, as defined by the four Walker School of Education Dispositions.
- 6) Demonstrate the social, emotional, and personal maturity essential to address the responsibilities required in the teaching profession. If at any time a candidate’s capabilities are determined to be seriously impaired, and/or the candidate is unable to demonstrate the qualities required for the teaching profession, the candidate may be removed from the program based on the professional judgment of the Walker School of Education.
- 7) Abide by all rules and expectations set forth in classes, the Walker School of Education, and by the University. The Dean has the right to remove a student from the program who violates these rules and expectations. All decisions can be appealed to the Vice President for Academic Affairs.

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**Requirements for Clinical Experience Acceptance**

- 1) Complete all requirements for acceptance to candidacy two (2) semesters prior to the semester of the clinical experience.
- 2) Attain the 2.75 cumulative GPA with no grade below C- in EDU and endorsement coursework prior to requesting placement.
- 3) Complete a minimum of 100 hours of field-based experience prior to Clinical Experience.
- 4) Complete all Education methods coursework and at least 75% of other endorsement coursework. Exceptions will be considered on a case-by-case basis.
- 5) Attend EDU401: Clinical Experience Application Seminar and complete all requirements, including a background check. All costs associated with this requirement are the responsibility of the candidate (approximately \$35).

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**Requirements for Initial Nebraska Teacher Certification Recommendation**

- 1) Complete all requirements for the Bachelor’s degree.
- 2) Complete all Walker School of Education requirements and the Nebraska Department of Education requirements as set forth in Rules 20, 21, 23, 24, and 27 including competencies in human relations, reading and writing, special education, and technology. To demonstrate these competencies students must obtain a grade of C or above in: Human Relations (EDU220); Reading and Writing (EDU340/341 for elementary and K-12 SPED, EDU381 for secondary and PK-12); Special Education (SPD296); and Technology (EDU204).
- 3) Complete and pass the appropriate Praxis Content Area Assessment(s). Costs associated with those tests are the responsibility of the candidate (approximately \$150).
- 4) Submit application for initial Nebraska certification and pay required fees by the deadline specified by the Midland Teacher Certification Officer. Candidates who have not continuously lived in Nebraska for five (5) years preceding the date of application for certification will be required to complete a criminal history check including a fingerprint requirement. Costs associated with the process are the responsibility of the candidate (approximately \$60 for Nebraska residents and approximately \$105 for non-residents).

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

| Degree: | Bachelor of Arts   | CIP Code (2020): | 13.0101           |
|---------|--|------------------|-------------------|
| DRIVE   | Complete the following 25 credits of CORE education courses, required by all Teacher Education majors, in addition to the 39 credits of Elementary Education coursework: |                  | Credits           |
|         | EDU190: Topics in Education  |                  | 3                 |
|         | EDU201: Teacher Education Orientation Seminar  |                  | 0                 |
| D       | EDU204: Technology for Teachers  |                  | 3                 |
| E       | EDU220: Diversity in Classroom Communities   |                  | 3                 |
| R, W    | EDU270: Instructional Design   |                  | 2                 |
|         | EDU275: Classroom Management   |                  | 2                 |
| R, W    | EDU370: Assessment for Learning  |                  | 2                 |
|         | EDU401: Clinical Experience Application Seminar  |                  | 0                 |
|         | EDU410: Clinical Experience Seminar  |                  | 1                 |
| R, E    | PSY210: Developmental Psychology   |                  | 3                 |
| I       | PSY300: Psychology of Learning   |                  | 3                 |
|         | SPD296: Introduction to Special Education  |                  | 3                 |
|         | <b>Elementary, K-6 (K-8 Self-Contained) Concentration</b>  |                  |                   |
|         | EDU221: Art Methods-Elementary and Middle Grades   |                  | 1                 |
|         | EDU235: Music Methods-Elementary and Middle Grades   |                  | 1                 |
|         | EDU237: Physical Education Methods-Elementary and Middle Grades  |                  | 1                 |
|         | EDU250: Literature for Children and Adolescents  |                  | 2                 |
|         | EDU294: Language Arts-Elementary and Middle Grades   |                  | 2                 |
|         | EDU307: Science Methods-Elementary and Middle Grades   |                  | 3                 |
|         | EDU340: Developmental Reading  |                  | 3                 |
|         | EDU341: Diagnostic and Remedial Reading  |                  | 3                 |
|         | EDU388: Social Studies Methods-Elementary and Middle Grades  |                  | 3                 |
|         | EDU392: Understanding the Math You Teach   |                  | 3                 |
|         | EDU393: Mathematics Methods-Elementary and Middle Grades   |                  | 3                 |
| V       | EDU420: Clinical Experience Elementary   |                  | 14                |
|         | <b>Total</b>   |                  | <b>64 credits</b> |

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

## Secondary, 6-12 or 7-12

| Degree: | Bachelor of Arts  | CIP Code (2020): | 13.0101 |
|---------|---|------------------|---------|
| DRIVE   | For secondary subject and field endorsements, complete the following 25 credits of CORE education courses, required by all Teacher Education majors, in addition to the 22 credits of Secondary Education coursework: |                  | Credits |
|         | EDU190: Topics in Education   |                  | 3       |
|         | EDU201: Teacher Education Orientation Seminar   |                  | 0       |
| D       | EDU204: Technology for Teachers   |                  | 3       |
| E       | EDU220: Diversity in Classroom Communities  |                  | 3       |
| R, W    | EDU270: Instructional Design  |                  | 2       |
|         | EDU275: Classroom Management  |                  | 2       |
| R, W    | EDU370: Assessment for Learning   |                  | 2       |
|         | EDU401: Clinical Experience Application Seminar   |                  | 0       |
|         | EDU410: Clinical Experience Seminar   |                  | 1       |
| R, E    | PSY210: Developmental Psychology  |                  | 3       |

|   |  |                   |
|---|--|-------------------|
| I | PSY300: Psychology of Learning                           | 3                 |
|   | SPD296: Introduction to Special Education                | 3                 |
|   | <b>Secondary Education, 6-12 or 7-12 Concentration</b>   |                   |
|   | EDU260: Introduction to Middle and Secondary Education   | 3                 |
|   | EDU381: Teaching Reading and Writing in the Content Area | 3                 |
|   | EDU409: Secondary Methods                                | 2                 |
| V | EDU430: Clinical Experience Secondary                    | 14                |
|   | <b>Total</b>   | <b>47 credits</b> |

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

## Elementary and Secondary, PK-12

*(Health and Physical Education, Music, Physical Education, Vocal Music)*

| Degree:      | Bachelor of Arts   | CIP Code (2020): | 13.0101           |
|--------------|--|------------------|-------------------|
| <b>DRIVE</b> | For the PK-12 or K-12 subject and field endorsement, complete the following 25 credits of CORE education courses, required by all Teacher Education majors, in addition to the 26 credits of Education coursework: |                  | <b>Credits</b>    |
|              | EDU190: Topics in Education  |                  | 3                 |
|              | EDU201: Teacher Education Orientation Seminar  |                  | 0                 |
| D            | EDU204: Technology for Teachers  |                  | 3                 |
| E            | EDU220: Diversity in Classroom Communities   |                  | 3                 |
| R, W         | EDU270: Instructional Design   |                  | 2                 |
|              | EDU275: Classroom Management   |                  | 2                 |
| R, W         | EDU370: Assessment for Learning  |                  | 2                 |
|              | EDU401: Clinical Experience Application Seminar  |                  | 0                 |
|              | EDU410: Clinical Experience Seminar  |                  | 1                 |
| R, E         | PSY210: Developmental Psychology   |                  | 3                 |
| I            | PSY300: Psychology of Learning   |                  | 3                 |
|              | SPD296: Introduction to Special Education  |                  | 3                 |
|              | <b>Elementary and Secondary, PK-12 Concentration</b>   |                  |                   |
|              | EDU260: Introduction to Middle and Secondary Education   |                  | 3                 |
|              | EDU381: Teaching Reading and Writing in the Content Area   |                  | 3                 |
|              | EDU409: Secondary Methods  |                  | 2                 |
|              | ECE386: Methods for Primary Teaching   |                  | 3                 |
|              | ECE386A: Practicum, Methods for Primary Teachers   |                  | 1                 |
| V            | EDU436: Clinical Experience, PK-12   |                  | 14                |
|              | <b>Total</b>   |                  | <b>51 credits</b> |

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

## Special Education Generalist: K-12

| Degree:      | Bachelor of Arts  | CIP Code (2020): | 13.0101        |
|--------------|---|------------------|----------------|
| <b>DRIVE</b> | For this field endorsement, complete the following 22 credits of CORE education courses, required by all Teacher Education majors, 33 credits of Elementary and Secondary Education coursework, and 36 credits of Special Education coursework: |                  | <b>Credits</b> |
|              | EDU190: Topics in Education   |                  | 3              |
|              | EDU201: Teacher Education Orientation Seminar   |                  | 0              |
| D            | EDU204: Technology for Teachers   |                  | 3              |
| E            | EDU220: Diversity in Classroom Communities  |                  | 3              |
| R, W         | EDU270: Instructional Design  |                  | 2              |
|              | EDU275: Classroom Management  |                  | 2              |
| R, W         | EDU370: Assessment for Learning   |                  | 2              |
|              | EDU401: Clinical Experience Application Seminar   |                  | 0              |

|      |  |                   |
|------|--|-------------------|
|      | EDU410: Clinical Experience Seminar                                    | 1                 |
| R, E | PSY210: Developmental Psychology                                       | 3                 |
| I    | PSY300: Psychology of Learning   | 3                 |
|      | <b>Elementary and Secondary Coursework:</b>                            |                   |
|      | EDU250: Literature for Children and Adolescents                        | 2                 |
|      | EDU260: Introduction to Middle and Secondary Education                 | 3                 |
|      | EDU294: Language Arts-Elementary and Middle Grades                     | 2                 |
|      | EDU340: Developmental Reading  | 3                 |
|      | EDU341: Diagnostic and Remedial Reading                                | 3                 |
|      | EDU392: Understanding the Math You Teach                               | 3                 |
|      | EDU393: Mathematics Methods-Elementary and Middle Grades               | 3                 |
| V    | SPD436: Clinical Experience, K-12                                      | 14                |
|      | <b>Special Education Content Coursework:</b>                           |                   |
|      | SPD233: Technology - Methods & Materials in Special Education          | 4                 |
|      | SPD242: Collaboration and Inclusive Learning Environments              | 4                 |
|      | SPD247: Early Childhood Special Education                              | 3                 |
|      | SPD252: Impact of Language Across Disability Areas                     | 3                 |
|      | SPD296: Introduction to Special Education                              | 3                 |
|      | SPD350: Lifelong Planning for Exceptional Learners                     | 4                 |
|      | SPD353: Assessment and Behavior Interventions                          | 4                 |
|      | SPD356: K-6 Special Education Practicum                                | 1                 |
|      | SPD357: 7-12 Special Education Practicum                               | 1                 |
|      | SPD358: Legal Issues and Program Development                           | 3                 |
|      | SPD368: Identification of Children with Disabilities                   | 3                 |
|      | SPD369: Multidisciplinary Team and Individual Education Plan (MDT/IEP) | 3                 |
|      | <b>Total</b>   | <b>91 credits</b> |

## Field Endorsements

### Business, Marketing, & Information Technology 6-12 Field Endorsement

This endorsement requires a minimum of 52-55 credits of business, marketing, and information technology, with all courses graded on the A-F scale, with a grade of C- or better:

|       | CIP Code (2020):                              | 13.1303        |
|-------|---|----------------|
| DRIVE | Courses                                       | Credits        |
|       | ACC103: Principles of Accounting I            | 3              |
|       | ACC104: Principles of Accounting II           | 3              |
|       | *BMI300: Business-Marketing-Info Technology   | 3              |
| D     | BUS101: Business Software Essentials          | 3              |
| R, W  | BUS301: Applied Business Communications       | 3              |
| R, W  | BUS313: Business Law I                        | 3              |
| V     | BUS499: Business Internship                   | 3<br>as needed |
|       | ECO204: Principles of Macroeconomics          | 3              |
|       | MGT217: Principles of Management              | 3              |
|       | MGT326: Entrepreneurship                      | 3              |
| I     | MKT142: Principles of Marketing               | 3              |
|       | MKT300: Digital Marketing                     | 3              |
|       | MKT348: Marketing Communications              | 3              |
|       | BIT101: Introduction to Business Intelligence | 3              |
| I     | BIT160: Object Oriented Programming           | 3              |
|       | BIT201:HelpDesk                               | 3              |

|  |  |   |
|--|--|---|
|  | BIT270: Website Management                               | 3 |
|  | EDU409: Secondary Methods                                | 2 |
|  | EDU409A: Business Methods and Career Technical Education | 2 |

\*course is offered from designated institutions Online

### Health and Physical Education PK-12 Field Endorsement

This field endorsement, in addition to the CORE and Elementary and Secondary Education requirements, the following endorsement coursework (56 credits) is required with all courses graded on the A-F scale, with a grade of C- or better:

|       |   | CIP Code (2020): | 13.1307 |
|-------|---|------------------|---------|
| DRIVE | Courses   |                  | Credits |
| R     | BIO200: Survey of Anatomy and Physiology                            |                  | 4       |
|       | BIO207: Normal Nutrition –or–<br>BIO225: Nutrition in the Community |                  | 3       |
|       | EDU320: Health: Materials, Curriculum, and Programs                 |                  | 3       |
|       | EDU320A: Practicum in Health Education                              |                  | 1       |
|       | HPM140: Lifetime Fitness  |                  | 1       |
|       | HPM161: Intro to Human Performance                                  |                  | 3       |
|       | HPM180: Health and Wellness   |                  | 2       |
|       | HPM209: Principles of Strength                                      |                  | 3       |
|       | HPM210: First Aid, CPR, and AED                                     |                  | 2       |
|       | HPM220: Care and Prevention of Athletic Injuries                    |                  | 3       |
| D     | HPM307: Kinesiology   |                  | 3       |
| I     | HPM312: Physiology of Exercise                                      |                  | 3       |
|       | HPM313: Sports Nutrition  |                  | 3       |
|       | HPM360: Methods of Teaching Elementary Physical Education           |                  | 3       |
|       | HPM361: Methods of Teaching Secondary Physical Education            |                  | 3       |
|       | HPM403: Adapted Physical Education                                  |                  | 3       |
|       | HPM431: Ethics and Law in Human Performance                         |                  | 3       |
| R     | REL280: Christianity and Human Sexuality                            |                  | 3       |
| E     | REL285: Disability Theology   |                  | 3       |
| E     | SSC201: Contemporary Issues in Public Health                        |                  | 3       |

### Mathematics 6-12 Field Endorsement

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

|       |                                     | CIP Code (2020): | 13.1311 |
|-------|-------------------------------------|------------------|---------|
| DRIVE | Courses                             |                  | Credits |
| I     | BIT160: Object Oriented Programming |                  | 3       |
| R     | MTH210: Elementary Statistic –or–   |                  | 3       |
| R     | MTH310: Mathematical Statistics     |                  | 4       |
| D     | MTH220: Calculus I                  |                  | 4       |
| E, W  | MTH240: Discrete Structures         |                  | 3       |
| R     | MTH250: Calculus II                 |                  | 4       |
|       | MTH280: Calculus III                |                  | 3       |
|       | MTH300: Number Theory               |                  | 4       |
|       | MTH340: Linear Algebra              |                  | 3       |
|       | MTH360: College Geometry            |                  | 3       |
|       | MTH390: Differential Equations      |                  | 3       |
| V, W  | MTH440: Abstract Algebra            |                  | 3       |

### Music PK-12 Field Endorsement

This field endorsement, in addition to the CORE and Elementary and Secondary Education requirements, the following endorsement coursework (55-58 credits) is required, with all courses graded on the A-F scale, with a grade of C- or better:



|                           |   | CIP Code (2020): | 13.1312 |
|---------------------------|---|------------------|---------|
| DRIVE                     | Courses   |                  | Credits |
|                           | Theory/Aural Skills   |                  |         |
| D                         | MUS101: Music Theory I  |                  | 3       |
|                           | MUS101A: Aural Skills I   |                  | 1       |
|                           | MUS102: Music Theory II   |                  | 3       |
|                           | MUS102A: Aural Skills II  |                  | 1       |
|                           | MUS201: Music Theory III  |                  | 3       |
|                           | MUS201A: Aural Skills III   |                  | 1       |
|                           | MUS202: Music Theory IV   |                  | 3       |
|                           | MUS202A: Aural Skills IV  |                  | 1       |
|                           | Music History   |                  |         |
|                           | MUS301: Music in Western Civilization I   |                  | 3       |
|                           | MUS302: Music in Western Civilization II  |                  | 3       |
| E                         | MUS181: World Music   |                  | 3       |
| <i>Piano Proficiency</i>  |   |                  |         |
|                           | MUS121: Piano Proficiency I   |                  | 1       |
|                           | MUS122: Piano Proficiency II  |                  | 1       |
|                           | MUS221: Piano Proficiency III   |                  | 1       |
|                           | MUS222: Piano Proficiency IV  |                  | 1       |
| <i>Pedagogy/Technique</i> |   |                  |         |
|                           | MUS203: Brass Skills and Pedagogy   |                  | 1       |
|                           | MUS204: Woodwind Skills and Pedagogy: Flute and Clarinet  |                  | 1       |
|                           | MUS205: String Skills and Pedagogy  |                  | 1       |
|                           | MUS206: Percussion Skills and Pedagogy  |                  | 1       |
|                           | MUS207: Voice Pedagogy and Diction  |                  | 1       |
|                           | MUS208: Woodwind Skills and Pedagogy: Saxophone and Double Reeds  |                  | 1       |
| <i>Lessons</i>            |   |                  |         |
|                           | MUS1xx, MUS1xx, MUS2xx, MUS2xx, MUS3xx, MUS3xx, MUS4xx: Applied Lessons (Voice, Organ, Piano, Woodwinds, Brass, Guitar, Strings, or Percussion) |                  | 7       |
| <i>Ensembles</i>          |   |                  |         |
|                           | <i>Primary Ensemble:</i> (MUS050: Orchestra, MUS072: Band, or MUS084: Choir)  |                  | 5       |
|                           | <i>Secondary Ensemble:</i> (MUS050: Orchestra, MUS072: Band, or MUS084: Choir)  |                  | 2       |
| <i>Methods/Conducting</i> |   |                  |         |
|                           | MUS245: Elementary and Preschool Music Methods  |                  | 2       |
|                           | MUS350: Secondary Choral Methods and Conducting   |                  | 3       |
|                           | MUS351: Secondary Instrumental Methods and Conducting   |                  | 3       |
|                           | MUS304: Conducting  |                  | 1       |

### Science 7-12 Field Endorsement

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

|        |   | CIP Code (2020): | 13.1316 |
|--------|---|------------------|---------|
| DRIVE  | Courses   |                  | Credits |
| D, R   | BIO125: General Biology I   |                  | 4       |
|        | BIO126: General Biology II  |                  | 4       |
| R<br>R | BIO204: Anatomy and Physiology I –or–<br>BIO200: Survey of Human Anatomy and Physiology |                  | 4       |
| D      | BIO300: Ecology and Field Biology   |                  | 4       |
|        | Choose 8 credits from:<br>BIO106: General Zoology                                       |                  | 4       |

|      |   |   |
|------|---|---|
| R    | –or– BIO308: General Botany   | 4 |
| R    | BIO215: Microbiology  | 4 |
| I, W | BIO305: Genetics  | 4 |
| R    | CHE103: General Chemistry I   | 4 |
| R    | CHE104: General Chemistry II  | 4 |
| E, W | CHE201: Organic Chemistry I   | 4 |
| R    | ESC101: Physical Geology –or–<br>ESC102: Historical Geology                     | 4 |
| R    | PHY151: General Physics I   | 4 |
|      | PHY152: General Physics II  | 4 |
| R    | PHY121: Descriptive Astronomy –or–<br>PHY122: Astronomy Beyond the Solar System | 4 |

### Social Science 7-12 Field Endorsement

This field endorsement, in addition to the CORE and Secondary Education requirements, the following endorsement coursework (60 credits) is required, with all courses graded on the A-F scale, with a grade of C- or better. A Social Sciences endorsement must include coursework in Economics, Geography, History, Political Science, Psychology, and Sociology.

|   |   | CIP Code (2020): | 13.1317 |
|---|---|------------------|---------|
| DRIVE   | Courses                                   |                  | Credits |
|   | ECO203: Principles of Microeconomics      |                  | 3       |
|   | ECO204: Principles of Macroeconomics      |                  | 3       |
|   | ESC123: Principles of Geography           |                  | 3       |
|   | ESC126: Human Geography                   |                  | 3       |
| R, E  | PSY210: Developmental Psychology          |                  | 3       |
| I   | PSY300: Psychology of Learning            |                  | 3       |
| I   | SOC130: Principles of Sociology           |                  | 3       |
| D   | HIS111: United States History to 1877     |                  | 3       |
| D   | HIS112: United States History since 1877  |                  | 3       |
| D   | HIS153: World Civilizations I             |                  | 3       |
| D   | HIS154: World Civilizations II            |                  | 3       |
| R   | HIS241: Great Plains History              |                  | 3       |
| V, W  | HIS340: Historical Research and Writing   |                  | 3       |
| I   | POL112: Introduction to Political Science |                  | 3       |
| I   | POL113: American Government               |                  | 3       |
| <i>United States History – Choose 2 (two) courses from:</i>     |   |                  |         |
|   | HIS223: Special Topics in U.S. History    |                  | 3       |
| E   | HIS240: Women in American History         |                  | 3       |
| E   | HIS311: America and the World             |                  | 3       |
| I   | HIS313: US Constitutional History         |                  | 3       |
| R   | HIS419: Civil Rights and Beyond           |                  | 3       |
| E   | HIS421: New Deal Era                      |                  | 3       |
| <i>Non-United States History – Choose 2 (two) courses from:</i> |   |                  |         |
|   | HIS224: Special Topics in Global History  |                  | 3       |
| I   | HIS302: History of the Future             |                  | 3       |
| E   | HIS303: The Global Metropolis             |                  | 3       |
| R   | HIS423: From Empires to Nations – Europe  |                  | 3       |
| D   | HIS424: Decolonization                    |                  | 3       |
| <i>Social Science Elective – Choose 1 (one) course from:</i>    |   |                  |         |
| E   | SOC220: Minorities and Cultural Diversity |                  | 3       |
| E   | SOC230: Sociology of Sports               |                  | 3       |
| D   | SOC300: Marriage and the Family           |                  | 3       |
| I   | SOC342: Social Inequality                 |                  | 3       |
| I   | SOC370: Sociology of Addictions           |                  | 3       |

|      |                            |   |
|------|----------------------------|---|
| E    | SOC390: Gender and Society | 3 |
| V, W | SOC414: Social Change      | 3 |

## Subject Endorsements

### Biology 7-12 Subject Endorsement

This endorsement must be accompanied with the Science, Field Endorsement. 24 credits must be in biology specific courses with 16 credits in lab-based courses in three natural science areas (40 credits total.) All courses are graded on the A-F scale, with a grade of C- or better:

|        |  | CIP Code (2020): | 13.1322 |
|--------|--|------------------|---------|
| DRIVE  | Courses  |                  | Credits |
| D, R   | BIO125: General Biology I  |                  | 4       |
|        | BIO126: General Biology II                                       |                  | 4       |
| R      | BIO200: Survey of Human Anatomy and Physiology                   |                  | 4       |
| R      | BIO215: Microbiology   |                  | 4       |
| D<br>R | BIO300: Ecology and Field Biology –or–<br>BIO308: General Botany |                  | 4       |
| I, W   | BIO305: Genetics   |                  | 4       |
| R      | CHE103: General Chemistry I                                      |                  | 4       |
| R      | CHE104: General Chemistry II                                     |                  | 4       |
| R      | ESC101: Physical Geology –or–<br>ESC102: Historical Geology      |                  | 4       |
| R      | PHY151: General Physics I  |                  | 4       |

### History 7-12 Subject Endorsement

This endorsement must be accompanied with the Social Science, Field Endorsement. This endorsement requires 36 credits, 30 in history, and 6 additional credits in the social sciences. All courses are graded on the A-F scale, with a grade of C- or better:

|  |   | CIP Code (2020): | 13.1328 |
|--|---|------------------|---------|
| DRIVE  | Courses                                   |                  | Credits |
| D  | HIS111: United States History to 1877     |                  | 3       |
| D  | HIS112: United States History since 1877  |                  | 3       |
| D  | HIS153: World Civilizations I             |                  | 3       |
| D  | HIS154: World Civilizations II            |                  | 3       |
| R  | HIS241: Great Plains History              |                  | 3       |
| V, W   | HIS340: Historical Research and Writing   |                  | 3       |
| I  | POL112: Introduction to Political Science |                  | 3       |
| I  | POL113: American Government               |                  | 3       |
| <i>Social Sciences Electives: Choose two (2) from:</i> |   |                  |         |
|  | HIS223: Special Topics in U.S. History    |                  | 3       |
| E  | HIS240: Women in America                  |                  | 3       |
| E  | HIS311: America and the World             |                  | 3       |
| I  | HIS313: U.S. Constitutional History       |                  | 3       |
| R  | HIS419: Civil Rights and Beyond           |                  | 3       |
| E  | HIS421: New Deal Era                      |                  | 3       |
| R, W   | HIS498: Thesis                            |                  | 3       |
| <i>World History Electives: Choose two (2) from:</i>   |   |                  |         |
|  | HIS224: Special Topics in Global History  |                  | 3       |
| I  | HIS302: History of the Future             |                  | 3       |
| E  | HIS303: The Global Metropolis             |                  | 3       |
| R  | HIS423: From Empires to Nations – Europe  |                  | 3       |
| D  | HIS424: Decolonization                    |                  | 3       |

## Physical Education PK-12 Subject Endorsement

This endorsement requires 45 credits of course work with all courses graded on the A-F scale, and a grade of C- or better.

|   |   | CIP Code (2020): | 13.1314 |
|---|---|------------------|---------|
| DRIVE   | Courses   |                  | Credits |
| R   | BIO200: Survey of Human Anatomy and Physiology            |                  | 4       |
|   | HPM161: Intro to Human Performance                        |                  | 3       |
|   | HPM180: Health and Wellness                               |                  | 2       |
|   | HPM209: Principles of Strength and Conditioning           |                  | 3       |
|   | HPM210: First Aid, CPR and AED                            |                  | 2       |
| D   | HPM307: Kinesiology                                       |                  | 3       |
| I   | HPM312: Physiology of Exercise                            |                  | 3       |
|   | HPM313: Sports Nutrition                                  |                  | 3       |
|   | HPM360: Methods of Teaching Elementary Physical Education |                  | 3       |
|   | HPM361: Methods of Teaching Secondary Physical Education  |                  | 3       |
|   | HPM403: Adapted Physical Education                        |                  | 3       |
| E   | HPM431: Ethics and Law in Human Performance               |                  | 3       |
|   | SSC120: Introduction to Public Health                     |                  | 3       |
| <i>Activity credits:</i>                          |   |                  |         |
|   | HPM111: Social Dance                                      |                  | 2       |
|   | HPM140: Lifetime Fitness                                  |                  | 1       |
| <i>Choose 4 additional Activity Credits from:</i> |   |                  |         |
|   | HPM112: Dance Exercise                                    |                  | 1       |
|   | HPM115: Outdoor Leisure Activities                        |                  | 1       |
|   | HPM131: Social Recreation Activities                      |                  | 1       |
|   | HPM142: Lifeguard Training                                |                  | 1       |
|   | HPM150: Racquet Sports                                    |                  | 1       |
|   | HPM160: Intermediate Swimming                             |                  | 1       |
|   | HPM190: Lifetime Sports                                   |                  | 1       |
|   | HPM225: Human Movement Patterns and Screening             |                  | 2       |
|   | Any intercollegiate athletic participation                |                  | 1       |

## Secondary English 7-12 Subject Endorsement

This endorsement requires a minimum of 37-39 credits in writing, language, and literature coursework including EDU381 (3 credits), with all courses graded on the A-F scale, with a grade of C- or better:

|       |   | CIP Code (2020): | 13.1305 |
|-------|---|------------------|---------|
| DRIVE | Courses                                       |                  | Credits |
| D     | ENG110: Introduction to Literature            |                  | 3       |
| I     | ENG203: American Literature I                 |                  | 3       |
| I     | ENG204: American Literature II                |                  | 3       |
|       | ENG205: Adolescent Literature                 |                  | 3       |
| V, W  | ENG220: Advanced Writing                      |                  | 3       |
| E     | ENG230: Introduction to Creative Writing –or– |                  | 3       |
| E     | ENG240: Wordsmiths                            |                  |         |
| D     | ENG237: World Voices                          |                  | 3       |
| R     | ENG315: British Literature I –or–             |                  | 3       |
| I     | ENG350: Shakespeare                           |                  |         |
| R     | ENG316: British Literature II                 |                  | 3       |
| E     | ENG355: Linguistics                           |                  | 3       |
| I     | ENG420: Literary Criticism                    |                  | 3       |
| R, W  | ENG460: Senior Research Thesis –or–           |                  | 1 –or–  |
| I, W  | ENG461: Senior Creative Thesis                |                  |         |

### Special Education K-6 Subject Endorsement

This endorsement is offered only in combination with the Elementary, K-6 endorsement and includes an additional 27 credits in Special Education content coursework including SPD296 (3 credits). All courses to be completed on the A-F scale, with a grade of C- or better:

| DRIVE | Courses  | Credits |
|-------|--|---------|
|       | SPD233: Methods, Materials and Technology for Special Education        | 4       |
|       | SPD242: Collaboration and Inclusive Learning Environments              | 4       |
|       | SPD247: Early Childhood Special Education                              | 3       |
|       | SPD252: Impact of Language Across Disability Areas                     | 3       |
|       | SPD353: Assessment and Behavior Interventions                          | 4       |
|       | SPD358: Legal Issues and Program Development                           | 3       |
|       | SPD368: Identification of Children with Disabilities                   | 3       |
|       | SPD369: Multidisciplinary Team and Individual Education Plan (MDT/IEP) | 3       |

### Special Education 7-12 Subject Endorsement

This endorsement is offered only in combination with a secondary field or subject endorsement and includes an additional 31 credits in Special Education content coursework. All courses to be completed on the A-F scale, with a grade of C- or better:

| DRIVE | Courses  | Credits |
|-------|--|---------|
|       | EDU290: Topics in Social Emotional Learning                            | 3       |
|       | SPD233: Methods, Materials and Technology for Special Education        | 4       |
|       | SPD242: Collaboration and Inclusive Learning Environments              | 4       |
|       | SPD350: Lifelong Planning for Exceptional Learners                     | 4       |
|       | SPD252: Impact of Language Across Disability Areas                     | 3       |
|       | SPD353: Assessment and Behavior Interventions                          | 4       |
|       | SPD358: Legal Issues and Program Development                           | 3       |
|       | SPD368: Identification of Children with Disabilities                   | 3       |
|       | SPD369: Multidisciplinary Team and Individual Education Plan (MDT/IEP) | 3       |

### Vocal Music PK-12 Subject Endorsement

This endorsement requires 45-48 credits of music coursework with all courses graded on the A-F scale, with a grade of C- or better:

|                     |  | CIP Code (2020): | 13.1312 |
|---------------------|--|------------------|---------|
| DRIVE               | Courses                                  | Credits          |         |
| Theory/Aural Skills |  |                  |         |
| D                   | MUS101: Music Theory I                   | 3                |         |
|                     | MUS101A: Aural Skills I                  | 1                |         |
|                     | MUS102: Music Theory II                  | 3                |         |
|                     | MUS102A: Aural Skills II                 | 1                |         |
|                     | MUS201: Music Theory III                 | 3                |         |
|                     | MUS201A: Music Theory III                | 1                |         |
|                     | MUS202: Music Theory IV                  | 3                |         |
|                     | MUS202A: Aural Skills IV                 | 1                |         |
| Music History       |  |                  |         |
|                     | MUS301: Music in Western Civilization I  | 3                |         |
|                     | MUS302: Music in Western Civilization II | 3                |         |
| E                   | MUS181: World Music                      | 3                |         |
| Piano Proficiency   |  |                  |         |
|                     | MUS121: Piano Proficiency I              | 1                |         |
|                     | MUS122: Piano Proficiency II             | 1                |         |
|                     | MUS221: Piano Proficiency III            | 1                |         |
|                     | MUS222: Piano Proficiency IV             | 1                |         |
| Pedagogy/Technique  |  |                  |         |
|                     | MUS207: Voice Pedagogy and Diction       | 1                |         |

|                           |   |   |
|---------------------------|---|---|
| <i>Lessons</i>            |   |   |
|                           | MUS141: Applied Voice I                         | 1 |
|                           | MUS142: Applied Voice II                        | 1 |
|                           | MUS241: Applied Voice III                       | 1 |
|                           | MUS242: Applied Voice IV                        | 1 |
|                           | MUS341: Applied Voice V                         | 1 |
|                           | MUS342: Applied Voice VI                        | 1 |
|                           | MUS401: Applied Voice VII                       | 1 |
| <i>Ensembles</i>          |   |   |
|                           | MUS084: Choir                                   | 5 |
| <i>Methods/Conducting</i> |   |   |
|                           | MUS245: Elementary and Preschool Music Methods  | 2 |
|                           | MUS350: Secondary Choral Methods and Conducting | 3 |
|                           | MUS304: Conducting                              | 1 |

## Supplemental Endorsements

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

### Coaching, 7-12 Supplemental Endorsement

This endorsement must accompany a field and/or subject endorsement and requires 15 credits of the following coursework:

| DRIVE   | Courses  | Credits |
|---|--|---------|
|   | HPM162: Foundations of Coaching  | 2       |
|   | HPM210: First Aid, CPR, AED  | 2       |
|   | HPM220: Care and Prevention of Athletic Injuries   | 3       |
|   | HPM313: Sports Nutrition   | 3       |
|   | HPM303: Advanced Topics in Coaching  | 3       |
| <i>Theory and Practice course (choose one of the following)</i> |  |         |
|   | HPM200: Theory - Practice - and Coaching Swimming  | 2       |
|   | HPM201: Theory - Practice - and Coaching Basketball                                      | 2       |
|   | HPM202: Theory - Practice - and Coaching Baseball  | 2       |
|   | HPM203: Theory - Practice - and Coaching Football  | 2       |
|   | HPM205: Theory - Practice - and Coaching Volleyball                                      | 2       |
|   | HPM206: Theory - Practice - and Coaching Track and Cross Country                         | 2       |
|   | HPM214: Theory - Practice - and Coaching Wrestling                                       | 2       |
|   | HPM222: Theory - Practice - and Coaching Soccer  | 2       |
|   | HPM240: Special Topics in Human Performance<br>(Topic: Sport not currently listed above) | 2       |
| <i>Elective Courses (choose one of the following)</i>           |  |         |
|   | HPM209: Principles of Strength and Conditioning  | 3       |
|   | HPM248: Sports Psychology  | 3       |
|   | SAL215: Sports Officiating and Game Management   | 3       |
| E   | SOC230: Sociology of Sports  | 3       |
| E   | COM250: Group Communication  | 3       |
| E   | COM210: Interpersonal Communication  | 3       |

### Early Childhood, PK-3 Supplemental Endorsement

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

| DRIVE | Courses                             | Credits |
|-------|-------------------------------------|---------|
|       | ECE155: Child, Family and Community | 2       |

|  |   |   |
|--|---|---|
|  | ECE247: Early Childhood Special Education         | 3 |
|  | ECE255: Introduction to Early Childhood Education | 3 |
|  | ECE257: Preschool Methods                         | 3 |
|  | ECE257A: Preschool Methods Practicum              | 1 |
|  | ECE376: Early Childhood Assessment                | 2 |
|  | ECE386: Methods for Primary Teaching              | 3 |
|  | ECE386A: Methods for Primary Teaching Practicum   | 1 |

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

This endorsement requires 15 credits of the following coursework and the grade levels of certification must match the grade level of ESL practicum experience.

| DRIVE | Courses  | Credits |
|-------|--|---------|
|       | ESL100: Introduction to ESL                        | 3       |
|       | ESL150: Cross-Cultural Communications              | 3       |
|       | ESL355: Linguistics for ESL                        | 3       |
|       | ESL301: Methods, Assessment, and Evaluation of ESL | 3       |
|       | ESL499: ESL Practicum                              | 3       |

### High Ability Learner Supplemental Endorsement

The HAL Endorsement will allow students to gain the skills and confidence to teach all levels in the classroom across a spectrum of abilities. This endorsement requires 18 credits of the following coursework. The 90 practicum hours must be split between the elementary and secondary levels.

#### Program Outcomes

1. Be an educator that promotes the success and well-being of every high ability learner by:
2. Designing cognitively complex learning experiences for high ability learners.
3. Demonstrating knowledge and an understanding of the unique socio- emotional development of high ability learners, and be able to apply the information to all high ability learners including second language, twice exceptional (LD, ADHD, Aspergers, etc.), at-risk, and underachieving high ability learners.
4. Demonstrating knowledge and an understanding of student identification strategies and procedures.
5. Developing high ability learner programs based on philosophical, theoretical, and empirical evidence.
6. Demonstrating knowledge and an understanding of the concepts and principles of program management.
7. Demonstrating knowledge and an understanding of professional development theories and strategies and provide ongoing professional development for those educating high ability learners.
8. Demonstrating knowledge and an understanding of program evaluation, and be able to apply the information for program improvement.
9. Completing 90 hours of clinical experiences in a quality HAL classroom/program.

| DRIVE | Courses   | Credits |
|-------|---|---------|
|       | HAL100: Introduction to Educating High Ability Students                 | 4       |
|       | HAL110: Psychology of Giftedness  | 4       |
|       | HAL120: Programming for the High Ability Learner                        | 3       |
|       | HAL130: Administration and Supervision of High Ability Learner Programs | 3       |
|       | HAL199: HAL Practicum   | 4       |

### Information Technology, PK-12 Supplemental Endorsement

This endorsement requires 16 credits of the following coursework.

| DRIVE | Courses   | Credits |
|-------|---|---------|
|       | BIT101: Introduction to Business Intelligence           | 3       |
| I     | BIT160: Object Oriented Programming                     | 3       |
|       | BIT201: HelpDesk  | 3       |
| R, W  | BIT350: Operating Systems                               | 3       |
| V     | BIT499: Business Intelligence and Technology Internship | 3       |

|  |                   |   |
|--|-------------------|---|
|  | EDU499: Practicum | 1 |
|--|-------------------|---|

## Theatre, 7-12 Supplemental Endorsement

This endorsement requires 19 credits of the following coursework.

| DRIVE | Courses                                       | Credits |
|-------|---|---------|
| E     | THE100: Introduction to Theater               | 3       |
| D     | THE111: Arts Technology                       | 3       |
|       | THE115: Costume and Makeup Design             | 3       |
|       | THE202: Fundamentals of Acting                | 3       |
|       | THE290: Directing I                           | 3       |
| E     | THE310: Theater History I                     | 3       |
|       | THE394: Secondary Methods of Teaching Theatre | 1       |

## Teacher Career Ladder Program

As student populations become more diverse across the country, school districts have the important goal of hiring teachers who mirror the diversity of students in classrooms. Midland University aims to meet this goal with the Teacher Career Ladder. In this two-year program, para-educators earn an Elementary Education K-6 degree and a supplemental endorsement in either Early Childhood Education (PK-3), English as a Second Language, or Special Education (K-6).

Acceptance into this program requires the following: employment as a para-educator in a K-6 classroom, recommendation by the para's school district and/or supervisor, completion of required general education courses, and passing scores on the Praxis Academic Core Exams.

While the courses in this program are integrated, learning outcomes and major assessments are aligned with the Walker School of Education undergraduate program. Field based experience requirements are typically met by the day-to-day work of the para-educator in classrooms, providing authentic connections to course work and a strong basis for application, reflection, and continuous improvement.

### Core Requirements:

Communication/Literature: 3 credits; Composition: 3 credits; Oral Communication/Speech: 3 credits; Mathematics: 6 credits; Natural Science: 7 credits; Social Science: 6 credits; Fine Arts/Humanities: 6 credits; Health and Wellness: 2 credits

For cohorts with Elementary Education and ESL endorsement, the courses required are typically followed in this order:

- Year 1 Summer
  - EDU190: Topics in Education (3 credits)
  - EDU199: Child Growth and Development (4 credits) [Replaces the requirement of PSY300 and PSY210]
- Year 1 First Semester
  - EDU204: Technology for Teachers (3 credits)
  - EDU220: Diversity in Classroom Communities (3 credits)
  - EDU270: Instructional Design (2 credits)
  - EDU370: Assessment for Learning (2 credits)
  - EDU275: Classroom Management (2 credits)
  - SPD296: Introduction to Special Education (3 credits)
- Year 1 Second Semester
  - EDU221: Art Methods-Elementary and Middle Grades (1 credit)
  - EDU235: Music Methods-Elementary and Middle Grades (1 credit)
  - EDU237: Physical Education Methods-Elementary and Middle Grades (1 credit)
  - EDU250: Literature for Children and Adolescents (2 credits)
  - ESL100: Introduction to ESL (3 credits)
  - EDU392: Understanding the Math You Teach (3 credits)
  - EDU306: Understanding the Science You Teach (3 credits)
- Year 2 Summer
  - ESL150: Cross Cultural Communications (3 credits)
  - ESL355: Linguistics for ESL (3 credits)
  - ESL499: ESL Practicum (3 credits)



- Year 2 First Semester
  - EDU307: Science Methods-Elementary and Middle Grades (3 credits)
  - EDU393: Math Methods-Elementary and Middle Grades (3 credits)
  - EDU340: Developmental Reading (3 credits)
  - EDU341: Diagnostic Reading (3 credits)
  - EDU388: Social Studies Methods-Elementary and Middle Grades (3 credits)
  - EDU294: Language Arts Methods-Elementary and Middle Grades (2 credits)
- Year 2 Second Semester
  - EDU420: Clinical Experience (14 credits)
  - EDU410: Clinical Experience Seminar (1 credit)
  - ESL301: Methods, Assessment and Evaluation of ESL (3 credits)

For cohorts with Elementary Education and Early Childhood endorsement, the courses required are as follows:

- Year 1 Summer
  - EDU190: Topics in Education (3 credits)
  - EDU199: Child Growth and Development (4 credits) [Replaces the requirement of PSY300 and PSY210]
- Year 1 First Semester
  - ECE155: Child-Family-Community (2 credits)
  - EDU204: Technology for Teachers (3 credits)
  - EDU220: Diversity in Classroom Communities (3 credits)
  - EDU270: Instructional Design (2 credits)
  - EDU370: Assessment for Learning (2 credits)
  - EDU275: Classroom Management (2 credits)
  - SPD296: Introduction to Special Education (3 credits)
- Year 1 Second Semester
  - ECE247: Early Childhood Special Education (3 credits)
  - ECE255: Introduction to Early Childhood Education (3 credits)
  - ECE376: Early Childhood Assessment (2 credits)
  - EDU235: Music Methods-Elementary and Middle Grades (1 credit)
  - EDU237: Physical Education Methods-Elementary and Middle Grades (1 credit)
  - EDU250: Literature for Children and Adolescents (2 credits)
  - EDU392: Understanding the Math You Teach (3 credits)
  - EDU306: Understanding the Science You Teach (3 credits)
- Year 2 Summer
  - ECE257: Preschool Methods (3 credits)
  - ECE257A: Preschool Methods Practicum (1 credit)
  - ECE386: Primary Methods (3 credits)
  - ECE386A: Primary Methods Practicum (1 credit)
- Year 2 First Semester
  - EDU307: Science Methods-Elementary and Middle Grades (3 credits)
  - EDU393: Math Methods-Elementary and Middle Grades (3 credits)
  - EDU340: Developmental Reading (3 credits)
  - EDU341: Diagnostic Reading (3 credits)
  - EDU388: Social Studies Methods-Elementary and Middle Grades (3 credits)
  - EDU294: Language Arts Methods-Elementary and Middle Grades (2 credits)
- Year 2 Second Semester
  - EDU221: Art Methods-Elementary and Middle Grades (1 credit)
  - EDU420: Clinical Experience (14 credits)
  - EDU410: Clinical Experience Seminar (1 credit)

For cohorts with Elementary Education and Special Education (K-6) endorsement, the courses required are typically followed in this order:

- Year 1 Summer
  - EDU190: Topics in Education (3 credits)
  - EDU199: Child Growth and Development (4 credits) [Replaces the requirements of PSY300 and PSY210]

- o SPD233: Technology Methods & Materials in Special Education (4 credits)
- Year 1 First Semester
  - o EDU204: Technology for Teachers (3 credits)
  - o EDU220: Diversity in Classroom Communities (3 credits)
  - o EDU270: Instructional Design (2 credits)
  - o EDU370: Assessment for Learning (2 credits)
  - o EDU275: Classroom Management (2 credits)
  - o SPD252: Impact of Language Across Disability Areas (3 credits)
  - o SPD296: Introduction to Special Education (3 credits)
- Year 1 Second Semester
  - o EDU221: Art Methods - Elementary and Middle Grades (1 credit)
  - o EDU235: Music Methods - Elementary and Middle Grades (1 credit)
  - o EDU237: Physical Education Methods - Elementary and Middle Grades (1 credit)
  - o EDU250: Literature for Children (2 credits)
  - o EDU392: Understanding the Math You Teach (3 credits)
  - o EDU306: Understanding the Science You Teach (3 credits)
  - o SPD242: Collaboration & Inclusive Learning (4 credits)
  - o SPD247: Early Childhood Special Education (3 credits)
- Year 2 Summer
  - o SPD353: Assessment & Behavior Intervention (4 credits)
  - o SPD358: Legal Issues & Program Development (3 credits)
  - o SPD368: Identification of Children with Disabilities (3 credits)
  - o SPD369: Multidisciplinary Team and Individual Education Plan (3 credits)
- Year 2 First Semester
  - o EDU307: Science Methods - Elementary and Middle Grades (3 credits)
  - o EDU393: Math Methods - Elementary and Middle Grades (3 credits)
  - o EDU340: Developmental Reading (3 credits)
  - o EDU341: Diagnostic Reading (3 credits)
  - o EDU388: Social Studies Methods - Elementary and Middle Grades (3 credits)
  - o EDU294: Language Arts Methods - Elementary and Middle Grades (2 credits)
- Year 2 Second Semester
  - o EDU420: Clinical Experience (14 credits)
  - o EDU410: Clinical Experience Seminar (1 credit)

## Education Studies (Non-Certification)

Occasionally a student who is interested in education and teaching is not recommended for clinical experience by the faculty or does not meet the expectations and requirements of the capstone experience (clinical experience). A student may be still passionate about a career where the courses in education and teaching are still an asset, but where teaching certification is not required. Such instances might include teaching at an agency or other institution that does not require Nebraska Department of Education Certification (YMCA, church, museums, national/state parks, education division of a company, day care, etc.). Students will be able to apply for the Education Studies (Non-Certification) major after working with an education mentor.

| Degree: | Bachelor of Arts  | CIP Code (2020): | 13.0101 |
|---------|---|------------------|---------|
| DRIVE   | Complete the following 37 credits, on the A-F scale, with a grade of C or better: |                  | Credits |
|         | EDU190: Topics in Education   |                  | 3       |
| D       | EDU204: Technology for Teachers   |                  | 3       |
| E       | EDU220: Diversity in Classroom Communities  |                  | 3       |
| R, W    | EDU270: Instructional Design  |                  | 2       |
|         | EDU275: Classroom Management  |                  | 2       |
|         | SPD296: Introduction to Special Education   |                  | 3       |
| R, W    | EDU370: Assessment for Learning   |                  | 2       |
|         | EDU499: Practicum in Teacher Education  |                  | 1       |
| R, E    | PSY210: Developmental Psychology  |                  | 3       |
| I       | PSY300: Psychology of Learning  |                  | 3       |
|         | Education electives   |                  | 12      |

## Interdisciplinary Studies and Academic Affairs

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Midland University offers several academic programs across disciplinary areas that offer a rich addition to the student's academic experience including First Year Experience and Midland Studies courses, Study Away, the Luther College Honors Program, and Pre-Professional Courses of Study. Additionally, Midland offers a Bachelor of General Studies.

### Academic Affairs Staff

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#### **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**

*Assistant Director: Career Studio*

B.A., Midland University

## Undergraduate Academic Certificates

A Midland Undergraduate Academic Certificate is a structured plan of study offered for credit that requires 12-18 credits of undergraduate coursework. Undergraduate Academic Certificates emphasize a specific skill set, applied, or practical knowledge and supplement a student's curricular and/or career goals. A Midland Undergraduate Certificate will be noted on the student's academic transcript and no more than 50% may overlap with a student's major or other area of study

### Classroom and Behavior Management Certificate

The Classroom and Behavior Management certificate prepares students to apply evidence-based approaches to understand the relationship between behaviors and the environment with the purpose of implementing strategies that improve people's lives. Students will learn to assess the antecedents, consequences, and contextual variables that pose barriers to living a quality life. Students will learn to conduct preference assessments, utilize appropriate measurement techniques, display data, assess the function(s) of behavior, implement function-based intervention strategies, and monitor student or client progress.

A Midland Student in the **Classroom and Behavior Management Undergraduate Academic Certificate** will:

- 1) Define and provide examples of concepts and principles of behavior management.
- 2) Utilize appropriate measurement, data display, and interpretation.
- 3) Analyze behavior change procedures.
- 4) Design behavior interventions that increase socially appropriate behaviors.
- 5) Apply ethical principles and code of conduct.

|       |  | CIP Code (2020): | 13.0101 |
|-------|--|------------------|---------|
| DRIVE | Complete the following 18 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
| R, E  | PSY210: Developmental Psychology   |                  | 3       |
| I     | PSY300: Abnormal Psychology  |                  | 3       |
|       | ABA324: Behavioral Assessment  |                  | 3       |
| I, W  | ABA385: Professional Issues in Applied Behavior                                    |                  | 3       |
|       | ABA424: Advanced Behavior Analysis   |                  | 3       |
| R     | ABA485: Essential Readings in Applied Behavior Analysis                            |                  | 3       |

### Coaching Certificate

This certificate of completion prepares students for a career in coaching interscholastic athletics.

A Midland Student in the **Coaching Undergraduate Academic Certificate** will:

- 1) Develop physical, social, psychological, and personal skills that foster lifelong learning and the development of athletes (Promotion of Learning).
- 2) Discuss the attitudes, experiences, and skills that prepare the student personally and professionally to be a productive and responsible member of society (Citizenship).
- 3) Demonstrate respect and concern for rules and officials, opponents, and the spirit and customs of sport (Sportsmanship).
- 4) Commit to a healthy lifestyle, one that is addiction-free, physically active, and lifelong (Healthy Lifestyle).
- 5) Discuss emotional well-being, leadership, personal growth, and decision-making to balance life responsibilities associated with athletes (Life Skills).

|   |  | CIP Code (2020): | 13.1314 |
|---|--|------------------|---------|
| DRIVE   | Complete the following 15 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
|   | HPM162: Foundations of Coaching  |                  | 2       |
|   | HPM210: First Aid, CPR, AED  |                  | 2       |
|   | HPM220: Care and Prevention of Athletic Injuries                                   |                  | 3       |
|   | HPM313: Sports Nutrition   |                  | 3       |
| <i>Theory and Practice course (choose one of the following)</i> |  |                  |         |
|   | HPM200: Theory - Practice - and Coaching Swimming                                  |                  | 2       |
|   | HPM201: Theory - Practice - and Coaching Basketball                                |                  | 2       |
|   | HPM202: Theory - Practice - and Coaching Baseball                                  |                  | 2       |
|   | HPM203: Theory - Practice - and Coaching Football                                  |                  | 2       |
|   | HPM205: Theory - Practice - and Coaching Volleyball                                |                  | 2       |

|   |  |   |
|---|--|---|
|   | HPM206: Theory - Practice - and Coaching Track and Cross Country                         | 2 |
|   | HPM214: Theory - Practice - and Coaching Wrestling                                       | 2 |
|   | HPM222: Theory - Practice - and Coaching Soccer  | 2 |
|   | HPM240: Special Topics in Human Performance<br>(Topic: Sport not currently listed above) | 2 |
| <i>Elective Courses (choose one of the following)</i> |  |   |
|   | HPM209: Principles of Strength and Conditioning  | 3 |
|   | HPM248: Sports Psychology  | 3 |
|   | SAL215: Sports Officiating and Game Management   | 3 |
| E   | SOC230: Sociology of Sports  | 3 |
| E   | COM250: Group Communication  | 3 |
| E   | COM210: Interpersonal Communication  | 3 |

### Cyber Security Certificate

Help protect individuals, companies, and/or organizations from cybercrime by developing an understanding of how cybercrime is perpetuated, design practical systems to detect and prevent it, and implement solutions that keep important information secure.

A Midland Student in the **Cyber Security Undergraduate Academic Certificate**:

1. Identifies challenges, opportunities, and problems, evaluate from multiple perspectives and suggest relevant and value adding solutions.
2. Knows and effectively uses cybersecurity principles agilely and skillfully.
3. Understands the leadership role of BI in achieving a competitive advantage in business through informed decision making.
4. Designs cybersecurity solutions that adhere to best practices.

|       |                                       | CIP Code (2020): | 11.1003 |
|-------|---------------------------------------|------------------|---------|
| DRIVE | Complete the following 15 credits:    |                  | Credits |
| I     | BIT160: Object-Orientated Programming |                  | 3       |
|       | BIT301: Cybersecurity                 |                  | 3       |
|       | BIT320: Ethical Hacking               |                  | 3       |
| R, W  | BIT350: Operating Systems             |                  | 3       |
|       | BIT401: Advanced Cybersecurity        |                  | 3       |

### Data Analytics Certificate

Data analytics is the science of interpreting vast amounts of complex data to make sound decisions. The data analytics concentration focuses on developing and applying data analytics skills and tools. Students will integrate business concepts as well as key methods and tools for analysis in order to solve challenging problems.

A Midland Student in the **Data Analytics Undergraduate Academic Certificate**:

1. Identifies challenges, opportunities, and problems, evaluates from multiple perspectives, and suggests relevant and value adding solutions.
2. Knows and effectively uses business principles agilely and skillfully. Demonstrates knowledge of business terminology and concepts. Analyzes and interprets data when making business decisions.
3. Expertly articulates ideas in written, verbal, and digital forms. Is able to communicate well with all levels within an organization. Presents and persuades with the right information and accurate audience consideration.
4. Applies BI knowledge and skills learned to facilitate the acquisition, development, deployment, and management of business technologies.
5. Understands the leadership role of BI in achieving a competitive advantage in business through informed decision making.
6. Analyzes data and efficiently formulates solutions to develop meaningful results.

|       |   | CIP Code (2020): | 30.7101 |
|-------|---|------------------|---------|
| DRIVE | Complete the following 15 credits:            |                  | Credits |
| R     | MTH210: Elementary Statistics                 |                  | 3       |
|       | BIT101: Introduction to Business Intelligence |                  | 3       |
|       | BUS311: Data Analysis and Decision Modeling   |                  | 3       |

|  |                                |   |
|--|--------------------------------|---|
|  | BIT330: SQL for Data Analytics | 3 |
|  | BIT420: Data Visualization     | 3 |

## Digital Marketing Certificate

Marketing exists nearly everywhere online through web searches, while browsing websites, on social media, via email, and so much more. Learn the fundamentals of marketing in a digital world, earn industry certifications, and get hands-on experience solving marketing problems for real businesses.

A Midland Student in the **Digital Marketing Undergraduate Academic Certificate:**

- 1) Manages a marketing project from start to finish.
- 2) Develops content for marketing efforts.
- 3) Achieves certifications relevant to the marketing industry.
- 4) Creates and integrated marketing communications plan.
- 5) Generates data-driven marketing decisions.
- 6) Describes brand messaging, communication, and design.

|       |  | CIP Code (2020): | 52.1401 |
|-------|--|------------------|---------|
| DRIVE | Complete the following 12 credits:     |                  | Credits |
| I     | MKT142: Principles of Marketing        |                  | 3       |
| D, W  | MKT257: Social Media for Organizations |                  | 3       |
|       | MKT300: Digital Marketing              |                  | 3       |
|       | MKT400: Advanced Digital Marketing     |                  | 3       |

## Diversity and Inclusion Certificate

The Diversity and Inclusion Certificate is an interdisciplinary certificate of completion intended to complement and enhance a student's major and/or career preparation. This certificate prepares students to be thoughtful leaders who address emergent issues related to our increasingly diverse communities and global world. While many types of diversity exist, the diversity and inclusion certificate focuses primarily on issues related to race/ethnicity, social class, gender, sexual orientation, and disability.

A Midland Student in the **Diversity and Inclusion Undergraduate Academic Certificate:**

- 1) Demonstrates self-awareness related to issues of diversity, as well as insights into one's own cultural norms and biases.
- 2) Demonstrates understanding of the complexity of elements important to members of another group in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- 3) Interprets intercultural experience from the perspective of more than one worldview and exhibits an ability to act in a supportive manner that recognizes the experiences of another group

|  |  | CIP Code (2020): | 30.2301 |
|--|--|------------------|---------|
| DRIVE  | Complete the following 15 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
| I  | SOC342: Social Inequality  |                  | 3       |
| V, W   | SOC414: Social Change  |                  | 3       |
| <i>Elective Courses (choose three of the following from different prefixes):</i> |  |                  |         |
| E  | EDU220: Diversity in Classroom Communities   |                  | 3       |
| D  | ENG140: Plains Literature and the Culture of the West                              |                  | 3       |
| D  | ENG210: Topics in Ethnic Literature  |                  | 3       |
| D  | ENG237: World Voices   |                  | 3       |
| I  | ENG420: Literary Criticism   |                  | 3       |
| E  | HIS240: Women in America   |                  | 3       |
| I  | HIS302: History of the Future  |                  | 3       |
| E  | HIS303: The Global Metropolis  |                  | 3       |
| I  | HIS313: U.S. Constitutional History  |                  | 3       |
| R  | HIS419: Civil Rights and Beyond  |                  | 3       |
| D  | HIS424: Decolonization   |                  | 3       |
| D  | PHI300: Philosophy of Knowledge  |                  | 3       |

|   |   |   |
|---|---|---|
| E | REL206: Contemporary Christian Theology   | 3 |
| E | REL240: Religions of the World            | 3 |
| R | REL280: Christianity and Human Sexuality  | 3 |
| E | REL285: Disability Theology               | 3 |
| E | SOC220: Minorities and Cultural Diversity | 3 |
| E | SOC390: Gender and Society                | 3 |

### Network Administration Certificate

When the internet is down, some people immediately consider what could be wrong. Is it a power issue? A router? Something else? Network administration is a high growth field with a demand for problem solvers that can analyze, design, and implement solutions to make sure that everyone can access what they need and prevent access from those that don't.

A Midland Student in the **Network Administration Undergraduate Academic Certificate**:

- 1) Identifies challenges, opportunities, and problems, evaluates from multiple perspectives, and suggests relevant and value adding solutions.
- 2) Applies BI knowledge and skills learned to facilitate the acquisition, development, deployment, and management of business technologies.
- 3) Understands the leadership role of BI in achieving a competitive advantage in business through informed decision making.
- 4) Designs efficient and effective networks using best practices

|       |   | CIP Code (2020): | 11.0901 |
|-------|---|------------------|---------|
| DRIVE | Complete the following 15 credits:      |                  | Credits |
| I     | BIT160: Object-Oriented Programming     |                  | 3       |
|       | BIT301: Cybersecurity                   |                  | 3       |
|       | BIT360: Networks and Data Communication |                  | 3       |
|       | BIT370: Cisco Network Technology        |                  | 3       |
|       | BIT410: Advanced Network Administration |                  | 3       |

### Nonprofit Management Certificate

The nonprofit sector continues to grow and covers a wide spectrum of opportunities, including arts, education, community development, social service programs, and healthcare. The Midland University Nonprofit Management Certificate provides essential skills for individuals looking to manage or work in the nonprofit sector. Courses provide a solid foundation in the management functions of operating a nonprofit within regulatory and organizational boundaries using best practices and equip the learner with tools to manage organizational projects, programs, and an understanding of the audience served.

A Midland Student in the **Nonprofit Management Undergraduate Academic Certificate** will:

- 1) Understand basic business practices and procedures required for nonprofit operations.
- 2) Create, development, philanthropy, and fundraising plans to include writing grants and securing funding from various constituencies.
- 3) Examine the legal framework and define the necessary operational regulations for operating a nonprofit organization.
- 4) Understand their individual role in society relative to the experiences of others.

|  |  | CIP Code (2020): | 52.0206 |
|--|--|------------------|---------|
| DRIVE  | Complete the following 18 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
|  | MGT217: Principles of Management   |                  | 3       |
|  | MGT422: Project Management   |                  | 3       |
| R, W   | BUS321: Grant Writing and Resource Development                                     |                  | 3       |
| R, W   | BUS351: Nonprofit Law and Governance   |                  | 3       |
|  | BUS302: Organizational Leadership –or–<br>BUS317: Organizational Behavior          |                  | 3       |
| <i>Community Elective (choose one of the following):</i> |  |                  |         |
| E  | SOC212: Introduction to Human Services   |                  | 3       |
| E  | SOC220: Minorities and Cultural Diversity  |                  | 3       |
| I  | SOC342: Social Inequality  |                  | 3       |

|   |  |   |
|---|--|---|
| E | SSC120: Introduction to Public Health        | 3 |
| E | SSC201: Contemporary Issues in Public Health | 3 |

### Social Emotional Learning and Behavioral Wellness Certificate

Professionals in all fields must possess the skills and attitudes needed to promote the social-emotional needs of others. By being prepared to make positive, constructive contributions to the work environment, effective leaders can create an environment that is inspiring, challenging, supportive, safe, health, engaging, and built on mutual respect. The Social Emotional Learning and Behavioral Wellness Certificate is designed to help create supportive environments and programs using evidence-based and age-appropriate strategies. You will also learn the best techniques for building collaborative partnerships with communities to ensure all individuals are getting the care and support they need. This structured plan of study requires 12 credits of undergraduate coursework.

A Midland Student in the **Social Emotional Learning and Behavioral Wellness Undergraduate Academic Certificate** will:

- 1) Analyze effective counseling techniques through in-class scenarios.
- 2) Recognize and identify environmental variables that affect emotions, thoughts, values, strengths, limitations, and assess how they influence behavior.
- 3) Recognize and comprehend how to successfully regulate one's emotions, thoughts, and behaviors and how to set and work toward personal and academic goals.
- 4) Recognize social and ethical norms for behavior including biological and environmental factors and also empathize with others including those from diverse backgrounds and cultures.
- 5) Recognize and understand the importance of healthy relationships, communicating clearly, and seeking/offering help when needed.
- 6) Make constructive choices about personal behavior based on ethical standards and social norms while evaluating the consequences of various actions.

|   |  | CIP Code (2020): | 19.0101 |
|---|--|------------------|---------|
| DRIVE   | Complete the following 12 credits, on the A-F scale, with a grade of C- or better: |                  | Credits |
|   | EDU290: Topics in Social Emotional Learning  |                  | 3       |
| E   | PSY270: Introduction to Counseling   |                  | 3       |
| <i>Elective Courses (choose two of the following)</i> |  |                  |         |
| R, E  | PSY210: Developmental Psychology   |                  | 3       |
| I   | PSY300: Psychology of Learning   |                  | 3       |
| D   | PSY314: Social Psychology  |                  | 3       |
| R   | REL280: Christianity and Human Sexuality   |                  | 3       |
| E   | REL285: Disability Theology  |                  | 3       |
| E   | SOC220: Minorities and Cultural Diversity  |                  | 3       |
| R   | SOC245: Sociology of Childhood and Adolescence                                     |                  | 3       |
| D   | SOC300: Marriage and the Family  |                  | 3       |
| I   | SOC370: Psychology of Addictions   |                  | 3       |

### Software Development Certificate

Software development is the process of conceiving, specifying, designing, programming, documenting, testing, and bug fixing involved in creating and maintaining applications, frameworks, or other software components. The software development concentration focuses on learning and applying programming languages and best practices in software development for today's evolving workplace.

A Midland Student in the **Software Development Undergraduate Academic Certificate**:

- 1) Identifies challenges, opportunities, and problems, evaluates from multiple perspectives, and suggests relevant and value adding solutions.
- 2) Knows and effectively uses business principles agilely and skillfully. Demonstrates knowledge of business terminology and concepts. Analyzes and interprets data when making business decisions.
- 3) Expertly articulates ideas in written, verbal, and digital forms. Is able to communicate well with all levels within an organization. Presents and persuades with the right information and accurate audience consideration.



- 4) Applies BI knowledge and skills learned to facilitate the acquisition, development, deployment, and management of business technologies.
- 5) Understands the leadership role of BI in achieving a competitive advantage in business through informed decision making.
- 6) Creates and applies software principles and practices to develop real-world solutions.

|       |   | CIP Code (2020): | 11.0899 |
|-------|---|------------------|---------|
| DRIVE | Complete the following 15 credits:        |                  | Credits |
| I     | BIT160: Object-Oriented Programming       |                  | 3       |
| E     | BIT220: Data Structures                   |                  | 3       |
|       | BIT325: JavaScript                        |                  | 3       |
| R, W  | BIT350: Operating Systems                 |                  | 3       |
|       | BIT425: PHP and MySQL for Web Development |                  | 3       |

## Web Development Certificate

Web development is an exciting field where the best seek to understand consumer issues, develop easy-to-use navigation, craft compelling content, and provide viable solutions to end users. As a part of this certificate, students will learn fundamental web languages, understand the basics of user experience, and apply both to develop functional web applications such as sites or tools.

A Midland Student in the **Web Development Undergraduate Academic Certificate**:

- 1) Identifies challenges, opportunities, and problems, evaluates from multiple perspectives, and suggests relevant and value adding solutions.
- 2) Expertly articulates ideas in written, verbal, and digital forms. Is able to communicate well with all levels within an organization. Presents and persuades with the right information and accurate audience consideration.
- 3) Applies BI knowledge and skills learned to facilitate the acquisition, development, deployment, and management of business technologies.
- 4) Implements functional, appealing web-based tools that meet business objectives.

|       |   | CIP Code (2020): | 11.0801 |
|-------|---|------------------|---------|
| DRIVE | Complete the following 12 credits:        |                  | Credits |
| I     | BIT160: Object-Oriented Programming       |                  | 3       |
|       | BIT270: Website Management                |                  | 3       |
|       | BIT325: JavaScript                        |                  | 3       |
|       | BIT425: PHP and MySQL for Web Development |                  | 3       |

## First Year Experience and Midland Studies

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

Midland University:

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

Our students:

- Understand the academic expectations of the University,
- Demonstrate the foundational skills for academic success including reading, writing, speaking, and critical thinking,
- Take responsibility for their own learning,
- Appreciate that the role and purpose of a liberal arts education includes liberating and opening the mind, and preparing students for responsible action,

- Participate in academic and co-curricular activities to experience a diversity of ideas, world views and cultures,
- Are aware of and use the support resources of the University, and
- Develop behaviors to support a physically, spiritually, and socially healthy lifestyle.

All First Year students at Midland University enroll in **MID101: The Midland University Experience**, a first year success course, or **MID103: Warrior Academic Success Seminar I**, an academic skills development course. These courses prepare students for success in their college career and familiarize them with the institution. These courses are co-facilitated by faculty and staff and current students who are able to earn elective college credit via enrollment in **MID200: Leadership Seminar I**. Students who need additional academic support are enrolled in **MID104: Warrior Academic Success Seminar II** during the spring semester of the first year.

*For more information, contact the Director of Academic Core Experience.*

## Study Away

Via the Dr. Leo H. Kirchhoff Study Away Program, students have the opportunity to earn credit with immersive study away experiences. Travel includes international and domestic locations and have included Los Angeles, Tanzania, Guatemala, Australia, and various countries in Europe. Typically, these courses take place over Interterm, but may occur over summer or spring break. Course numbers fall under the IND prefix or the special topics numbers within subject areas.

## Faculty Mentors

Midland believes that one of the great advantages of a small liberal arts college is the opportunity for closer relationships between faculty and students. Midland also recognizes that students bring with them unique backgrounds of ability, interest, social experiences, vocational aspirations, and spiritual development. With these thoughts in mind, the purpose of the mentoring services at Midland is to accept the uniqueness of the individual and to take advantage of the close relationship between faculty and students to help each individual reach the greatest potential.

## Luther College Honors Program

The Midland University Honors Program is a community of scholars collectively pursuing academic excellence and personal development. The program offers configurations to meet the needs of incoming freshman, current Midland students, and transfer students. Interdisciplinary seminars promote student's cultural inquisitiveness through engaging readings, experiences, and group travel opportunities. Honors contract courses provide students an opportunity to pursue their individual academic passions and to work closely with faculty on individually designed research projects. The program welcomes students who simultaneously participate in intercollegiate sports and/or additional extra-curricular activities.

### Honors Mission Statement

The Luther College Honors Program aspires to create an intellectual home for exceptional students who desire enhanced academic challenges. The program features thought-provoking seminars, interdisciplinary research, and diverse social and cultural experiences which nurture a student's intellectual curiosity. A self-designed curriculum allows students to pursue their scholastic interests and prepares them to leave Midland ready to learn and lead in the world with purpose.

### Honors Program Values

- Exploration and experimentation
- Community membership and civic engagement
- Intellectual inquiry and scholarship
- Lifelong learning

### Honors Program outcomes

- 1) Examine and synthesize information or ideas and then effectively communicate their analysis via writing.
- 2) Demonstrate appropriate participatory communication strategies that convey logical views on identified issues.
- 3) Create and evaluate original work independently or in collaboration with classmates.
- 4) Display active engagement and project collaboration in local, national and/or international arenas.
- 5) Develops a capstone project or other scholarly work based on specified goals/objectives and an evidence-based analysis.

**Luther Honors Program: 4-Year Path**

| First Year  | Second Year                                | Third Year                                 | Fourth Year                          |
|---|--|--|--------------------------------------|
| Fall: MID101: The Midland University Experience (1 credit)<br>Honors section          | Fall: Honors Contract course (3 credits)   | Fall: Honors Contract course (3 credits)   | HON401: Honors Capstone (2 credits)* |
| Spring: HON300: Honors Seminar (3 credits)  | Spring: HON300: Honors Seminar (3 credits) | Spring: HON300: Honors Seminar (3 credits) |                                      |
| Fall/Spring: COM101: Fundamentals of Oral Communication (3 credits)<br>Honors section | Spring: Honors Contract course (3 credits) | Spring: Honors Contract course (3 credits) |                                      |
| <i>Additional Requirement: Study Away Travel*</i>                                     |  |  |                                      |
| <b>Total Credits: 27</b>  |  |  |                                      |

\*Requires Honors Committee approval

**Luther Honors Program: 3-Year Path**

| First Year  | Second Year                                | Third Year   |
|---|--|--|
| Fall: MID101: The Midland University Experience (1 credit)<br>Honors section          | Fall: Honors Contract course (3 credits)   | Fall: Honors Contract course (3 credits)   |
| Spring: HON300: Honors Seminar (3 credits)  | Spring: HON300: Honors Seminar (3 credits) | Fall: HON300: Honors Seminar (3 credits) –or– Spring: Honors Contract course (3 credits) |
| Fall/Spring: COM101: Fundamentals of Oral Communication (3 credits)<br>Honors section | Spring: Honors Contract course (3 credits) | Spring: HON300: Honors Seminar (3 credits)   |
|   |  | Spring: Honors Contract course (3 credits)   |
| <i>Additional Requirement: Study Away Travel*</i>                                     |  |  |
| <b>Total Credits: 27</b>  |  |  |

\*Requires Honors Committee approval

**Luther Honors Program: Transfer Path**

| First Year   | Second Year                                |
|--|--|
| Fall: Honors Contract course (3 credits)   | Fall: Honors Contract course (3 credits)   |
| Fall: HON300: Honors Seminar (3 credits) –or– Spring: Honors Contract course (3 credits) | Spring: HON300: Honors Seminar (3 credits) |
| Spring: HON300: Honors Seminar (3 credits)   | Spring: Honors Contract course (3 credits) |
| Spring: Honors Contract course (3 credits)   | HON401: Honors Capstone (2 credits)*       |
| <i>Additional Requirement: Study Away Travel*</i>  |  |
| <b>Total Credits: 23</b>   |  |

\*Requires Honors Committee approval

**General Studies**

The Bachelor of General Studies (BGS) degree from Midland University is designed for continuing education students seeking to complete their degree for both professional and personal growth. Those who enroll in the BGS will be able to design a course load that will allow for personal career growth.

| Degree:                        | Bachelor of General Studies  | CIP Code (2020): | 24.0102 |
|--------------------------------|--|------------------|---------|
| GOAL                           | Requirements   |                  |         |
| Digital Fluency                | 3 credits Humanities (ART, ENG, MUS, PHI, REL, or THE) -or- Social Sciences (CJU, COM, HIS, POL, PSY, SSC, or SOC) |                  |         |
|                                | 3 credits at the 300/400-level   |                  |         |
| Research and Critical Thinking | 3 credits MTH101 or other Math course  |                  |         |
|                                | 4 credits Lab Science  |                  |         |
|                                | 3 credits Humanities (ART, ENG, MUS, PHI, REL, or THE) -or- Social Sciences (CJU, COM, HIS, POL, PSY, SSC, or SOC) |                  |         |
|                                | 3 credits at the 300/400-level   |                  |         |
| Innovation                     | 3 credits Humanities (ART, ENG, MUS, PHI, REL, or THE) -or- Social Sciences (CJU, COM, HIS, POL, PSY, SSC, or SOC) |                  |         |
|                                | 3 credits at the 300/400-level   |                  |         |
| Vocation and Leadership        | MID101 or MID103 (1-2 credits)<br>MID201 (1 credit)  |                  |         |
|                                | 3 credits of Internship  |                  |         |
| Engagement and Expression      | WRI101 (3 credits)   |                  |         |
|                                | WRI102 (3 credits)   |                  |         |
|                                | COM101 (3 credits)   |                  |         |
|                                | ART, MUS, THE (3 credits)  |                  |         |
|                                | REL or PHI (3 credits)   |                  |         |
|                                | CJU, COM, HIS, POL, PSY, SSC, or SOC (3 credits)   |                  |         |
|                                | 3 credits at the 300/400-level   |                  |         |

### Major Requirements

Students must complete 3 credits from each of the goals (DRIVE), separate from courses already completed for the common requirements, with these courses completed at the upper (300/400) level. Students should complete an Internship or Capstone course in order to fulfill the Vocation and Leadership requirement. Students in the Bachelor of General Studies are strongly encouraged to consider Undergraduate Certificates or Academic Minors to supplement their course of study.

Courses must be completed on the A-F grading scale, with no grade below a C-. Students must earn a cumulative GPA of 2.25 to complete the major. At least 30 credits must be completed in residence at Midland University.

*Contact the University Registrar for more information.*

## Pre-Professional Areas of Study/Dual Degree Programs

Midland has formal dual degree programs in cooperation with Palmer College of Chiropractic, and Cleveland Chiropractic College. These programs allow students to begin their studies at Midland and complete degrees both at Midland and the partnering institution. See specific programs for details.

Midland offers 3+1 degree programs in a number of healthcare professions. Students complete three years at Midland, including core and program specific prerequisites. After completing the first year of an approved professional program, students are awarded the Bachelor of Science degree from Midland. See details under the Medical Arts (3+1) major.

### Pre-Professional Programs

The following pre-professional programs of study require from one to four years of preparation at Midland University, followed by transfer to the professional school, which offers the specialized training. Since requirements change from year to year and vary from school to school, it is important that the student work closely with Midland's faculty mentors and academic advisors. Early identification of the professional school to be attended facilitates planning for specific entrance requirements.

## Pre-Health Programs

### Chiropractic Medicine

Chiropractic is a branch of medical science, which attempts to alleviate health problems by adjustments of the relationship between the nervous system and the spinal column. A minimum of 60 credits is required for admission to a college of chiropractic. Most of the successful applicants have three (3) or more years of undergraduate academic work. A minimum of two (2) semesters should be completed in chemistry, physics, and biology, with special emphasis on anatomy and physiology. Math, English, psychology, social science, and humanities courses should be included in the program of studies.

Midland has formal dual degree programs in cooperation with Palmer College of Chiropractic, (Iowa, California, and Florida) and Cleveland Chiropractic College (Kansas City and Los Angeles). Students in this program study three years at Midland, then transfer to Palmer or Cleveland College. After completing the first year at Palmer or Cleveland, students in this program earn a B.S. degree from Midland University. After completing the full program at Palmer or Cleveland, students receive a Doctorate of Chiropractic. See details under the Medical Arts (3+1) degree. Interested students should contact the Liaison Faculty.

### Dentistry

Students who plan to enter the field of dentistry must meet the entrance requirements of the professional program in which they plan to enter. Most dental schools require a minimum of 90 semester hours of academic work (excluding physical education). Beyond the required basic science courses, students are encouraged to supplement their education with study in the social sciences, humanities, and mathematics. Although most students will major in Biology, or Chemistry, majors in Psychology, English, and Religion are also applicable. Midland assists interested students in designing a program so that all basic requirements for application to professional school have been met by the end of the junior year. The Dental Admission Test (DAT) is required for admission. Most students take this test the fall before they plan to submit their application.

| Suggested additional courses of study: | Credits |
|--|---------|
| ART219: Introduction to Sculpture      | 3       |
| BIO205: Anatomy and Physiology II      | 4       |
| ACC103: Principles of Accounting I     | 3       |
| CHE202: Organic Chemistry II           | 4       |
| CHE407: Biochemistry                   | 4       |
| PHY151: General Physics I              | 4       |
| PHY152: General Physics II             | 4       |
| MTH210: Elementary Statistics          | 3       |
| PSY120: Fundamentals of Psychology     | 3       |

### Medicine

Although most students who plan to enter medicine major in a science, a major in any field is acceptable to most medical schools, provided certain basic science courses are included. Pre-medical study must include undergraduate courses in English, physics, math, biology, genetics, and inorganic, organic and biochemistry. Students should acquire a broad general education by taking courses in the humanities, mathematics, and the social sciences. Admission requirements of the medical college of your choice should be reviewed carefully. Medical programs generally require at least 90 credits, an overall GPA of 3.5 or higher, and the Medical College Admission Test (MCAT).

| Suggested additional courses of study:                | Credits  |
|---|----------|
| BIO205: Anatomy and Physiology II                     | 4        |
| BIO304: Developmental Biology                         | 4        |
| BIO310: Immunology                                    | 3        |
| CHE202: Organic Chemistry II                          | 4        |
| CHE407: Biochemistry                                  | 4        |
| MTH220: Calculus I –or– MTH210: Elementary Statistics | 4 –or– 3 |
| PHY151: General Physics I                             | 4        |
| PHY152: General Physics II                            | 4        |
| PSY120: Fundamentals of Psychology                    | 3        |

## Occupational Therapy

Occupational therapists help people overcome physical and psychosocial dysfunctions and enabling them to perform everyday tasks. Students interested in occupational therapy should consider a wide range of academic preparation involving natural sciences, behavioral sciences, and humanities. Midland offers an excellent pre-professional program. Students interested in occupational therapy should visit with the coordinator to ensure that their program will meet the prerequisites for admission to the school to which they may want to transfer. Many professional programs require a Bachelor's degree in addition to significant observation hours.

| Suggested additional courses of study: | Credits |
|--|---------|
| BIO205: Anatomy and Physiology II      | 4       |
| BIO210: Special Topics in Biology      | 3       |
| HPM307: Kinesiology                    | 3       |
| MTH210: Elementary Statistics          | 3       |
| PHY151: General Physics I              | 4       |
| PHY152: General Physics II             | 4       |
| PSY120: Fundamentals of Psychology     | 3       |

## Optometry

Doctors of Optometry are independent primary health care providers who specialize in the examination, diagnosis, treatment, and management of diseases and disorders of the visual system, the eye and associated structures. At least three (3) years of pre-optometric study is required to attend a school or college of optometry. Preference is often given to applicants with baccalaureate or higher degrees. Students interested in optometry should contact their advisor and the optometry school of their choice for specific information about entrance requirements. The Optometry Admission Test is required for admission and most interested students take this test the fall before they submit their application to the professional school.

## Osteopathic Medicine

Osteopathic medicine is one of the healing arts and practitioners are certified to provide complete health services. It is based on the premise that health is a matter of the entire body and that the muscular and skeletal systems are of prime importance in the proper functioning of all the body systems. An important dimension of osteopathic training is manipulative therapy. Admission to colleges of osteopathic medicine is competitive. Most of those accepted for admission have completed four (4) years of an undergraduate program including coursework in biology, chemistry, and physics.

Midland is a participant in the A.T. Still-Kirksville College of Osteopathic Medicine Still Scholar's Early Acceptance Program, which reserves a spot in the program as long as specific requirements are upheld. Requirements include prerequisite courses with no grade lower than a B (B- is not accepted), a cumulative and science GPA of 3.4 or higher and more than 200 hours of clinical/patient interaction. A.T. Still does not require the MCAT, but many other osteopathic programs do. Students interested in osteopathic medicine should consult their advisor and the college of their choice about specific requirements.

## Pharmacy

To practice pharmacy, students must complete a four-year doctorate program of study at a college accredited by the American Council on Pharmaceutical Education and pass a licensure examination. Entrants to Pharmacy programs typically have at least three, preferably four years (90-120 credits), of pre-pharmacy education in mathematics and basic sciences such as biology, chemistry and physics. The average GPA for accepted students is around a 3.5. Students should be sure to complete the specific requirements of the pharmacy college they wish to attend. Most pharmacy colleges require students to present scores from the Pharmacy College Admission Test (PCAT).

| Suggested additional courses of study: | Credits |
|--|---------|
| BIO205: Anatomy and Physiology II      | 4       |
| BUS103: Principles of Accounting I     | 3       |
| CHE290: Pharmacology                   | 3       |
| CHE202: Organic Chemistry II           | 4       |
| CHE407: Biochemistry                   | 4       |
| ECO204: Principles of Macroeconomics   | 3       |
| MTH210: Elementary Statistics          | 3       |

|                                    |   |
|------------------------------------|---|
| MTH220: Calculus I                 | 4 |
| PHY151: General Physics I          | 4 |
| PHY152: General Physics II         | 4 |
| PSY120: Fundamentals of Psychology | 3 |
| PSY210: Developmental Psychology   | 3 |

### Physician Assistant

Although the precise professional role of a physician's assistant varies with the supervising physician, individuals in this field are prepared to collect medical histories, perform routine laboratory tests, administer treatments prescribed by the physician, and carry out other functions in keeping with their education. There are opportunities to specialize in such fields as oncology, surgery, and transplants. Most programs require a baccalaureate degree for admission but applicants are strongly urged to check specific requirements of the college or university they wish to attend. Most professional programs also require the student to document significant observation hours. The program of studies is similar to that of medical students, with heavy emphasis on the basic sciences and electives chosen from the social and behavioral sciences. Overall GPA of applicants is around a 3.4, but the average cumulative GPA of accepted students is around a 3.7. Students are required to submit Graduate Record Exam (GRE) scores.

| Suggested additional courses of study: | Credits |
|--|---------|
| BIO205: Anatomy and Physiology II      | 4       |
| BIO304: Developmental Biology          | 4       |
| BIO310: Immunology                     | 3       |
| CHE202: Organic Chemistry II           | 4       |
| CHE407: Biochemistry                   | 4       |
| MTH210: Elementary Statistics          | 3       |
| PSY120: Fundamentals of Psychology     | 3       |
| PSY210: Developmental Psychology       | 3       |
| PSY333: Abnormal Psychology            | 3       |

### Physical Therapy

Those wishing to attend a school of physical therapy should plan on a minimum of three years of prerequisite work (90 credits) with many students completing a four-year undergraduate program. Minimal prerequisites should include at least two courses of anatomy and physiology, two courses of chemistry and two courses of physics. Accepted students generally have a GPA of around a 3.7 and have documented patient interaction hours. They should confer with the school of their choice regarding specific requirements for admission. Many colleges share programs whereby a student can take three years of pre-physical therapy training and then transfer to a college of medicine for three more years and receive a doctoral degree in physical therapy. Students are expected to submit Graduate Record Exam (GRE) scores.

| Suggested additional courses of study:           | Credits |
|--|---------|
| BIO205: Anatomy and Physiology II                | 4       |
| HPM220: Care and Prevention of Athletic Injuries | 3       |
| HPM307: Kinesiology                              | 3       |
| HPM312: Physiology of Exercise                   | 3       |
| MTH210: Elementary Statistics                    | 3       |
| PHY151: General Physics I                        | 4       |
| PHY152: General Physics II                       | 4       |
| PSY120: Fundamentals of Psychology               | 3       |

### Podiatry

Podiatry is the branch of the medical arts, which deals with the examination, diagnosis, treatment, and prevention of diseases and disorders of the human foot. This treatment may be by medical, surgical, mechanical, and physical means. Students interested in podiatry should contact their advisor and the college of their choice about specific requirements. A minimum of 90 semester hours is required for entrance into a college of podiatric medicine. Most successful applicants have completed at least the bachelor's degree. Most colleges require the MCAT.



## Radiation Therapy

Radiation therapists are trained in the use of high energy x-rays in the treatment of cancer and non-malignant conditions. A minimum of 35 credits is required for entrance into many programs. Students generally complete 3 years at Midland and then gain acceptance into and complete a Radiation Therapy program for their fourth year. The fourth year can be transferred back to earn a Bachelor of Science degree in Medical Arts (3+1) from Midland along with a bachelor's degree from the Radiation Therapy program.

## Respiratory Therapy

Respiratory therapists are trained in the diagnosis, treatment, management, and preventative care of patients with cardio/pulmonary conditions. The pre-respiratory therapy area of study is designed in collaboration with Nebraska Methodist College (NMC) and Midland University's College of Health Professions. Students complete two years of prerequisite courses while enrolled at Midland University. Upon meeting admission requirements to NMC, students transfer to NMC's respiratory therapy program to complete the final two years of study. Upon completion of the third year of study students earn an Associate of Science in Respiratory Therapy. Students earn the Bachelor of Science in Respiratory Therapy from NMC upon completion of the fourth year of online study.

| Suggested Pre-Respiratory Coursework            | Credits |
|---|---------|
| ART201: Art History                             | 3       |
| BIO204: Anatomy & Physiology I                  | 4       |
| BIO205: Anatomy & Physiology II                 | 4       |
| BIO209: Medical Terminology                     | 2       |
| BIO215: Microbiology                            | 4       |
| CHE103: General Chemistry I                     | 4       |
| COM101: Fundamentals of Oral Communication      | 3       |
| HIS153 World Civilizations I                    | 3       |
| MID101: The Midland University Experience       | 1       |
| MTH140: College Algebra                         | 3       |
| PHI250: Foundations of Moral Decision Making    | 3       |
| PHI380: Critical Thinking                       | 3       |
| PHY151: General Physics I                       | 4       |
| PSY210: Developmental Psychology                | 3       |
| REL240: Religions of the World                  | 3       |
| SOC130: Principles of Sociology                 | 3       |
| SSC350: Social Science Statistics and Methods I | 3       |
| WRI101: Composition I                           | 3       |
| NMC Communication course*                       | 3       |

\*Course can be taken online via an agreement between Midland University and Nebraska Methodist College. Students will be registered for COM240: Special Topics in Communications at Midland.

## Veterinary Science

A minimum of 90 credits is required for admission into most schools of veterinary medicine; a baccalaureate degree is highly recommended. Course requirements are similar to those required for entry into medical school, with emphasis on courses in English, physics, biology, organic and inorganic chemistry expanded by a broad education. Accepted students generally have a GPA of 3.0 or higher. Students are expected to submit GRE or MCAT scores. Suggested additional courses of study:

| Suggested additional courses of study: | Credits |
|--|---------|
| BIO106: Zoology                        | 4       |
| BIO205: Anatomy and Physiology II      | 4       |
| BIO304: Developmental Biology          | 4       |
| CHE202: Organic Chemistry II           | 4       |
| CHE407: Biochemistry                   | 4       |



|                               |   |
|-------------------------------|---|
| MTH210: Elementary Statistics | 3 |
| PHY151: General Physics I     | 4 |
| PHY152: General Physics II    | 4 |

### Pre-Law Programs

In accordance with recommendations from the Association of American Law Schools, Midland recognizes that the best preparation for law school is a general liberal arts education. Therefore, the Pre-Law Program is designed to allow the student intending to enter law school flexibility to study in areas of greatest interest to the student while developing those skills necessary to prepare the student for the Law School Admissions Test (LSAT), required for admission into most law schools, and to be successful in future studies and a law career.

Students work closely with their advisor to create a program of study, which will provide the student with a broad foundation in the liberal arts, as well as the opportunity to develop particular skills necessary for training in the law. Every pre-law student's individualized program of study aims toward the following objectives recommended by the Association of American Law Schools:

- Development of both written and oral communication skills, including facility in comprehension and expression of the English language;
- Acquisition of a thorough, critical understanding of human institutions and values; and
- Development of creative, critical, and analytical thinking skills.

# Course Descriptions

## ABA324: Behavioral Assessment

*Credits:* 3

This course focuses on current research and best practices in behavioral assessment. After reviewing the definition, characteristics, and basic concepts of applied behavior analysis, students will learn to select, define, measure, and functionally analyze behavior. Procedures for constructing and analyzing graphs and analyzing behavior change will be examined. Class time will be devoted to critical discussion of assigned readings, in-class activities, and a student project/presentation. This course is part of the sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

*Prerequisites:* PSY300 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

## ABA385: Professional Issues in Applied Behavior Analysis

*Credits:* 3

Students will receive in-depth exposure to professional issues in Applied Behavior Analysis (ABA). This course will explore ethical principles related to ABA as well as personnel supervision and management. It is taught in a seminar format and relies heavily on class participation and activities. This course is part of the sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

*Prerequisites:* PSY300 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* I, W

*Additional Attributes:* none

## ABA424: Advanced Behavior Analysis

*Credits:* 3

The objective of this course is to describe 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 changes will be examined. This course is part of the sequence

designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination.

*Prerequisites:* PSY300 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

## ABA485: Essential Readings in Applied Behavior Analysis

*Credits:* 3

This course will provide students with in-depth exposure to Applied Behavior Analysis (ABA) by reading relevant research articles and other assigned reading. The course is taught in a seminar format and relies heavily on graded student participation. This course is part of the sequence designed to prepare students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

*Prerequisites:* PSY300 and 3 credits of ABA coursework

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

## ABA499: Applied Behavior Analysis Practicum

*Credits:* 6

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting. This practicum is designed to provide students with intensive supervised experience providing behavior analytic services to improve the well-being of children and their families. All programs include supervised experience providing behavioral assessment and intervention services directly to children and families. Students complete up to 360 hours of Concentrated Supervised Fieldwork at the Integrated Center for Autism Spectrum Disorders (ICASD) in the Munroe-Meyer Institute at the University of Nebraska Medical Center, Omaha, NE or other appropriate locations. Students will be assigned to programs based on their interests, career goals, and availability of positions.

*Prerequisites:* PSY300, 3 credits of ABA coursework, and instructor permission

*Co-Requisites:* n

*DRIVE Attributes:* V

*Additional Attributes:* none

## ACC103: Principles of Accounting I

*Credits:* 3

This course is an introduction to the role of accounting in the operation of business enterprises. Topics include recording business transactions, financial statement preparation, inventory systems, cash management, and long-term assets.

The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC104: Principles of Accounting II**

*Credits:* 3

This course is a study of the application of accounting principles to business entities. Topics include time value of money techniques, capital budgeting, partnership and corporate transactions, long-term liabilities, statement of cash flows, and the analysis of company performance. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC103

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC105: Essentials of Accounting**

*Credits:* 3

The course addresses the role of accounting in society and business with a special emphasis on fundamental concepts and the basic design of accounting systems. The course will provide an overview of the basic topics in financial and managerial accounting, with emphasis on the principles and procedures for understanding how accounting is used in business operations, as well as how accounting and accounting reports are used by managers, investors, and other business stakeholders in their decision-making processes. This course is recommended for non-business majors and will not transfer for ACC103 or ACC104.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC203: Intermediate Accounting I**

*Credits:* 3

This course provides a foundation for the financial reporting process, which presents information to management and external users. Topics include a review of the accounting process, preparation of financial statements, revenue recognition methods, inventory valuation, investments, and fixed asset transactions. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC204: Intermediate Accounting II**

*Credits:* 3

This course examines additional financial reporting issues that are relevant to management and external stakeholders. Topics include present value concepts, bond amortization, stockholder's equity, leasing, deferred taxes, pension reporting, accounting changes, cash flows, and earnings per share. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC203

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC209: Governmental Accounting**

*Credits:* 3

This course examines the accounting principles and methods utilized by state and local governments, as well as nonprofit entities. Topics include the use of fund accounting, recording transactions and preparing financial statements for various governmental fund types, and financial reporting for nonprofit entities. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC303: Cost Accounting I**

*Credits:* 3

This course examines the cost accounting techniques used by management accountants. Topics include manufacturing accounting concepts, cost-volume-profit analysis, job costing systems, activity-based costing, flexible budgeting, variance analysis, inventory costing methods, and management decision-making. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ACC402: Cost Accounting II**

*Credits:* 3

This course studies additional cost management tools used in the decision-making process. Topics include cost allocation, process costing, transfer pricing, inventory management, capital budgeting, and performance measurement. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC303

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**ACC403: Federal Taxes I***Credits: 3*

This course is a study of income tax law as it applies to individual taxpayers. Topics include the determination of gross income, deductions for nonbusiness expenses, deductions for self-employed individuals, investor losses, and tax credits. The course uses government tax forms to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**ACC404: Federal Taxes II***Credits: 3*

This course is a study of income tax law as it applies to individuals, corporations, partnerships, estates, and trusts. Topics include the sale of assets, alternative minimum tax, corporate tax issues, partnership and S-Corporation taxation, estate taxes, and tax issues for fiduciary entities. The course uses tax software to demonstrate the application of course concepts.

*Prerequisites:* ACC403*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**ACC405: Advanced Financial Accounting***Credits: 3*

This course covers advanced financial accounting topics necessary for the preparation of complex financial statements. Topics include partnership transaction, equity method investments, corporate consolidations, segment reporting, and foreign currency transactions. The course uses computer software to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**ACC406: Auditing***Credits: 3*

This course is a study of the techniques used by auditors to complete a company financial statement audit. Topics include the application of Generally Accepted Auditing Standards, ethical issues, internal control evaluation, audit sampling, audit testing procedures, workpaper documentation, and preparing audit reports. The course uses a comprehensive audit simulation to demonstrate the application of course concepts.

*Prerequisites:* ACC103 and ACC104*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**ACC407: Accounting Information Systems***Credits: 3*

This course utilizes information technology concepts and applications to understand how a business information system functions. Students will document the flow of information through an organization and gain experience with a variety of business software packages including general ledger applications, database software, and data analytics.

*Prerequisites:* ACC103 and ACC104*Co-Requisites:* none*DRIVE Attributes:* D*Additional Attributes:* none**AGR100: Survey of Agribusiness Careers***Credits: 1*

This course explores all the different career paths available through a degree in Agribusiness. Each week, the class will meet a different occupation, a different industry professional, and/or visit a different site so that students can experience each aspect of the occupations for themselves and help determine their future coursework and career.

*Prerequisites:* none*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**AGR200: Commodity Value Chain***Credits: 3*

The commodity value chain involves the analysis of agricultural and interdependent commodity markets within the food and fiber systems of domestic and international markets. This class will go into the market structure, risk management, futures, and options.

*Prerequisites:* ECO203*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**AGR395: Crop Production Agribusiness Practicum***Credits: 3*

Students will work alongside a crop production expert to further their knowledge of the science and business elements of raising a crop from seed to sale and beyond. As part of the practicum students will submit an industry standards report, production plan, and pitch their plan to ag experts.

*Prerequisites:* BIO230*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**AGR396: Sales and Marketing Agribusiness Practicum***Credits: 3*

The agricultural sales and marketing practicum provides an opportunity for students to work alongside a company that sells agricultural products or services, practices commodity marketing, or does promotional work for the agricultural industry. As part of the course, students will go through a customer simulation, develop growth strategies, and draft a growth plan for the business based on their knowledge of the company.

*Prerequisites:* AGR200

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **AGR397: Farm Management Agribusiness Practicum**

*Credits:* 3

This practicum focuses on working with companies that provide consulting, management, and oversight to producers by helping them reach their business objectives. As part of this course, students will develop a five-year farm plan for a producer that involves scientific principles, business acumen, and best practices within the agribusiness industry.

*Prerequisites:* AGR200, BIO230, and BIO250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **AGR398: Animal Production Agribusiness Practicum**

*Credits:* 3

The animal production agribusiness practicum encourages students to acquire knowledge of the industry through a practical, hands-on experience with the health, growth, sale, and/or processing of farm animal product(s). Students will work alongside an industry expert to experience industry practices, standards, and production planning.

*Prerequisites:* BIO250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **AGR399: Finance Agribusiness Practicum**

*Credits:* 3

The finance agribusiness practicum focuses on understanding the financial impact of agricultural decision-making through commodities, risk, lending, markets, and more. As part of this course, students will create a producer financing plan to help maximize their assets.

*Prerequisites:* AGR200

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **AMM100: Introduction to Arts Management**

*Credits:* 2

Introduction to Arts Management explores the possible paths students can take after graduation with an Arts Management major. It also examines the necessary steps to prepare for their desired career, to succeed in that career, and to understand how organizations differ from other industries

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **AMM240: Special Topics in Arts Management**

*Credits:* 1 to 3

This course is offered to students from any major and includes introductory to intermediate-level topics in Arts Management that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **AMM440: Seminar in Selected Topics in Arts Management**

*Credits:* 1 to 3

This course is offered to students from any major and includes advanced-level topics in Arts Management that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **AMM490: Arts Capstone**

*Credits:* 3

This course is designed for upperclass students to work as a creative artist in the arts industry and/or create a culminating project. The student will be responsible for all aspects of the project, including marketing, logistics, and creative aspects, and will present their final work to the public or its intended audience.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

### **AMM499: Arts Management Internship**

*Credits:* 1 to 3

This course is designed for upperclass students to explore working in arts organizations. Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting. Each

experience will be built around the student and their individual skills and interests.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **ART110: Design**

*Credits:* 3

Design engages students in critical thinking situations involving an analytical examination of the structuring of form and the development of concise color theory in the solving of design problems. Design projects are presented through lecture, image presentation, demonstration, and discussion of specific problems and instructions, supplemented by textbook support readings and examples of basic, visual principles that students will amplify, embellish, or use in combination.

Critiques are done on individual design projects and portfolios involving describing, analyzing, interpreting, and evaluating works of art. Art design, as a learned skill, enables students to continue to exercise critical assessment, evaluation, and appreciation of diverse visual subjects and styles.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

### **ART120: Art Appreciation**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

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

*Credits:* 3

This aesthetic participation course will expose students to the basics of making pottery using a potter's wheel. Techniques covered include throwing, trimming, and surface solutions.

Students will develop utilitarian forms like cups, bowls, and vases, while being introduced to historical and contemporary pottery via slide lectures and demonstrations. Through an exploration of form and surface, students will be taught how to produce creative works in clay while gaining an appreciation for the rich history of utilitarian ceramics.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* Course includes an additional fee

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

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* D  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

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

*Credits:* 3

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

stimulates appreciation and critical evaluation of creative expression.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* I, E  
*Additional Attributes:* Course includes an additional fee

### **ART240: Special Topics in Art**

*Credits:* 3

This course is offered to students from any major and includes beginning to intermediate-level topics in Art that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* none



*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **ART310: Intermediate Painting**

*Credits:* 3

This class is a continuing study of painting techniques that is more in-depth than those techniques mastered in ART150: Introduction to Painting. There are four required painting projects. Students will, generally, work from their own photographs and/or drawings to guarantee the originality of the idea.

*Prerequisites:* ART150

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART320: Intermediate Drawing**

*Credits:* 3

Intermediate drawing is a continuing study of drawing techniques that is more in-depth than those techniques mastered in ART100: Introduction to Drawing. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are six specific projects, although these subjects may be substituted or individualized. Students will work from their own photographs and/or sketches to guarantee originality of the idea.

*Prerequisites:* ART100

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART330: Intermediate Ceramics**

*Credits:* 3

Intermediate Ceramics provides a continuing study of ceramic techniques that is more in-depth than those techniques mastered in ART131: Ceramics - Hand Building or ART132: Ceramics - Wheel Throwing.

*Prerequisites:* ART131 or ART132

*Co-Requisites:* none

*DRIVE Attributes:* I, E

*Additional Attributes:* none

### **ART340: Intermediate Sculpture**

*Credits:* 3

This course offers a continuing study of sculpture techniques that is more in-depth than those techniques mastered in ART219: Introduction to Sculpture.

*Prerequisites:* ART219

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 3

Intermediate Graphic Illustration is an extension of ART160. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are six required projects. The knowledge, understanding, and appreciation of contemporary and past artistic cultural achievement are integrated through demonstration and discussion. Critiques are done on individual projects and portfolios involving describing, analyzing, interpreting, and evaluating works of art. Through the practice of graphic illustration, students will develop aesthetic discernment and judgment, as well as the methodology for integrating graphic illustration arts with other content areas. An intermediate working knowledge of graphic design software is needed.

*Prerequisites:* ART160

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 3

Intermediate Advertising Design is an extension of ART140: Introduction to Advertising Design. This course is offered only as a directed study, which necessitates independent work and the allocation of studio time. There are two required projects. Technical skills like basic HTML are developed. The knowledge, understanding, and appreciation of contemporary and past artistic cultural achievement are integrated through lecture, demonstration, and discussion. Critiques are done on individual projects and portfolios involving describing, analyzing, interpreting, and evaluating works of art. Through the practice of advertising, design students will develop aesthetic discernment and judgment, as well as the methodology for integrating design arts with other content areas. An intermediate working knowledge of graphic design software is needed.

*Prerequisites:* ART140 and ART160

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* ART180

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART412: Advanced Sculpture**

*Credits:* 3

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

*Prerequisites:* ART340

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART413: Advanced Painting**

*Credits:* 3

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

*Prerequisites:* ART310

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART414: Advanced Ceramics**

*Credits:* 3

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

*Prerequisites:* ART330

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART415: Advanced Graphic Design**

*Credits:* 3

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

*Prerequisites:* ART380

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART418: Advanced Drawing**

*Credits:* 3

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

*Prerequisites:* ART320

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART420: Art Thesis**

*Credits:* 3

Art Thesis is an integrative year-long course to be taken during the student's senior year. The content of the fall semester stresses oral and written discourse on the visual arts and preparation of students for professional goals.

*Prerequisites:* Senior standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART421: Thesis Exhibition**

*Credits:* 1

Art Thesis is an integrative year-long course to be taken during the student's senior year. The spring semester will be self-directed with each student preparing for and executing their senior thesis exhibition.

*Prerequisites:* Senior standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART440: Seminar in Selected Topics in Art**

*Credits:* 3

This course is offered to students from any major and includes advanced-level topics in Art that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **ART450: Independent Study**

*Credits:* 1 to 3

ART450 offers an in-depth study based on techniques mastered in foundation or introductory art courses, a continuation of intermediate or advanced level courses, or an opportunity to engage in an art related studio activity that is extracurricular. The course of study must be designed by the supervising professor and student. An independent study form must document this intended course of study and be approved by Academic Affairs.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ART496: Research**

*Credits:* 1 to 3

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 in good standing may

register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ART499: Art Internship**

*Credits:* 1 to 3

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

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 4

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

*Prerequisites:* none

*Co-Requisites:* **BIO100L: Principles of Environmental Science Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

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

*Credits:* 4

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

*Prerequisites:* none

*Co-Requisites:* **BIO103L: Principles of Biology Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **BIO106: General Zoology**

*Credits:* 4

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

Laboratory included.

*Prerequisites:* none

*Co-Requisites:* **BIO106L: General Zoology Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **BIO110: Bioethics**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E, W

*Additional Attributes:* none

#### **BIO112: Experiencing Biomes in a Zoo**

*Credits:* 3

Students will be introduced to the concept of biomes, interspecific interactions, and ecological relationships (with field trips to the Henry Doorly Zoo in Omaha to observe some of these relationships first-hand). Students will explore the impact of climate (temperature and precipitation) patterns on plant/animal adaptations that are characteristic of the

different biomes. Students will also gain insights into Omaha Zoo's various exhibits from a Biomes perspective.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIO120: Contemporary Issues in Nutrition**

*Credits:* 3

This course teaches students more about themselves, their health status, and to be better able to apply the information to improve their health. Emphasis will be on the importance of behavior in terms of understanding one's food choices and changing one's diet.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO125: General Biology I**

*Credits:* 4

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

*Prerequisites:* none

*Co-Requisites:* **BIO125L: General Biology I Lab**

*DRIVE Attributes:* D, R

*Additional Attributes:* none

### **BIO126: General Biology II**

*Credits:* 4

The structure, biochemistry, physiology, and reproduction of the cell are studied. This course along with BIO125 provides the foundational knowledge for biology majors and minors. Laboratory included.

*Prerequisites:* none

*Co-Requisites:* **BIO126L: General Biology II Lab**

*DRIVE Attributes:* R

*Additional Attributes:* Course includes an additional fee

### **BIO192: Forensic Science**

*Credits:* 3

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

pathology, forensic anthropology, toxicology, serology, and computer forensics. Recommended Preparation: High school biology and chemistry

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO200: Survey of Anatomy and Physiology**

*Credits:* 4

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

*Prerequisites:* Sophomore standing or Instructor Permission

*Co-Requisites:* **BIO200L: Survey of Anatomy and Physiology L**

*DRIVE Attributes:* R

*Additional Attributes:* none

### **BIO204: Anatomy and Physiology I**

*Credits:* 4

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

*Prerequisites:* Sophomore standing, Nursing major, or Instructor Permission

*Co-Requisites:* **BIO204L: Anatomy and Physiology I Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

### **BIO205: Anatomy and Physiology II**

*Credits:* 4

This course presents the normal structure and function of the individual organ systems of the human body including the circulatory, respiratory, digestive, urinary, and reproductive systems. Laboratory included.

*Prerequisites:* BIO204 with a C- or higher or Instructor Permission

*Co-Requisites:* **BIO205L: Anatomy and Physiology II Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO207: Normal Nutrition**

*Credits:* 3

This course is the study of the nutrients in foods and the healthy body's handling of those nutrients, including the process of digestion, absorption, transport, and metabolism. Nutrition is viewed in the context of human need for

nourishment, which sustains life, promotes growth, replaces loss, and provides energy.

*Prerequisites:* BIO200 or BIO205

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO209: Medical Terminology**

*Credits:* 2

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO209L: Medical Terminology Lab**

*Credits:* 1

This optional third credit for BIO209 is available and may involve guest lectures, shadowing opportunities, and the exploration of the different medical disciplines.

*Prerequisites:* none

*Co-Requisites:* BIO209

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO210: Special Topics in Biology**

*Credits:* 3

This course is designed to encompass beginning topics in biology.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **BIO215: Microbiology**

*Credits:* 4

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

*Prerequisites:* BIO125 or BIO126 or Nursing major

*Co-Requisites:* **BIO215L: Microbiology Lab**

*DRIVE Attributes:* R

*Additional Attributes:* Course includes an additional fee

### **BIO225: Nutrition in the Community**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO230: Agronomy**

*Credits:* 4

This course covers crop and forage agricultural production and introduces students to crop species in the region and provides information about how the crops are managed. Topics covered include site preparation, management activities required in different seasons, and the fundamentals of nutrient and pest management.

*Prerequisites:* BIO125 and BIO126

*Co-Requisites:* **BIO230L: Agronomy Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO250: Animal Science**

*Credits:* 4

This course studies the selection, reproduction, nutrition, and marketing of animals such as beef and dairy cattle, swine, and poultry.

*Prerequisites:* BIO125 and BIO126

*Co-Requisites:* **BIO250L: Animal Science Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none:

### **BIO300: Ecology and Field Biology**

*Credits:* 4

This course integrates elements of biology, mathematics, microbiology, and other sciences as students study the relationships between organisms and the abiotic and biotic components of their environment. Field work includes sampling techniques commonly employed in the collection and analysis of ecological data.

*Prerequisites:* BIO125

*Co-Requisites:* **BIO300L: Ecology and Field Biology Lab**

*DRIVE Attributes:* D

*Additional Attributes:* none

### **BIO304: Developmental Biology**

*Credits:* 3

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

*Prerequisites:* BIO126

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO305: Genetics**

*Credits:* 4

This course is intended to actively develop students' critical thinking skills in the application of current genetic knowledge and laboratory techniques to the study of inheritance in plants and animals, with special emphasis on human traits. Students conduct experiments involving interpretation, problem solving, analyses, and syntheses to demonstrate molecular, genetic, and inheritance properties using yeast, bacteria and/ or *Drosophila*. Laboratory exercises include classical genetic experiments with *Drosophila* and plants as well as molecular genetic experiments. Laboratory included.

*Prerequisites:* BIO125 and BIO126

*Co-Requisites:* **BIO305L: Genetics Lab**

*DRIVE Attributes:* I, W

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* BIO200 or BIO205

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO308: General Botany**

*Credits:* 4

General Botany introduces the scope and diversity of photosynthetic monera, photosynthetic Protista, fungi, and

plants with respect to their structure, physiology, ecology, and evolution. Laboratory included.

*Prerequisites:* BIO103 or BIO125

*Co-Requisites:* **BIO308L: General Botany**

*DRIVE Attributes:* D

*Additional Attributes:* none

### **BIO320: Nutrition throughout the Lifespan**

*Credits:* 3

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

*Prerequisites:* BIO207

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO325: Pathophysiology**

*Credits:* 3

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

*Prerequisites:* BIO205 and BIO215 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIO410: Seminar in Selected Topics in Biology**

*Credits:* 3

This course is designed to encompass advanced topics in biology.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **BIO415: Immunology**

*Credits:* 3

Immunology is the study of the immune response and general resistance factors that enable organisms to withstand challenges of foreign agents. Major emphasis is on the human response, but important comparative immunological studies are also discussed. Topics include innate and nonspecific resistance, antigenic properties, humoral immunity (antibody diversity), cellular immunity, immunogenetics, hypersensitivity, and other immunological disorders.

*Prerequisites:* BIO215 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIO416: Neurobiology**

*Credits:* 4

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

*Prerequisites:* BIO126 and BIO204

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* Senior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **BIO426: Marine Ecology**

*Credits:* 3

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

*Prerequisites:* BIO100, BIO103, BIO125, or BIO126;

BIO106 or BIO308; or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIO450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIO496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIO499: Biology Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIT101: Introduction to Business Intelligence**

*Credits:* 3

Business intelligence is the concept of using data to create information to move an organization forward. This class will cover the systems used to collect data, the legal and ethical practices involved, and the tools used to convert data to information.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIT160: Object Oriented Programming**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

**BIT201: HelpDesk***Credits: 3*

As an IT professional, you need to efficiently and proactively respond to incidents and problems reported by end users in your IT environment. This innovative class offers module-based training for 45 hours before requiring work (90 hours) in a Help Desk environment that provides visibility into the IT infrastructure - to quickly identify and resolve issues before they disrupt vital business operations.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***BIT220: Data Structures***Credits: 3*

This course covers the design, analysis, and essential properties of data structures and the algorithms used to manipulate them. These structures are used as tools to assist algorithm design and to manipulate structures to solve practical problems. Topics include arrays, lists, stacks, queues, trees, recursions, searching, and sorting. Other topics include algorithm analysis and design, inheritance, and polymorphism.

*Prerequisites: BIT160**Co-Requisites: none**DRIVE Attributes: E**Additional Attributes: none***BIT240: Special Topics in Business Information Technology***Credits: 3*

This course is offered to students in any major. Included within the course are introductory to intermediate-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.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: May vary by term and will be indicated by "DRIVE" attached to course number**Additional Attributes: none***BIT270: Website Management***Credits: 3*

The emergence of content management systems provides marketers with the ability to create websites with limited knowledge of programming languages such as HTML and CSS. Those languages will be touched on for a basic, working knowledge of the languages, but the course primarily addresses the usage of popular content management systems such as WordPress, Google Sites, and Drupal. This also addresses key areas of a website that include database management, user experience (UX), and A/B testing.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***BIT301: Cybersecurity***Credits: 3*

This course will provide students an overview into the field of cybersecurity. It will focus on several components of computer science. Topics include cybersecurity policy, cybersecurity law, cybersecurity research, cyber operations, ethical hacking, protocols, cyber architecture, security architecture, digital forensics, intrusion detection, malware, cloud computing, and computer networking. This course will also offer hands-on practical and virtual labs.

*Prerequisites: Sophomore status**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***BIT320: Ethical Hacking***Credits: 3*

Ethical Hacking is a course designed to introduce students to the fundamentals of hacking and the ethics involved in hacking systems. Students will learn about malware, wireless security, cryptography, system architecture, and more to best understand system weaknesses in order to strengthen a company's defense against cyber attacks.

*Prerequisites: BIT301**Co-Requisites: none**DRIVE Attributes: none**Additional Attributes: Course includes an additional fee***BIT325: JavaScript***Credits: 3*

Students enrolled in the course will learn JavaScript principles and practices, programming techniques, technology extensions, and more. Concepts and experiences in the course will help prepare students for an industry certification.

*Prerequisites: BIT160**Co-Requisites: none**DRIVE Attributes: none**Additional Attributes: Course includes an additional fee***BIT330: SQL for Data Analytics***Credits: 3*

This course will give students hands-on expertise to work with SQL. The lab work simulates real-world, hardware, software, and command-line interface environments. Students will learn the basics of SQL for analytics, SQL for data preparation, aggregate functions for data analysis, importing and exporting data, and analytics using complex data types.

*Prerequisites: BIT101**Co-Requisites: none**DRIVE Attributes: none*



*Additional Attributes:* Course includes an additional fee

### **BIT350: Operating Systems**

*Credits:* 3

BIT350 offers a general overview of operating systems. Topics include CPU scheduling, memory management and device management. Analysis of the properties, advantages, and disadvantages of basic algorithms used in the design of operating systems are studied.

*Prerequisites:* BIT160

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **BIT360: Networks and Data Communication**

*Credits:* 3

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

*Prerequisites:* BIT160

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIT370: Cisco Network Technology**

*Credits:* 3

Cisco is a leader in networking technology and this course prepares students to successfully utilize Cisco network administration hardware, technology, and processes. The content of the course prepares students for a Cisco network administrative certificate.

*Prerequisites:* BIT360

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIT401: Advanced Cybersecurity**

*Credits:* 3

Students enrolled in Advanced Cybersecurity will cover topics such as the types of attacks, security assessments, enterprise environments, cybersecurity resilience, network designs, and many others to help ensure that students are ready for the ever-evolving field of cybersecurity upon completion of the course. Course material helps prepare students for an industry certification.

*Prerequisites:* BIT301

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIT410: Advanced Network Administration**

*Credits:* 3

Network administration is a key aspect for many companies looking to successfully operate their business and this course goes in-depth on many topics that are important to success including bandwidth management, data architecture, commands, and routing technologies. The course follows curriculum used to prepare professionals for an industry certification in network administration.

*Prerequisites:* BIT360

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIT415: Artificial Intelligence on Amazon Web Services**

*Credits:* 3

This course will cover important topics in AI, such as image recognition, natural language processing, and speech recognition, and also provide a high-level understanding of AWS's AI and machine learning services and platforms. The process of setting up Python, the AWS SDK, and web development tools will also be covered.

*Prerequisites:* BIT101

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIT420: Data Visualization**

*Credits:* 3

The general field of visualization focuses on transformations of data to visual representations in order to take advantage of human cognitive capabilities to more efficiently and effectively understand the story being told by the data. In this course, students will be introduced to the fundamentals of visualization and the related user experience in producing and interpreting visualizations of business data. Students will also learn to use selected visual analytic tool(s) to conduct various types of analyses.

*Prerequisites:* BUS311

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BIT425: PHP and MySQL Web Development**

*Credits:* 3

This course will provide hands-on expertise to work with Web application security, MySQL administration, networks and protocol functions, image generation, debugging and login, authentication, and personalization.

*Prerequisites:* BIT160

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **BIT430: Database Management**

**Credits: 3**

The design and maintenance of databases play a key role in the enterprise information and analytic systems. The course will concentrate on the design principles, implementation, and application of relational database management systems for the purpose of an enterprise application. Topics include the advantages of relational databases, query and data manipulation using Structured Query Language (SQL), and proper design and data model for a database.

*Prerequisites:* BIT101, BIT160, and Junior Standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BIT440: Seminar in Selected Topics in Business Information and Technology**

**Credits: 3**

The course is offered for students from any major. Included within the course are intermediate to advanced 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.

*Prerequisites:* Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **BIT442: Business Intelligence Systems**

**Credits: 3**

An applied study of the process of information systems development. This course will address the areas of information analysis, requirements determination, detailed logical design, physical design, implementation planning, computer technology, and organizational behavior. Through regular deliverables associated with the cumulative project file of a running case, students will follow a widely used structured development methodology (the data flow diagramming approach) in conducting team-oriented systems analysis and design projects.

*Prerequisites:* BIT101, BIT160, BIT220, and Junior Standing

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

#### **BIT499: Business Intelligence and Technology Internship**

**Credits: 3**

An internship in the Dunklau School of Business is a planned, meaningful work experience granting academic credit. Internships are highly valued by employers and Midland University business students are encouraged to complete multiple internships prior to graduation. One internship is required. You will be required to integrate knowledge from

your courses into the job experience and at the end of the internship, you should have a clearer idea about which career path interests you.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

#### **BMI300: Business-Marketing-Info Technology**

**Credits: 3**

This course is offered at a designated institution (online) for the Business, Marketing, & Information Technology 6-12 Field Endorsement.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BUS100: Survey of Business Careers**

**Credits: 1**

Survey of Business Careers is designed to help business students determine a career direction by exploring industries, career clusters, and job paths. Students will complete self-assessments and career interest inventories and explore careers through site visits, online research, job shadowing, and guest speakers.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **BUS101: Business Software Essentials**

**Credits: 3**

Business Software Essentials introduces personal computer and business software in a Windows™-based environment as well as cloud-based systems. Includes file management strategies, personal computing tools, internet navigation, effective business document design, spreadsheet analysis and design, and a survey of fundamental software used in a typical business environment. Projects include design and creation of a file management plan and fundamental interactive spreadsheets.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

#### **BUS230: Global Business**

**Credits: 3**

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

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BUS240: Special Topics in Business**

*Credits:* 3

This course is offered to students in any major. Included within the course are introductory to intermediate-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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **BUS301: Applied Business Communications**

*Credits:* 3

This course emphasizes the methods and procedures of effective communication for people in business organizations. Written, visual, and oral communication will be addressed. Emphasis will be placed on learning strategies and tools to plan, develop, and deliver dynamic written documents and oral presentations.

*Prerequisites:* COM101, WRI101

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **BUS302: Organizational Leadership**

*Credits:* 3

The goal of Organizational Leadership is to optimize your ability to effectively lead in an organizational setting. This course will integrate fundamental insights from the behavioral and social sciences to provide you with a workable set of strategies and methods to lead with or without formal authority, leverage collaboration, tap into and mobilize the human and social capital of diverse stakeholders, diagnose and navigate complex team/organizational dynamics, and ultimately, influence meaningful, lasting change within the organization and beyond. This course will build your leadership confidence and equip you to take wise and courageous action.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BUS311: Data Analysis and Decision Modeling**

*Credits:* 3

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

*Prerequisites:* MTH210

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BUS313: Business Law I**

*Credits:* 3

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

*Prerequisites:* 12 credits from the Dunklau School of Business

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **BUS317: Organizational Behavior**

*Credits:* 3

Organizational Behavior is the study of how individuals and groups interact in organizational settings. To develop a deeper understanding of human behavior in an organizational setting, students in this course will learn to identify organizational situations and be able to understand, interpret, and predict behavior. The course will cover the OB topics of managing individuals, understanding group dynamics, recognizing power and politics, managing conflict and initiating organizational change.

*Prerequisites:* MGT217

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **BUS321: Grant Writing and Resource Development**

*Credits:* 3

Non-profit organizations secure resources through a variety of venues, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. Instruction will be provided in assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, presentations, service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

Recommended preparation: MGT217

*Prerequisites:* WRI101

*Co-Requisites:* none

*DRIVE Attributes:* R, W  
*Additional Attributes:* none

### **BUS351: Nonprofit Law and Governance**

*Credits:* 3

This class will focus on the unique legal status of non-profit organizations. Particular attention will be given to the different types of non-profit entities (including universities, hospitals, and religious organizations) and their organization, governance and regulation by both the federal government and the states. Specific topics will include the scope of non-profit activities; choice of organizational form; the powers and fiduciary duties of non-profit directors/trustees and officers; standing to sue non-profits, charitable immunity and limitations on the liability of nonprofits; qualification for federal tax-exempt status and related tax issues; forms of charitable giving and the regulation of fundraising; the investment and use of charitable giving and the regulation of fundraising; the investment and use of charitable funds; and other issues unique to non-profits.

*Prerequisites:* Junior status  
*Co-Requisites:* none  
*DRIVE Attributes:* R, W  
*Additional Attributes:* none

### **BUS360: Business Ethics**

*Credits:* 3

A study of ethical problems in organizations and the foundations for decisions involving ethical issues using multiple ethical lenses and approaches. Topics include ethical concepts, individual integrity, conscience, and organizational social responsibility through the consideration of ethical dilemmas taken from current and historical cases.

*Prerequisites:* MGT217 or ACC105 or FIN200; and Junior standing  
*Co-Requisites:* none  
*DRIVE Attributes:* E, W  
*Additional Attributes:* none

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

*Credits:* 3

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

*Prerequisites:* BUS313  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **BUS440: Seminar in Selected Topics in Business**

*Credits:* 3

The course is offered for students from any major. Included within the course are intermediate to advanced 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.

*Prerequisites:* Junior standing  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **BUS442: Business Strategy**

*Credits:* 3

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

*Prerequisites:* Senior standing  
*Co-Requisites:* none  
*DRIVE Attributes:* R  
*Additional Attributes:* Course includes an additional fee

### **BUS450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **BUS496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

**BUS499: Business Internship***Credits: 3*

An internship in the Dunklau School of Business is a planned, meaningful work experience granting academic credit. Internships are highly valued by employers and Midland University business students are encouraged to complete multiple internships prior to graduation. One internship is required. You will be required to integrate knowledge from your courses into the job experience and at the end of the internship, you should have a clearer idea about which career path interests you.

*Prerequisites:* Permission by application*Co-Requisites:* none*DRIVE Attributes:* V*Additional Attributes:* none**CHE103: General Chemistry I***Credits: 4*

This course surveys the theories and models of the inorganic component of chemistry, including matter and measurements, atomic structure and periodicity, bonding, application of gas laws, basic thermochemistry and quantum mechanics, and properties of solutions. In the laboratory component of the course, students learn scientific methodology, environmental testing, and analytical techniques. Students also examine their potential roles as scientifically literate citizens with a responsibility to sustain the universe. Recommended preparation: High school chemistry and algebra

*Prerequisites:* none*Co-Requisites:* **CHE103L: General Chemistry I Lab***DRIVE Attributes:* R*Additional Attributes:* Course includes an additional fee**CHE104: General Chemistry II***Credits: 4*

This course builds on the knowledge in CHE103. General Chemistry II surveys the theories and models of the inorganic component of chemistry, with an emphasis on chemical kinetics and equilibria, entropy and free energy, electrochemistry, and nuclear chemistry. This course also covers certain details of representative elements, transition metals and coordination chemistry, as well as organic and biological molecules. Laboratory exercises in the course are a direct application of topics covered in lecture.

*Prerequisites:* CHE103 with a minimum grade of C- or Instructor Permission*Co-Requisites:* **CHE104L: General Chemistry II Lab***DRIVE Attributes:* R*Additional Attributes:* Course includes an additional fee**CHE122: Chemistry for the Health Sciences***Credits: 4*

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

*Prerequisites:* none*Co-Requisites:* **CHE122L: Chemistry Health Science Lab***DRIVE Attributes:* R*Additional Attributes:* Course includes an additional fee**CHE201: Organic Chemistry I***Credits: 4*

This course is an introduction to the compounds of carbon, their nomenclature, properties, reactions and reaction mechanisms of alkanes, alkenes, alkynes, alkyl halides, and alcohols as well as introduction to mass spectrometry, infrared, ultraviolet/visible, and nuclear magnetic resonance spectroscopy. In the laboratory, students are introduced to common organic chemistry laboratory techniques for identification, physical separation, and synthesis of organic compounds.

*Prerequisites:* CHE104 with a minimum grade of C- or Instructor Permission*Co-Requisites:* **CHE201L: Organic Chemistry I Lab***DRIVE Attributes:* E, W*Additional Attributes:* Course includes an additional fee**CHE202: Organic Chemistry II***Credits: 4*

This course is a continuation of CHE201. Organic Chemistry II focuses on the functional group chemistry of aldehydes, ketones, acids, amines, and amides, as well as principles of spectroscopy and laboratory reactions that have biological counterparts. Particular attention is given to the main classes of biomolecules: amino acids and proteins, carbohydrates, lipids, and nucleic acids. In the laboratory, students pursue more complicated synthetic techniques and instrumentation and write at least two formal technical reports.

*Prerequisites:* CHE201 with a minimum grade of C- or Instructor Permission*Co-Requisites:* **CHE202L: Organic Chemistry II Lab***DRIVE Attributes:* R*Additional Attributes:* Course includes an additional fee**CHE290: Pharmacology***Credits: 3*

This course introduces the principles of pharmacology, including: drug classification and mechanism of action, kinetics, toxicology, drug interactions, and therapeutic efficacy

in disease states. Drug standards and legislation are also stressed.

*Prerequisites:* BIO204 and BIO205

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **CHE301: Inorganic Chemistry**

*Credits:* 2

This course is an introduction to inorganic chemistry with a heavy emphasis on the "d" and "f" block elements. Study will include group theory considerations, energies, electronic and bonding structures, and reactivities. The laboratory work will include inorganic synthesis and spectroscopy. Recommended Preparation: CHE202

*Prerequisites:* CHE104

*Co-Requisites:* **CHE301L: Inorganic Chemistry Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **CHE302: Quantitative Analysis**

*Credits:* 2

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

*Prerequisites:* CHE104

*Co-Requisites:* **CHE302L: Quantitative Analysis Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **CHE407: Biochemistry**

*Credits:* 4

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

*Prerequisites:* CHE202 and one biology course, or Instructor Permission

*Co-Requisites:* **CHE407L: Biochemistry Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **CJU101: Introduction to Criminal Justice**

*Credits:* 3

This course is an introduction to the history, structure, function, and effectiveness of the American criminal justice

system as society's major response to the social problem of crime and deviance. This course provides an overview of the foundation, components of the criminal justice system, including police, courts, and corrections, and their interconnectedness as a function of social control.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **CJU201: Security and Loss Prevention**

*Credits:* 3

This course explores the development, responsibilities, liabilities of the private security industry, and the interrelationships with law enforcement and the legal system. Special attention is given to work place violence, organized retail theft, conducting interviews and investigations, and the impact of technology on private security professionals.

*Prerequisites:* CJU101

*Co-Requisites:* none

*DRIVE Attributes:* none

*Additional Attributes:* none

### **CJU210: Juvenile Delinquency**

*Credits:* 3

This course explores the nature, extent, causes, patterns, and societal reaction to juvenile delinquency with focus on the community and agency treatment and prevention of juvenile delinquency. Emphasis is given to the analysis of the legal system as it applies to juveniles. *Prerequisites:* CJU101 or SOC130, or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **CJU214: Criminal Law**

*Credits:* 3

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

*Prerequisites:* CJU101 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **CJU220: Crime and the Media**

*Credits:* 3

This course examines the relationship between crime, criminals, and the criminal justice system and the media using print and visual media outlets. Theoretical perspectives explore how the media's coverage of crime shapes public perception on the operation of the criminal justice system and the creation of crime control and other public policies.

*Prerequisites:* CJU101  
*Co-Requisites:* none  
*DRIVE Attributes:* D  
*Additional Attributes:* none

### **CJU223: Police and Society**

*Credits:* 3

This course provides an overview of the origin, nature, structure, and role of the police in American society. Critical issues facing police and society, including police culture, discretion, ethics, use of force, and community relationships, are also discussed.

*Prerequisites:* CJU101 or Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **CJU240: Special Topics in Criminal Justice**

*Credits:* 3

This course is offered to students of any major, with priority given Criminal Justice majors. Included within the course are introductory to intermediate-level topics that may be currently emerging in the field of Criminal Justice and/or of particular interest to students, but are not currently included in the regular course offerings.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **CJU260: Criminal Procedure**

*Credits:* 3

This course is a study and analysis of the basic provisions of the United States Constitution including a study of the fundamental principles of criminal procedure. Emphasis is placed on individual rights and liberties protected by the Bill of Rights and the Fourteenth Amendment.

*Prerequisites:* CJU101 or Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **CJU335: Community-Based Corrections**

*Credits:* 3

This course explores the use of policies, issues, trends, and effectiveness relating to community-based correctional programs. Special emphasis is placed on examining the development of community corrections, including probation, parole, and other intermediate punishments and special offenders in the community.

*Prerequisites:* CJU101

*Co-Requisites:* none  
*DRIVE Attributes:* none  
*Additional Attributes:* none

### **CJU337: Corrections**

*Credits:* 3

This course provides an overview of current institutional practices, policies, and legal issues and focuses on the theories underlying correctional practice and the role of the institutions within the criminal justice system. This course reviews the historical development of crime and corrections and the principles and practices of treatment given to offenders in various types of correctional settings.

*Prerequisites:* CJU101 or Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **CJU350: Domestic Violence**

*Credits:* 3

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

*Prerequisites:* CJU101 or SOC130, or Instructor permission  
*Co-Requisites:* none  
*DRIVE Attributes:* I  
*Additional Attributes:* none

### **CJU352: Homeland Security and Terrorism**

*Credits:* 3

This course explores the nature, structure, and operations of different types of terrorism as social organizations and forces for social and political change. Emphasis is given to alternative leadership styles, recruitment activities, and financing efforts to control, investigate, and prosecute both domestic and international terrorism.

*Prerequisites:* CJU101  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **CJU353: Gangs and Organized Crime**

*Credits:* 3

This course will examine the emergence, structure, and activities of organized crime from street level gangs to global criminal networks. Special consideration is given to the compositions of these groups, the events (i.e. historical, social, political, etc.) which birthed their existence, theoretical

explanations for the persistence of organized crime, and the policies designed to combat both national and international organized criminal activity.

*Prerequisites:* CJU101

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **CJU400: Serial Murder**

*Credits:* 3

This course will explore the phenomenon of serial murder, including the prevalence, trends, and issues in studying both the problem and the profiles of victims and their dynamics. Special emphasis is given to the "why" and "how" of serial murder and presentation of various theoretical perspectives (biological, social, and psychological) which explain serial murder. This course contains graphic material and descriptions.

*Prerequisites:* CJU101 and Junior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **CJU407: Criminology**

*Credits:* 3

This course provides an overview of the nature and extent of crime in American society, including the study of the relationship of criminal activity to social variables such as social class, age, and gender within social structures and the study of the theories of crime causation and prevention from various theoretical perspectives (biological, sociological, psychological, etc.).

*Prerequisites:* CJU101, Junior Standing, or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* I, W

*Additional Attributes:* none

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

*Credits:* 3

In this course, students will apply their knowledge of data analysis and research methods by designing, conducting, and analyzing their own research study. This study will be presented as part of a university-wide research fair. This course will also focus on preparing students for post-graduation employment or graduate school.

*Prerequisites:* SSC410 and Senior standing

*Co-Requisites:* none

*DRIVE Attributes:* R, V, W

*Additional Attributes:* Cross-listed as SOC426, P/PM/NC only

#### **CJU440: Seminar in Selected Topics in Criminal Justice**

*Credits:* 3

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

*Prerequisites:* CJU101, SOC130, or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **CJU450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **CJU496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **CJU499: Criminal Justice Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting. If students are completing the internship to fulfill a "V" requirement for DRIVE, the number of credit hours must be 3.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **COM101: Fundamentals of Oral Communication**

*Credits:* 3

This course introduces students to basic oral communication theories and practices. Students gain appreciation of, and confidence in, effective oral communication. Students apply



critical thinking skills in the development of projects in public address, group discussion, and interpersonal communication. Specific topics include: ethical decision-making, research techniques, audience analysis, critical listening, visual aid presentation, nonverbal communication, organization, and delivery.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **COM102: Foundations of Communication Studies**

*Credits:* 3

A research-oriented survey of communication principles exploring the dimensions of the communication studies discipline. Students are introduced to models of the communication process, methods of scholarly inquiry typically employed, classical and contemporary theory, and a selection of topics currently being investigated by scholars. Students test their learning through examinations and papers that require them to read and apply current research through the creation of a research proposal.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **COM210: Interpersonal Communication**

*Credits:* 3

This course engages the student in the study and development of communication skills impacting upon interpersonal relationships. Students work with theories and practical application of interactive communication concepts. Specific topics may include critical and empathic listening, research techniques, conflict styles and management, emotional relationships, self-perception, proximity, ethical interaction, gender roles, non-verbal cues, and diversity issues.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **COM220: Social Movements and Digital Advocacy**

*Credits:* 3

Most of our information about other people, different cultures, and our social world comes to us via mediated channels. Media are powerful tools of education, socialization, and persuasion, which shape our perceptions of ourselves and our audiences, and influences the affairs of the world. This course will address the relationship between media and society through the exploration of social movements, digital literacy, and persuasive models.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **COM222: Digital Photography**

*Credits:* 3

This course introduces the basic skills of photographic art, including camera operation, composition, scanning and downloading files, manipulation of images and photo-quality printing. Students will learn to express themselves and to evaluate their own work for aesthetic qualities including subject choice, composition, color, technical proficiency, and ethical criteria. A brief overview of the history of photography will also be included. Students must have a digital camera and basic computer skills.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **COM240: Special Topics in Communication**

*Credits:* 3

This course is offered to students from any major. Included within the course are introductory to intermediate topics within the field of communication and/ or of particular interest to students, but not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **COM250: Group Communication**

*Credits:* 3

This course engages the student in the study and development of communication skills impacting upon the dynamics of group interaction and digital communication. Students work with theories and practical application of interactive group communication concepts. Specific topics may include informational and problem-solving groups, research techniques, group leadership structures, role emergence and evaluation, ethics, cohesiveness/satisfaction, consensus decision-making, conflict management, diversity issues, and productivity enhancement.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **COM306: Communication Practicum**

*Credits:* 3

Supervised practical experience at on-campus organizations, providing the students with situations in which they can apply

concepts learned in previous communication courses. Field experience and career opportunities will be discussed in a collateral on-campus class. The focus of this course is on the utilization of communication for successful project management.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **COM310: Rhetorical Criticism and Popular Culture**

*Credits:* 3

This course focuses on learning basic methods of criticism and on applying those methods to a variety of communicative texts. Students examine popular culture through mediated materials (internet, television, music, film), as well as through public discourse (speeches, debates). Included are units on narrative approaches, dramatic criticism, feminist and cultural analysis, media criticism, as well as traditional/classical analytical models of communication.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **COM320: Crucial Conversations**

*Credits:* 3

Dialogic communication is not simply the study of what dialogue is; but rather how dialogue is made in, and through, communication. A variety of communicative contexts are considered including: social, historical, political, material, and linguistic. The emphasis on each will concern the nature of the dialogue as an information gathering skill in the digital age. Lectures, class, exercises, discussions, tests, and projects will be used to evaluate student understanding of and practice in dialogic skills, theories, and principles.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **COM325: Organizational Communication**

*Credits:* 3

Instruction includes a mix of theory and practice of communication in organizational settings. Major theories and lines of research are analyzed through analysis of case studies and current events. This course overviews contemporary philosophies, methods and designs for studying the communication systems within organizations of varying sizes. This course also considers organizational needs assessment and a variety of the methods available for improving communication within multicultural organizations. To a large extent, in-class discussions and writing assignments will address the more sensitive and challenging issues facing

managers and employees in their efforts to communicate with each other.

*Prerequisites:* Junior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **COM348: Marketing Communications**

*Credits:* 3

Marketing communications involves the process of understanding objectives, conducting research, developing strategies, and then creating messaging to push out through selected channels. This course will encourage students to work with real clients to establish, execute, and evaluate a marketing communications plan.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Cross-listed as MKT348

### **COM401: Integrative Communication Methods and Consulting**

*Credits:* 3

During this course, students will take full control of the Midland Communication Consulting Program. Students will be expected to reach out to, work collaboratively with, and provide a full communication semester-long audit of a local organization. In measuring communication effectiveness, students will evaluate aspects of: project management, public relations, marketing, conflict management techniques, and organizational, instructional, and/or interpersonal communication. At the end of the semester, students will present their researched findings to their client.

*Prerequisites:* COM325 and Senior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **COM440: Seminar in Selected Topics in Communication**

*Credits:* 3

Included within the course are upper-level topics that may be currently emerging in the field of communication and/or of particular interest to students, but are not currently included in regular course offerings. This course is open to students from any major, though previous coursework in the social sciences is strongly encouraged.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **COM450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **COM496: Research**

*Credits:* 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **COM499: Communication Studies Internship**

*Credits:* 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* COM306 and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

### **DNC100: Introduction to Dance**

*Credits:* 3

This course introduces students to the art of dance through hands-on experiences, group discussions, and reflective writing. The class focuses on exploring the history and current state of dance within the context of one's culture and through the cultural origins of various dance styles. Students will engage in movement activities and observe live performances to appreciate the art form kinesthetically, cognitively, and emotionally. Students will also explore how dance supports creative expression and social, religion, and cultural practices. This course lays the groundwork for understanding dance's role in history and current society.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **DNC101: Ballet**

*Credits:* 1

This course lays out the foundation of ballet. Students will have a working knowledge of various ballet stylizations, techniques, and vocabulary. Students will also explore the foundational history of ballet and understand the evolution of the art form. This class focuses on strengthening dancers' ballet technique while encouraging more self-awareness of movement patterns within the style.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **DNC102: Hip Hop**

*Credits:* 1

This course is designed to teach basic hip hop technique through a variety of methods to the novice hip hop student. The class will consist of a warm-up, center work, movement across the floor, choreography, and freestyle. Students will explore the foundational history of hip hop and the four tiers of hip hop culture. All students will be responsible for learning the differentiation between each style covered throughout the semester. This class focuses on strengthening dancers' hip hop technique while encouraging more self-awareness of movement patterns within the style.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **DNC103: Jazz**

*Credits:* 1

This course lays out the foundation of jazz. Students will have a working knowledge of various jazz stylizations, techniques, and vocabulary. Students will also explore the foundational history of jazz and understand the evolution of the art form. This class focuses on strengthening dancers' jazz technique while encouraging more self-awareness of movement patterns within the style.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **DNC104: Musical Theatre**

*Credits:* 1

This course lays out the foundation of dance for musical theatre. Students will have a working knowledge of various musical theatre stylizations, techniques, and vocabulary. Students will also explore the foundational history of musical theatre and understand the evolution of the art form. This class focuses on strengthening dancers' musical theatre technique while encouraging more self-awareness of movement patterns within the style.

*Prerequisites:* none

*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **ECE155: Children - Family and Community**

*Credits:* 2

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

*Prerequisites:* EDU190 or Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ECE247: Early Childhood Special Education**

*Credits:* 3

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

*Prerequisites:* EDU296 or Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Cross-listed as SPD247

### **ECE255: Introduction to Early Childhood Education**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ECE257: Preschool Methods**

*Credits:* 3

This course provides intensive study and practice with the theories and best practices for teaching preschool aged children. Students will engage in the study of current research on effective practices for preschool education, including learning environments, development domains, developmentally appropriate practice (DAP) and curricula. ECE257A includes 45 hours of field-based experience/practicum and must be taken concurrently with Preschool Methods.

*Prerequisites:* ECE155, ECE247, ECE255, or Instructor Permission

*Co-Requisites:* ECE257A

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ECE257A: Preschool Methods Practicum**

*Credits:* 1

ECE257A includes 45 hours of field-based experience/practicum and must be taken concurrently with Preschool Methods.

*Prerequisites:* ECE155, ECE247, ECE255, or Instructor Permission

*Co-Requisites:* ECE257

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ECE376: Early Childhood Assessment**

*Credits:* 2

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

*Prerequisites:* ECE257, ECE257A, and acceptance into the Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ECE386: Methods for Primary Teaching**

*Credits:* 3

This course provides intensive study and practice with the theories and best practices in primary classrooms. Students will engage in the study of current research on primary classroom environments, classroom management, curriculum mapping, and subject integration. Students will develop connections between child development in primary-aged children and best practices in the classroom. ECE386A includes 45 hours of practicum experience and must be taken concurrently.

*Prerequisites:* PSY210, PSY300, and acceptance into Midland Teacher Education program

*Co-Requisites:* ECE386A

*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **ECE386A: Methods for Primary Teaching Practicum**

*Credits:* 1

ECE386A includes 45 hours of practicum experience and must be taken concurrently with ECE386.

*Prerequisites:* PSY210, PSY300, and acceptance into Midland Teacher Education program  
*Co-Requisites:* ECE386  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **ECO203: Principles of Microeconomics**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **ECO204: Principles of Macroeconomics**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:*

### **EDU190: Topics in Education**

*Credits:* 3

This course is a general introduction to the field of P-12 teacher education. At the completion of this course, Pre-Candidates will be able to discuss the historical and philosophical development of American education, identify a variety of challenges and rewards related to teaching careers, recognize contemporary educational issues, and demonstrate use of entry-level educational technology skills. Policies and procedures of Midland's Teacher Education program

contained in the Midland Teacher Education Handbook are reviewed during this course. This course includes a minimum 10 hours of field-based experience.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **EDU197: Praxis Reading and Writing Core Preparation**

*Credits:* 1

This course is designed to assist students who have previously taken Praxis Core Exam and received a non-passing score on the reading or writing portion. This course is designed to prepare students for passing the reading and writing portions of the Praxis Core Exam. Specific analysis of students' previously taken Praxis Exams or other preparatory exams will be used to assist individual students. This course will also include a study of effective test-taking strategies.

*Prerequisites:* EDU190; Students must have completed the full Praxis Core Exam and earned less than the state required score in the reading or writing portion  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Pass/Fail only; Course includes an additional fee

### **EDU198: Praxis Math Core Preparation**

*Credits:* 1

This course is designed to assist students who have previously taken the Praxis Core Exam and received a non-passing score on the mathematics portion. This course is designed to prepare students for passing the mathematics portion of the Praxis Core Exam. Specific analysis of students' previously taken Praxis Exams or other preparatory exams will be used to assist individual students. This course will also include a study of effective test-taking strategies.

*Prerequisites:* EDU190; Students must have completed the full Praxis Core Exam and earned less than the state required score in the mathematics tests  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Pass/Fail only; Course includes an additional fee

### **EDU199: Child Growth - Development - and Learning**

*Credits:* 4

This course examines the foundations of child development including cognitive, physical, social, and emotional development for children birth to adolescence. Upon completion of this course, students will understand and be able to apply several different theories of child development, be able to state why teachers must understand development, and create experiences that show the connections between

development and learning. This course replaces the requirement of PSY210 and PSY300.

*Prerequisites:* Admission to the Teacher Career Ladder program version

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU201: Teacher Education Orientation Seminar**

*Credits:* 0

Pre-Candidates will complete the application process for Candidacy and acceptance into the Teacher Education Program and meet with their Education Faculty Mentor. Pre-Candidates must have taken or be registered to take the Praxis Core Academic Skills Test prior to the end of the seminar term in order to meet seminar requirements. Students with a four-year guarantee must be accepted into the Education program prior to the end of the sophomore year.

*Prerequisites:* EDU190

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Pass/Fail only

### **EDU204: Technology for Teachers**

*Credits:* 3

This course explores current trends and best practices in the instructional and management aspects in P-12 classrooms. Upon completion of this course, students will be able to develop an understanding of and discuss technology as a tool to enhance personal and professional productivity. Students will describe current issues/trends affecting instruction within American schools and explain how they may impact the daily work of teachers. Students will further develop and demonstrate personal computer literacy and basic skills that support effective use of technology in the classroom. Topics may vary by semester.

*Prerequisites:* EDU190

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* Course includes an additional fee

### **EDU207: Human Relations**

*Credits:* 1

This course provides an introduction to cultural pluralism, multicultural education, and diversity and equity issues facing American schools. Emphasis will be placed on understanding principles of multicultural education, elements of culture, socializing agents in human development, the educational achievement gap, and historical and cultural issues in diversity and equity. This course meets the Nebraska certification requirement for human relations training for school personnel including the Nebraska Special Services Coaching Certificate.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU220: Diversity in Classroom Communities**

*Credits:* 3

This course introduces Pre-Candidates to the history, lifestyles, contributions, and values of a pluralistic society through micro-cultures, which may include class, ethnicity, gender, exceptionalities, religion, language, or others. This course will also focus on the dimensions of multicultural education, culturally responsive pedagogical practices, the educational implications of diversity and associated implicit biases. This course meets the Nebraska Department of Education human relations requirement. This course includes 10 hours of field-based experience/community activities.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **EDU220A: Diversity in Classroom Communities Practicum**

*Credits:* 1

This is an optional practicum that may be run with EDU220.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU221: Art Methods-Elementary and Middle Grades**

*Credits:* 1

Upon completion of this course, Pre-Candidates will be able to discuss the philosophy of arts integration; plan lessons focusing on fundamentals of teaching art to children; and integrate multicultural and art appreciation experiences within the elementary curriculum.

*Prerequisites:* EDU190 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU235: Music Methods-Elementary and Middle Grades**

*Credits:* 1

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

*Prerequisites:* EDU190 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU237: Physical Education Methods-Elementary and Middle Grades**

**Credits: 1**

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

*Prerequisites:* EDU190 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**EDU250: Literature for Children and Adolescents****Credits: 2**

This course is an introduction to the various genres of literature for children and young adults. Pre-Candidates are familiarized with contemporary authors and illustrators of children's and young adult literature in a variety of genres. Upon completion of this course, Pre-Candidates will be able to demonstrate skills in evaluating, selecting and utilizing various types of literature in lesson, unit, and curricular planning and assessments. Pre-Candidates will demonstrate that they understand children and adolescents as diverse readers, learners, and language users. Books earning the Caldecott, Newbery and Golden Sower Awards are emphasized. This course includes a minimum of five hours field-based experience.

*Prerequisites:* EDU190 and Sophomore standing

*Co-Requisites:* EDU294

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**EDU260: Introduction to Middle and Secondary School Education****Credits: 3**

This course is designed to investigate connections between middle and secondary school teaching. Teacher Candidates will explore cultural and societal influences in middle and secondary schools, and their influence on teaching and learning. Candidates will develop relevant standards-based lessons/learning activities and craft personal writings reflecting on course content and professional growth. Candidates will complete a minimum of 10 hours field-based experience in area schools.

*Prerequisites:* EDU190 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**EDU270: Instructional Design****Credits: 2**

This course examines the foundations of instructional design for P-12 students. Upon completion of this course, Pre-Candidates will understand how to design effective

instruction that (1) is aligned to learning outcomes and developmentally appropriate; (2) engages learners through a variety of approaches; (3) applies achievement-enhancing techniques; and (4) promotes successful classroom management. Topics will include influences on learning, structures and strategies to promote learning, and effective lesson planning for all learners.

*Prerequisites:* EDU190

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

**EDU275: Classroom Management****Credits: 2**

This course will introduce the Pre-Candidate to classroom management in K-12 classrooms including building relationships with students, creating a democratic community of learners, teaching procedures, natural and logical consequences, and working with families. Upon completion of this course, students will understand the concepts autonomy, belonging, and competency and will learn the difference between what motivates and demotivates kids. Students will examine their own implicit biases, why those biases matter, and how biases impact classroom communities.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**EDU290: 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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**EDU294: Language Arts Methods-Elementary and Middle Grades****Credits: 2**

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

viewing). This course includes a minimum of 5 hours of field-based experience in area schools.

*Prerequisites:* EDU190

*Co-Requisites:* EDU250

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU306: Understanding the Science You Teach**

*Credits:* 3

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

*Prerequisites:* EDU190

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU307: Science Methods-Elementary and Middle Grades**

*Credits:* 3

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

*Prerequisites:* EDU270, Junior standing, and acceptance into Midland Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU320: Health Methods - Curriculum - and Programs**

*Credits:* 3

This course introduces the Candidate to planning effective comprehensive school health education curricula and programs, planning and coordinating a school health education program, serving as a resource person in health education, and communicating and advocating for health and school health education. EDU320A includes 45 hours of field-based experience/practicum in a Health education classroom and must be taken concurrently.

*Prerequisites:* Junior standing and acceptance into Midland Teacher Education Program

*Co-Requisites:* EDU320A

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU320A: Practicum in Health Education**

*Credits:* 1

EDU320A includes 45 hours of field-based experience/practicum in a Health education classroom and must be taken concurrently with EDU320.

*Prerequisites:* Junior standing and acceptance into Midland Teacher Education Program

*Co-Requisites:* EDU320

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU340: Developmental Reading**

*Credits:* 3

This course introduces the Candidate to the reading process and the principles/theories of children's literacy development from the emergent stage through the conventional, accomplished reading stage. Topics Include: an examination of the Nebraska State Language Arts standards, approaches to the teaching of reading, phonemic awareness, phonics, vocabulary, fluency, comprehension, working with diverse learners, differentiated instruction, family involvement, and an overview of assessment measures designed for reading. Candidates will engage in large and small group discussion, hands-on activities, and peer teaching. A 10-hour field-based experience component will be included.

*Prerequisites:* EDU250, EDU294, Junior standing, and acceptance into Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU341: Diagnostic and Corrective Reading**

*Credits:* 3

This course introduces the Candidate to the processes, techniques, and materials used in the identification, diagnosis, and remediation of reading problems typical of elementary learners. Both formal and informal assessment tools will be addressed as well as a variety of strategies a teacher can use in a classroom with struggling readers. A 10-hour field-based experience is a requirement of this course.

*Prerequisites:* EDU340, Junior standing, and acceptance into Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU370: Assessment for Learning**

*Credits:* 2

This course examines the importance of assessment in P-12 classrooms. Upon completion of this course, Candidates will understand that effective assessment measures student



learning and informs planning, instruction and reporting. Topics will include exploring the role of assessment in curricular planning; developing, selecting and using a variety of assessments. Candidates will interpret assessment data to inform instructional decisions and improve student learning.

*Prerequisites:* EDU270, Junior standing, and acceptance into Midland Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **EDU381: Teaching Reading and Writing in the Content Area-Secondary**

*Credits:* 3

This course examines the use of reading and writing to effectively teach content. Topics/Activities include development of a content learning unit, participation in an English Language Learner (ELL) ethnography study, vocabulary strategies, the use of graphic organizers to support learning, reading comprehension strategies, the use of a variety of texts to support content learning, the writing process and using writing as a means of assessment. Upon completion of this course, teacher candidates will be able to write effective lesson plans that include strategies essential to her/his content area. Candidates will complete a minimum of 10 hours of field-based experience.

*Prerequisites:* EDU260, EDU270, Junior standing, and acceptance into Midland Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU388: Social Studies Methods-Elementary & Middle Grades**

*Credits:* 3

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

*Prerequisites:* EDU270, Junior standing, acceptance into Midland Teacher Education Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU392: Understanding the Math You Teach**

*Credits:* 3

This course is designed to develop the mathematical thinking students will need as elementary mathematics teachers, which includes understanding, communicating, and

representing mathematical ideas and problem solving. The foundations for learning mathematics will be examined along with fundamental concepts, the four basic operations of arithmetic, number theory, and proportional reasoning. This course may not be counted towards the general education math requirement, but is recommended for elementary education students.

*Prerequisites:* none

*Co-Requisites:* EDU393

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU393: Mathematics Methods-Elementary & Middle Grades**

*Credits:* 3

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

*Prerequisites:* EDU270, Junior standing, and acceptance into Midland Teacher Education Program

*Co-Requisites:* EDU392

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU401: Clinical Experience Application Seminar**

*Credits:* 0

Candidates will apply for the capstone experience. Candidates can provide suggestions on where they would like to have their clinical experience; however the final determination is up to the Director and administration of the school of placement. Prior to meeting with the Director, candidates must meet with their Education Faculty Mentor to discuss placement options.

*Prerequisites:* Junior standing and Admission into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Pass/Fail only

### **EDU409: Secondary Methods**

*Credits:* 2

This course is designed to enhance conversation among teacher candidates across secondary content areas focusing on: the impact of national, state, and local standards on teaching and learning; effective instructional and assessment strategies related to content areas; developing and maintaining an effective learning environment for all learners (differentiation, poverty); and ethics, professionalism, and collaboration essential to the teaching profession. This course

is Online with an introductory face-to-face meeting required. Candidates will complete a minimum of 10 hours of field based experience.

*Prerequisites:* EDU260, EDU270, Junior standing, and acceptance into the Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **EDU409A: Business Methods & Career and Technical Education**

*Credits:* 2

This course will introduce the teacher candidate to the field of business education including the various subjects, teaching strategies, professional resources, tools and current trends. This will include the state and national recommendations and industry expectations. This course will be taught online.

*Prerequisites:* EDU260, EDU270, Junior standing, and acceptance into the Midland Teacher Education program

*Co-Requisites:* EDU409 for BMIT Endorsement only

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **EDU410: Clinical Experience Seminar**

*Credits:* 1

As a support to the clinical teaching experience, this required seminar will provide opportunities for professional dialogue and support mentoring. Topics that will be addressed include classroom management, appropriate accommodations and modifications, teacher certification, credentials, job applications and interview skills, ethics of the professionalism and other pertinent topics. An opportunity for a mock interview experience will be provided. In addition, guidance will be provided regarding the Clinical Experience Professional Portfolio and the Teacher Work Sample, two required elements of the Clinical Experience.

*Prerequisites:* none

*Co-Requisites:* EDU420 or EDU430 or EDU436 or SPD420 or SPD430 or SPD436

*DRIVE Attributes:* n/a

*Additional Attributes:* Pass/Fail only

#### **EDU420: Clinical Experience-Elementary K-8**

*Credits:* 7 to 14

This experience provides a minimum of 10 to 16 weeks supervised, full-time teaching within a selected elementary setting. Upon completion of this experience students will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Candidates will receive written

and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor.

Satisfactory participation in student teaching seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

*Prerequisites:* Meet all requirements previously stated in Catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **EDU430: Clinical Experience-Secondary 6-12 or 7-12**

*Credits:* 7 to 14

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

*Prerequisites:* Meet all requirements previously stated in Catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **EDU436: Clinical Experience-PK-12 (Phys. Education/Music/Vocal Music)**

*Credits:* 7 to 14

This experience provides a minimum of 16 weeks of full-time PK-12 supervised teaching, half within an elementary setting and half within a secondary setting. Upon completion of this experience Candidates will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize educational technology, and establish cooperative relationships with colleagues. Students will receive written and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor. Satisfactory participation in student teaching seminar scheduled by the department is required. Students

engage directly in critical thinking activities related to the teaching/learning process.

*Prerequisites:* Meet all requirements previously stated in Catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **EDU450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **EDU499: Practicum in Teacher Education**

*Credits:* 1 to 3

This experience allows Candidates the opportunity to intern in a professional education setting. Candidates will be able to select from a variety of assignments a project of interest related to their practicum and show growth in classroom instruction/management skills. This experience does not satisfy the Nebraska Department of Education clinical experience requirement for certification, but it does count toward the required 100 total clock hours of field-based experience.

*Prerequisites:* Acceptance into the Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ENG110: Introduction to Literature**

*Credits:* 3

This aesthetic appreciation course provides a general background in the various genres of literature, including

poetry, short story, drama, and the novel, and equips students with the basic tools and vocabulary for reading and interpreting literature independently. Students read a variety of works reflecting the past contributions of the literary imagination in preparation for lifelong sensitive and informed reading. Recommended for majors in the first two years.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **ENG140: Plains Literature and the Culture of the West**

*Credits:* 3

This general literature course for all students is about looking at people and how they write about their place, the Plains, which has some of the most distinctive writing in America. The class is organized into units which focus upon some of the key concepts that have concerned writers of the Plains; units include ideas such as "the Wild West," "Pioneers and Homesteaders," "Immigrants to the Plains," "Native Americans, Past and Present," as well as different ideas in "The Modern Plains," such as water, agriculture, climate, and depopulation of small towns. The course uses a broad definition of literature in order to include many genres of writing not usually part of a literature course, such as journalism, essays, non-fiction prose, and film. Field trips to museums and historic sites are also part of the course, and students are invited to contribute reflectively and creatively in thinking about their own connection and experience of Nebraska.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **ENG180: Ethics and Film**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

**ENG190: Ethics and Literature***Credits: 3*

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

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: I**Additional Attributes: none***ENG203: American Literature I***Credits: 3*

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

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: I**Additional Attributes: none***ENG204: American Literature II***Credits: 3*

This course surveys the diversity of American heritage as recorded in literature from the Civil War to the present. Students read a variety of authors such as Whitman, Twain, James, Gilman, Faulkner, Porter, Ellison, and Morrison. The literary periods studied include Realism, Naturalism, Modernism, and Post-Modernism. These periods illustrate the unique vitality, diversity, and multiple traditions, which continue to define the American identity. Exposure to them provides the students with greater respect for and appreciation of the diversity of that identity. This course is not

in sequence with ENG203: American Literature I and may be taken before it.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: I**Additional Attributes: none***ENG205: Adolescent Literature***Credits: 3*

This course is designed for the professional development of the English Endorsement student; others may take the course as an elective. Students will be introduced to classic and contemporary authors of young adult literature in a variety of genres. Upon completion of this course, students will demonstrate skills in evaluating, analyzing, selecting, and utilizing various types of literature for the purposes of 7-12 teaching; lesson plans, unit plans, and curricular plans are required assignments by which students will demonstrate that they understand adolescents as readers, learners, and language users as well as how to assess the achievement of adolescents with the assignments posed.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: N/A**Additional Attributes: none***ENG210: Topics in Ethnic Literature***Credits: 3*

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

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: D**Additional Attributes: none***ENG220: Advanced Writing***Credits: 3*

This course ensures and encourages continued development of writing skills. Advanced Writing provides study of and practice in the various rhetorical patterns or strategies traditionally used in expository writing; these include Aristotle's three modes of persuasion (logos, ethos, and pathos), Classical Argument, and Rogerian argumentation. Students will learn formal writing that exhibits awareness of form, audience, context and purpose, proper grammar, usage and mechanics. The course includes extensive use of peer response and evaluation as part of the recursive writing process that includes drafting and revising.

*Prerequisites:* WRI102  
*Co-Requisites:* none  
*DRIVE Attributes:* V, W  
*Additional Attributes:* none

### **ENG230: Introduction to Creative Writing**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **ENG234: Creative Nonfiction**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **ENG237: World Voices**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* D  
*Additional Attributes:* none

### **ENG240: Wordsmiths**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **ENG242: Special Topics in English**

*Credits:* 3

The introductory-level special topics course is designed to survey an area of English not otherwise covered in the curriculum, focusing especially upon close reading, literary interpretation, contextualization of texts, and comparison and contrast of works within the topic area. Example topics might be plays, short stories, detective novels, epic literature, non-Western literature, etc.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **ENG315: British Literature I**

*Credits:* 3

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

*Prerequisites:* WRI102  
*Co-Requisites:* none  
*DRIVE Attributes:* R  
*Additional Attributes:* none

### **ENG316: British Literature II**

*Credits:* 3

This course surveys British literature from the Romantic Age to the present, including the Victorian, Modern, and Post-Modern periods. A primary emphasis will be on important literary circles or movements and how 19th century literature influenced 20th century literature. The

readings will include poetry and novels. Possible authors include Wordsworth, Tennyson, 117 Arnold, George Eliot, Yeats, Woolf, World War One poets, Greene. This course is not in sequence with ENG315: British Literature I and may be taken before it.

*Prerequisites:* WRI102

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **ENG350: Shakespeare**

*Credits:* 3

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

*Prerequisites:* WRI102

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **ENG355: Linguistics**

*Credits:* 3

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

*Prerequisites:* WRI102 and sophomore status

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **ENG420: Literary Criticism**

*Credits:* 3

In this course, students learn the critical thinking skills appropriate to interpretation of literary texts by examining the trends in literary criticism and theory from classical authors such as Plato and Aristotle to modern critical movements such as structuralism, Marxism, feminism,

deconstruction, and multiculturalism. Students reach beyond mere fact gathering to analytical assessment of texts and critical writing about texts.

*Prerequisites:* WRI102 and Junior Standing

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* Cross-listed as SOC420

### **ENG440: Seminar in Selected Topics in English**

*Credits:* 3

The Selected Topics course is an advanced seminar in a particular English sub-topics that is not otherwise covered in the curriculum. Possible topics include a specific genre (epic poems, historical novels), a sub-specialty (Native American writings), or theme (Literature of the American Cowboy). Several opportunities to study and apply literary theory will be part of the class, which is designed for the more advanced student.

*Prerequisites:* Sophomore standing and any 100- or 200-level ENG course

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **ENG450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ENG460: Senior Research Thesis**

*Credits:* 1 to 3

Students will 1) define an area of inquiry, formulate a thesis, gather materials, and arrange outlines and drafts to demonstrate the validity of the thesis; 2) meet frequently with the approved faculty readers; and 3) formally present their findings to the English Faculty. The senior thesis is "independent" and the student determines the exact course. Students must petition the English Faculty in the spring of their junior year to participate in the course. In order to earn the "R" attribute, students must be enrolled in 3 credits.

*Prerequisites:* ENG220 and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **ENG461: Senior Creative Thesis**

*Credits:* 3

Completion of an English major or endorsement requires that students complete a senior thesis. All creative thesis students 1) must be given by the English Dept. to pursue this course of study; 2) define the genre or genres they intend to creatively pursue; 3) meet frequently with the approved faculty member; 4) write an aesthetic analysis of creative work; and 5) formally present work and analysis to English faculty. The senior thesis is "independent" and the student determines its exact course. Students must seek and gain permission of the English faculty in the semester prior to writing a creative thesis.

*Prerequisites:* ENG230 or ENG240 and Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* I, W

*Additional Attributes:* none

### **ENG496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ENG499: English Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ESC101: Physical Geology**

*Credits:* 4

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

*Prerequisites:* none

*Co-Requisites:* **ESC101L: Physical Geology Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

### **ESC102: Historical Geology**

*Credits:* 4

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

*Prerequisites:* none

*Co-Requisites:* **ESC102L: Historical Geology Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ESC123: Principles of Geography**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ESC126: Human Geography**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **ESC130: Geography of Contemporary Global Issues**

*Credits:* 3

This course examines global concerns and issues affecting today's society through the writings of some of the best scientists, practitioners, researchers, and media commentators. Issues are drawn into new perspectives 119 as accepted theories and viewpoints are called into question. Examples of topics covered include concerns such as population, sustainable use of tropical forests, landscape of hunger and the electronic superhighway. Students examine

the evidence supporting various positions and suggest possible responses and solutions.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESC410: Topics in Earth Science**

*Credits:* 1 to 3

Topics in Earth Science provides individual research or study in an area of the student's interest. The course may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESL100: 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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESL150: Cross-Cultural Communications**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESL301: 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. This course includes a field-based experience of 15 hours.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESL355: Linguistics for ELL**

*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 standard-based ESL and content instruction.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **ESL499: ESL Practicum and Study**

*Credits:* 3

This course provides Candidates an opportunity to complete a practicum of 45 or 90 hours in an ESL setting. Candidates will select from a variety of assignments related to their practicum experience. The grade levels for the practicum must correspond with field or subject endorsement being sought. This experience does not satisfy the Nebraska Department of Education Clinical Experience requirement for certification.

*Prerequisites:* ESL100

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **FIN116: Personal Finance**

*Credits:* 3

Personal Finance is a basic overview course covering how to effectively manage personal financial issues including financial goal setting, budgeting, tax planning, investing, savings, credit, major purchase, real estate, and retirement planning.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

#### **FIN200: Essentials of Financial Management**

*Credits:* 3

This course will provide the non-financial and non-profit manager essential financial terminology, theoretical concepts,



and applications. Using this knowledge, the learner will be able to analyze and interpret commonly used financial information to help make management decisions and effectively interact with financial managers in their organizations. This course emphasizes the recognition and application of financial information instead of its preparation. No prior knowledge of accounting or finance is necessary. Learners who may work for service organizations, manufacturing companies, health care agencies, and not-for-profit organizations will benefit from this course.

*Prerequisites:* ACC103 or ACC105 and Sophomore status

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **FIN261: Financial Management**

*Credits:* 3

Financial Management is an introductory examination of corporate financial management, specifically how businesses plan their needs for funds, raise necessary funds, and invest funds to attain organizational goals. Students will learn how businesses' investment financing choices and operating decisions add value to shareholder wealth.

*Prerequisites:* ACC103 and ACC104

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **FIN370: Global Finance**

*Credits:* 3

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

*Prerequisites:* FIN261

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **FIN380: Topics in Contemporary Finance**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **FIN410: Financial Institutions and Markets**

*Credits:* 3

This course examines the functions and practices of the major types of financial institutions in the economy. Students will understand the basic operations of and issues surrounding commercial banks, thrifts, insurance companies, real estate companies, mutual funds, pension funds, finance companies, venture capital firms, investment banks, and brokerage firms. Students will also learn the basic functions of the Federal Reserve System.

*Prerequisites:* FIN261, ECO203, and ECO204

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **FIN491: Financial Industry Exam Preparation**

*Credits:* 1

This asynchronous course prepares students for licensing and employment in the securities industry with a focus on readiness for the FINRA Securities Industry Essentials (SIE) exam by exposing students to topics in the securities industry, including governmental regulation, necessary documentation, the role of a broker/dealer, the role of a registered representative, opening client accounts, equity securities, debt securities, options, funds, annuities, and suitability requirements. The course includes an exam fee to sit for the exam 30 days before the end of the term. The course also includes career preparation work including resume updating, networking, and job shadowing.

*Prerequisites:* FIN261, FIN410, FIN662, ECO203, and ECO204

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **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.

*Prerequisites:* FIN261 for Undergraduate Students only

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Graduate course

### **HAL100: 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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HAL110: 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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HAL120: Programming for the High Ability Learners**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HAL130: 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.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HAL199: HAL Practicum/Seminar**

*Credits:* 4

This course provides candidates with a clinical experience of 90 hours in Gifted and Talented setting at both the elementary and secondary levels. Students will demonstrate,

reflect, and evaluate their proficiency in many of the program outcomes. Students will provide consultation services to colleagues, parents, and other stakeholders. Students will also be involved in a book study to strengthen their understanding of high ability learners.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HIS111: United States History to 1877**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **HIS112: United States History since 1877**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **HIS153: World Civilizations I**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **HIS154: World Civilizations II**

*Credits:* 3

This course investigates the development of humanity on the national scale, beginning with 1500 Common Era (C.E.) and continuing to the present. Students are exposed to the emergence, dominance, decline, and realignment of various cultures, western and non-western, and come to realize how these cultures have created their own political, economic, and

social institutions and practices, often in conjunction with, or in opposition to, other cultures. Students will learn how the various cultures have cross-fertilized each other and how interdependence is a hallmark of modern world civilization.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **HIS160: Western Heritage Since 1500**

*Credits:* 3

This course in western heritage is a survey of Western history since 1500. Beginning with the Renaissance and Reformation, the course concentrates on the evolution of the concepts of democracy, equality, and freedom. Students will understand the interplay between the dominating social/political ideas and historical process.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HIS221: Special Topics in History**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **HIS223: Special Topics in U.S. History**

*Credits:* 3

This course investigates the historical evolution of historical topics related to the development of the United States. Students will review scholarship and opposing views of the selected topic.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HIS224: Special Topics in Global History**

*Credits:* 3

This course investigates the historical evolution of historical topics from a global perspective. Students will review scholarship and opposing views of the selected topic.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HIS240: Women in America**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HIS241: Great Plains History**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **HIS302: History of the Future**

*Credits:* 3

This course provides a framework within which students examine projections made by past cultures, ranging from ancient to those within the last century, regarding the future. It will include understanding how diverse societies predicted the evolution of their religion, morality, culture, lifestyle, and use of technology. Predictions which came true, as well as those which proved false or wildly, overly optimistic, will all be considered.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **HIS303: The Global Metropolis**

*Credits:* 3

This course considers the historical emergence and development of urban environments within global cultures. In particular, this course examines the specific circumstances that led to the growth of major cities - i.e. Shanghai, Mumbai, and London. Through a comparison of urban environments within different historical cultures, this course also examines how the growth of cities have forced cultures to confront issues related to inclusion, equality, economic or resource distribution, and environmental impacts.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HIS311: America and the World**

*Credits:* 3

This course explores how the United States became a major global power. Topics will include America's emergence as a global power, involvement in World Wars I and II, and an in-depth investigation of Cold War policies, the arms race, and military covert actions. Students also will consider the contributions of, and effects on, the home front as part of these historical developments. Recommended Preparation: HIS112 or HIS154.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HIS313: U.S. Constitutional History**

*Credits:* 3

This course studies the creation of the United States Constitution, and its evolution throughout United States history. Students examine its drafting, amendment, and the changing concepts of constitutional government. Students will review and critically consider U.S. Supreme Court decisions and their impact on American society. Recommended Preparation: HIS111, HIS112, POL112, or POL113.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **HIS331: Political Philosophy I**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HIS332: Political Philosophy II**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HIS340: Historical Research & Writing**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **HIS419: Civil Rights and Beyond**

*Credits:* 3

American history has been a series of triumphs, disappointments, and new beginnings. It has provided endless opportunities for some and denied basic freedoms to others. This course examines the push for equal rights made during the 20th century on behalf of numerous Americans, including African Americans, women, and other minority groups. This course begins by examining the exclusionary policies and practices that limited African American opportunity and led to the Great Migration. The course then considers the individuals and movements within African American society that resulted in equality. Particular attention will be paid to the long march toward Civil Rights, the exodus from southern states, and the unique cultural contributions of African Americans. In addition, the course also considers how the Civil Rights Movement created a blueprint for protest and resistance, which has been used by other minority groups.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R  
*Additional Attributes:* none

#### **HIS420: Seminar in Selected Topics in History**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **HIS421: New Deal Era**

*Credits:* 3

This course considers the developments that led to the Great Depression, political ideology underpinning New Deal programs, and examines the Roosevelt Administration's programs in detail. Students also will comparatively examine differences in New Deal experiences among different geographic regions, races, and socio-economic classes. Students also will place New Deal programs and U.S. entry into World War II in the larger context of international relations during this period. Recommended Preparation: HIS112 and at least one other history course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

#### **HIS422: American Exceptionalism**

*Credits:* 3

This course considers the notion of "American Exceptionalism," its origins, and its evolution through the course of U.S. history. Students will review the U.S. role in the world, particularly during the twentieth century, and critically consider the impact of U.S. foreign policy, including domestic implications, to determine if actions proved or disproved "exceptionalism." Recommended Preparation: HIS112 or HIS154 and at least one other history course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HIS423: From Empires to Nations (Europe)**

*Credits:* 3

This course reviews the rise and fall of European empires during the nineteenth and twentieth centuries. Students will consider the rise and fall of the Habsburg, Nazi, and Soviet empires, and the populations in Central, Southern, and Eastern Europe affected by their imperial control. Students also will study the emergence of independent nations throughout this area after the collapse of the Soviet Union, as well as current events related to this region, to understand better the legacy of empire. Recommended Preparation: HIS154 and at least one other history course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **HIS424: Decolonization**

*Credits:* 3

This course reviews European colonization of Africa and Asia during the nineteenth and early twentieth centuries. Different models of imperial control are explored, and their implications on indigenous populations. Students also undertake a comparative review of the decolonization of some of these nations, and the resulting complications to present day. The course also considers current events related to this region to understand better the legacy of empire. Recommended Preparation: HIS154 and at least one other history course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

#### **HIS450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HIS498: Thesis**

*Credits:* 1 to 3

This course serves as the culminating experience for all history majors. Students identify a historical topic of personal interest and spend the first several weeks of the semester gathering relevant primary and secondary source materials. Through the creation of a well-written piece of original scholarship, students demonstrate competencies in research and historical synthesis. Finally, students hone their presentation skills through peer-reviewed presentations and a campus-wide presentation of their research. Students must

enroll in a 3-credit hour version of this course to fulfill requirements for a history major.

*Prerequisites:* HIS 340 or Instructor Permission

*Co-Requisites:* n/a

*DRIVE Attributes:* R, W

*Additional Attributes:* none

#### **HIS499: History Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting. Students must enroll in a 3-credit hour version of this course to fulfill requirements for the History major or DRIVE attribute.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **HON300: Seminar - Selected Topics**

*Credits:* 3

The Honors Seminar engages students in a semester long examination of a question, phenomena, or ideology with a particular emphasis on understanding the origins, contemporary manifestations, and continued relevance of this issue.

During the semester, students design and complete an original research project based on the course topic. Their project must consider a number of source examples including, but not limited to, interviews, site visits, journal articles, monograph or narrative texts, cultural products, and periodical materials. The course emphasizes small-group interaction, as source materials serve as the basis for ongoing discussion and students grapple with how source materials reflect or challenge their own experience. Students conduct peer-reviews evaluating each other's written work and the semester culminates with students presenting their research findings to a campus wide audience.

*Prerequisites:* Acceptance into and good standing within the Midland Honors Program

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **HON401: Honors Capstone**

*Credits:* 2

During their final year in the program, under the direction of an Honors Program Committee members, students undertake an original research project related to their major field of interest or post-Midland career goals. This 2-credit hour course challenges students to design, pursue, and present an original piece of scholarly research that is appropriate to their discipline.

*Prerequisites:* Good standing within the Honors Program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HPM100: Athletic Training**

*Credits:* 1

This course introduces students to the profession of athletic training. This course utilizes the Board of Certification's Role Delineation Study to expose the basics of each domain.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HPM111: Social Dancing**

*Credits:* 2

HPM111 promotes the benefits of dance as a physical activity that can be enjoyed throughout a person's lifetime. Developing dance competencies through practice and demonstration promotes skill building necessary to teach others. Students will learn skills and techniques of ballroom dances including Latin American, waltz, foxtrot, jitterbug, and swing dances. Group dances and mixers will also be included. Student will learn how to recognize appropriate music and corresponding dances as well as ballroom etiquette.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HPM112: Dance Exercise**

*Credits:* 1

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HPM115: Outdoor Leisure Activities**

*Credits:* 1

HPM115 is designed to teach fundamental skills and techniques of horse shoes, ice-skating, curling, and Frisbee golf.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **HPM130: Beginning Swim**

*Credits:* 1

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM131: Social Recreation Activities**

*Credits:* 1

This course is designed to teach get-acquainted activities, icebreaker activities, recreational sport activities, mixers, and rhythmic activities.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM138: Dance Team**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM140: Lifetime Fitness**

*Credits:* 1

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM141: Intercollegiate Volleyball (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM142: Lifeguard Training**

*Credits:* 1

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **HPM144: Intercollegiate Softball (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM145: Intercollegiate Soccer**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM146: Intercollegiate Basketball (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM147: Intercollegiate Hockey (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be

eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM148: Intercollegiate Hockey (Men)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM150: Racquet Sports**

*Credits:* 1

HPM150 is designed to teach fundamental skills and techniques of tennis, badminton, racquetball, and table tennis.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **HPM151: Intercollegiate Football**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM152: Intercollegiate Track and Field**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM153: Intercollegiate Cross Country**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM154: Intercollegiate Baseball**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM155: Intercollegiate Flag Football (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM156: Intercollegiate Golf (Men)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only



**HPM157: Intercollegiate Golf (Women)***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: P/PM/NC only***HPM158: Intercollegiate Tennis***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: P/PM/NC only***HPM160: Intermediate Swimming***Credits: 1*

This swimming course is designed to teach the intermediate skills and techniques of swimming as required by the American Red Cross. A test-out option is available.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***HPM161: Introduction to Human Performance***Credits: 3*

HPM161 is an introductory course that studies the relationship of human performance to exercise science, fitness and sport management, physical education, strength and conditioning, and athletic training. The course includes historical foundation of human performance, orientation to the professions and consideration of issues and trends in the field. Students will begin development of professional web portfolios.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***HPM162: Foundations of Coaching***Credits: 2*

HPM162 is a course designed for students interested in becoming athletic coaches and includes philosophy and objectives, organizational skills, management skills, marketing, issues and trends in coaching interscholastic athletics.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: none***HPM164: Varsity Cheerleading***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: P/PM/NC only***HPM165: Intercollegiate Lacrosse (Men)***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: P/PM/NC only***HPM166: Intercollegiate Lacrosse (Women)***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites: none**Co-Requisites: none**DRIVE Attributes: n/a**Additional Attributes: P/PM/NC only***HPM168: Intercollegiate Basketball (Men)***Credits: 1*

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all

conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM171: Intercollegiate Swimming**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM172: Intercollegiate Wrestling (Men)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM173: Intercollegiate Wrestling (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM175: Intercollegiate Bowling (Men)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be

eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM176: Intercollegiate Bowling (Women)**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM177: Intercollegiate Shooting Sports**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM178: Intercollegiate eSports**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* P/PM/NC only

#### **HPM179: Intercollegiate Powerlifting**

*Credits:* 1

Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate and meet all conference and national requirements of participation to be eligible for credit. A course may be recorded on the transcript a maximum of four (4) times in each sport.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* P/PM/NC only

### **HPM180: Health and Wellness**

*Credits:* 2

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM190: Lifetime Sports**

*Credits:* 1

Lifetime Sports is designed to teach fundamental skills and techniques of golf, bowling, recreational volleyball, and basketball. Course includes an additional fee.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **HPM200: Theory - Practice - and Coaching Swimming**

*Credits:* 2

HPM200 offers a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a swimming program.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM201: Theory - Practice - and Coaching Basketball**

*Credits:* 2

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM202: Theory - Practice - and Coaching Baseball**

*Credits:* 2

HPM202 is a study of the theory, methods, skill techniques, rules, and strategies of the sport as well as the organization and administration of a baseball program.

*Prerequisites:* none

*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **HPM203: Theory - Practice - and Coaching Football**

*Credits:* 2

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **HPM205: Theory - Practice - and Coaching Volleyball**

*Credits:* 2

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM206: Theory - Practice - and Coaching Track and Cross Country**

*Credits:* 2

HPM206 is a study of the theory, methods, techniques, rules, and strategies of the sport, as well as the organization and administration of a cross country, track and field program.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM209: Principles of Strength and Conditioning**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **HPM210: First Aid-CPR-AED**

*Credits:* 2

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

*Prerequisites:* none  
*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **HPM214: Theory - Practice - and Coaching Wrestling**

*Credits:* 2

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM220: Care and Prevention of Athletic Injuries**

*Credits:* 3

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

*Prerequisites:* Human Performance major, Education major, Coaching minor or endorsement

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM222: Theory - Practice - and Coaching Soccer**

*Credits:* 2

HPM222 is a study of theory, methods, skill techniques, rules, and strategies involved in coaching soccer.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM223: Motor Learning**

*Credits:* 2

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM225: Human Movement Patterns and Screening**

*Credits:* 2

This course investigates a functional approach to movement. Upon completion of this course, students will be able to

assess human movement for imbalances or asymmetries that may affect injury risk and movement efficiency. Certification included upon completing the course and passing the online certification examination.

*Prerequisites:* HPM161 and BIO200 or BIO204

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **HPM240: Special Topics in Human Performance**

*Credits:* 1 to 3

This course is offered to students from any major. Included within the course are introductory to intermediate topics within the field of human performance.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **HPM248: Sport Psychology**

*Credits:* 3

Students will examine the physiological, behavior, social, and cognitive perspectives in psychology with application to sport. The course includes topics such as optimal performance, motivational techniques, self-actualization, and the general health benefits of sport participation.

*Prerequisites:* PSY120

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **HPM302: Functional Anatomy**

*Credits:* 3

This course builds upon foundational knowledge of anatomy of the human body and introduces students to the clinical application of relevant anatomy, with respect to some common conditions seen in a health/medical rehabilitative profession. It is recommended to be taken prior to HPM307: Kinesiology

*Prerequisites:* BIO200 or BIO204

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM307: Kinesiology**

*Credits:* 3

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

*Prerequisites:* BIO200 or BIO204

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **HPM312: Physiology of Exercise**

*Credits:* 3

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

*Prerequisites:* BIO200 or BIO204

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **HPM313: Sports Nutrition**

*Credits:* 3

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

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM330: Exercise Programming for Special Health Populations**

*Credits:* 3

This course will emphasize health risk assessment, exercise testing, and exercise prescription for healthy and clinical populations. Additionally, this course will provide knowledge of the evidence-based relationship between exercise, diet patterns and behaviors, and major chronic diseases. Students will obtain an understanding of the epidemiology and pathophysiology of prevailing chronic diseases.

*Prerequisites:* HPM312 and MTH210

*Co-Requisites:* none

*DRIVE Attributes:* E, W

*Additional Attributes:* none

### **HPM360: Methods of Teaching Elementary Physical Education**

*Credits:* 3

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

plans, teaching styles, discipline, strategies, and legal liability. This course requires 20 hours of Field-Based Experience.

*Prerequisites:* Junior Standing, acceptance into Teacher Education program, and 2.75 GPA

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM361: Methods & Materials in Teaching Secondary Physical Education**

*Credits:* 3

This course introduces students to a variety of activities, instructional theories, techniques, issues, and trends in secondary physical education that apply to school situations. Issues of discipline, class management, athletic liability, teaching styles, cultural and religious differences, and mainstreaming are addressed. Students develop, organize, instruct, and assess secondary physical education programs. This course requires 20 hours of Field-Based Experience.

*Prerequisites:* Junior Standing, acceptance into Teacher Education program, and 2.75 GPA

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM398: Practicum Experience**

*Credits:* 2

The practicum experience allows students, in their respective majors, to reflect on the cumulative knowledge that they have obtained throughout their coursework and allows students to put their didactic knowledge into practice. The course involves a supervised intensive practical experience relevant to the student's major/career goals. The practicum provides students with the opportunity to engage in real life situations that prepare them for future careers, and build a foundation for future practicum experiences. Students will build upon this experience in the future in their capstone practicum.

*Prerequisites:* Junior Standing and Exercise Science, Strength and Conditioning; or by instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM401: Fitness Assessment and Prescription**

*Credits:* 3

Students in this course will learn to perform laboratory and field tests used for assessing physical fitness, health and wellness, and rehabilitation as well as principles of exercise prescription. An additional focus will be on athletic performance using tests for power, speed, agility, strength, mobility and body composition. Students will create exercise prescription plans based on testing results for individual health and wellness and/or enhanced athletic performance.

Beginning to advanced skill levels of performance and evaluation will be addressed to include the value of testing and measurement for athletic performance, recreational populations, rehabilitation, and health and wellness.

*Prerequisites:* HPM307 and HPM312

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **HPM403: Adapted Physical Education**

*Credits:* 3

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

*Prerequisites:* Junior Standing, acceptance into Teacher Education program, and 2.75 GPA

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM407: Research Methods in Human Performance**

*Credits:* 3

Students are introduced to research methods within the field of human performance/kinesiology, including literature review, experimental and correlational design, qualitative and quantitative approaches, collection of data, analysis of results, APA writing style, and the ethics of research.

*Prerequisites:* MTH210 and Senior standing or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **HPM421: Management of Human Performance**

*Credits:* 3

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

*Prerequisites:* Junior standing or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM423: Advanced Strength and Conditioning**

*Credits:* 3

This course prepares students for a Certified Strength and Conditioning Specialist (CSCSs) certification by the National

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

*Prerequisites:* HPM209, HPM307, and HPM312

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Senior status is required to take the certification exam, course includes an additional fee

### **HPM431: Ethics and Law in Human Performance**

*Credits:* 3

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

*Prerequisites:* Junior Standing

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **HPM450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **HPM499: Capstone Practicum Experience**

*Credits:* 3

The practicum experience allows students, in their respective majors, to reflect on the cumulative knowledge that they have obtained throughout their coursework and allows

students to put their didactic knowledge into practice. The course involves a supervised intensive practical experience relevant to the student's major/career goals. The capstone practicum provides students with the opportunity to engage in real life situations that prepare them for future careers and apply concepts that build upon previous knowledge.

*Prerequisites:* Senior Standing, HPM398, or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

### **IND100: Study Away Course**

*Credits:* 1 to 3

This interdisciplinary course will feature travel domestically or internationally. Locations and topics will vary. This course may be repeated for credit. The student will incur additional costs for the course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MEA101: Applied Allied Health - Pharmacy Technician**

*Credits:* 3

Students will examine different aspects of the allied health sciences including the interdependent and collaborative roles of the various healthcare professions, the ethical and moral issues facing healthcare providers, the current and future state of healthcare, and the job/salary outlook within healthcare. Assessment will be obtained through discussions, assignments, quizzes, and a certification exam. Along with this course, the student must also complete the Pharmacy Technician certificate.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MEA102: Applied Allied Health - Certified Nurse Assistant**

*Credits:* 3

Students will examine different aspects of the allied health sciences including the interdependent and collaborative roles of the various healthcare professions, the ethical and moral issues facing healthcare providers, the current and future state of healthcare, and the job/salary outlook within healthcare. Assessment will be obtained through discussions, assignments, quizzes, and a certification exam. Along with this course, the student must also complete the Certified Nurse Assistant certificate.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MEA103: Applied Allied Health - Sterile Processing Technician**

*Credits:* 3

Students will examine different aspects of the allied health sciences including the interdependent and collaborative roles of the various healthcare professions, the ethical and moral issues facing healthcare providers, the current and future state of healthcare, and the job/salary outlook within healthcare. Assessment will be obtained through discussions, assignments, quizzes, and a certification exam. Along with this course, the student must also complete the Sterile Processing Technician certificate.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MEA400: Medical Arts Professional Program**

*Credits:* 30

Credit for completion of the first year of a professional program. Credit is transferred back to Midland University in order to complete the bachelor's degree requirements.

*Prerequisites:* Medical Arts 3+1 student

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MGT201: Managerial Cost Accounting**

*Credits:* 3

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

*Prerequisites:* ACC103 and ACC104

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MGT217: Principles of Management**

*Credits:* 3

Students will learn the principles, techniques, and concepts needed for management decision-making, planning, leading, organizing, and controlling in contemporary business organizations. Analysis of case studies and local businesses will be included.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**MGT310: Operations Management***Credits: 3*

Global competition challenges even local business organizations. To face this competitive threat, managers must understand the role of operations in providing goods and services to consumers and institutional buyers. In this course, the learner will study operations and processes leading to the creation of goods and services to include organizing and managing resources, responsiveness to customer needs and expectations, as well as the technologies used in designing and managing operational processes in both manufacturing and service-oriented organizations, with emphasis on informed decision-making and the use of analytical tools.

*Prerequisites:* MGT217*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MGT320: Supply Chain Management***Credits: 3*

In this course, the learner will be exposed to the basic principles of supply chain management including an integrated view of procurement, manufacturing and operations management, transportation and logistics, inventory and warehousing, demand planning, scheduling, network design, collaboration, and performance management. Learners will also explore financial metrics and decision support tools commonly used in managing supply chains.

*Prerequisites:* MGT217*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MGT326: Entrepreneurship***Credits: 3*

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

*Prerequisites:* ACC103 and MGT217 or ACC105 and FIN200*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MGT335: Human Capital Management***Credits: 3*

A study of the practices, theories, and laws involved in human resource function. The course will use cases to examine recruiting, selecting, training, evaluating, promoting, and disciplining personnel within a business, non-profit, or intercultural organization. It will consider the elements of

working with union and other personnel organizations in international settings.

*Prerequisites:* MGT217*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MGT418: Business Process Optimization***Credits: 3*

This course looks at process improvement as a continuous, seamless process in which all aspects of the successful business venture are involved. Tools and techniques in the management and measurement of quality, productivity, and competitiveness will be emphasized using the six sigma DMAIC model and other tools and technologies used in optimizing business processes.

*Prerequisites:* MGT217*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MGT422: Project Management***Credits: 3*

Project Management (PM) is increasingly important in today's world. This course covers the fundamental concepts and applied techniques for cost effective management of both long-term development programs and short-term projects. The content deals with 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. Recommended preparation: BUS311

*Prerequisites:* Junior status*Co-Requisites:* none*DRIVE Attributes:* n/a*Additional Attributes:* none**MID101: The Midland University Experience***Credits: 1*

MID101 provides students with the information, skills, and direction needed to create a foundation for academic and career success. In this course, first year students will: learn about accessing available University resources; become aware of individual preferences for learning and functioning in the workplace, use a Strengths-based approach to identify and develop top five (5) individual Strengths; explore academic major and minor requirements; and develop behaviors needed to support holistic academic, personal, and professional development. This course uses an A-F grading scale and may not be taken P/NC. MID101 is required for all new, regularly admitted, first year students entering Midland University.

*Prerequisites:* Regular Admission to Midland University*Co-Requisites:* none



*DRIVE Attributes:* V  
*Additional Attributes:* none

### **MID103: Warrior Academic Success Seminar I**

*Credits:* 2

MID103 provides students with the information, skills, resources, and direction needed to create a foundation for academic and personal success. In this course, first year students will: learn about accessing University resources; become aware of individual learning styles and preferences; use a Strengths-based approach to identify and develop their top five (5) individual Strengths; explore academic requirements; and develop behaviors needed to support holistic academic, personal, and professional development. Additionally, students will explore strategies for increasing personal awareness, motivation, and self-management. This course uses an A-F grading scale and may not be taken P/NC. MID103 is required for all new, conditionally or provisionally admitted, first-year students entering Midland University.

*Prerequisites:* Conditional or Provisional Admission to Midland University  
*Co-Requisites:* none  
*DRIVE Attributes:* V  
*Additional Attributes:* none

### **MID104: Warrior Academic Success Seminar II**

*Credits:* 1

MID104 provides students with the additional skills, resources, and direction needed to create a Midland University graduation plan. In this course, students will further develop skills to strengthen academic and personal development and goal achievement. This course is taken after completion of MID103: Warrior Academic Success Seminar I, counts as an elective credit, uses an A-F grading scale, and may not be taken P/NC. Students who earn a 90% or higher in MID103 and a 2.75 or greater cumulative GPA in their first semester at Midland are not required to take MID104.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MID200: Leadership Development Seminar**

*Credits:* 1

MID200 provides an opportunity for students to engage in a significant leadership experience at Midland University. Enrolled students will serve as peer facilitators and co-facilitate a section of MID101, MID103, or MID104 with a Midland University professional staff or faculty member. Students will learn about common classroom strategies, develop lesson plans and presentations, and reflect often on their experience co-facilitating a course. This course counts as elective credits, uses an A-F grading scale only.

*Prerequisites:* Permission by application

*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MID201: Career Development**

*Credits:* 1

MID201: Career Development provides students with the tools and strategies needed to navigate the professional decision making process. Assessment tools will be utilized to help students understand their strengths and interests as they relate to their major and career goals. Topics covered include: major exploration, interviewing skills, the internship search and preparation process, and identifying ways outside of the classroom to gain knowledge and experience. Students will complete a professional portfolio that will support them in their career selection and preparation process at Midland and beyond graduation.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* V  
*Additional Attributes:* none

### **MKT110: Entertainment Marketing**

*Credits:* 3

This course provides an overview of how aspects of the entertainment industry use marketing to help drive revenue. Students will be immersed in experiences in the arts, athletics, and other entertainment venues as part of the course.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MKT142: Principles of Marketing**

*Credits:* 3

Marketing entails everything from the product you buy, the price at which you purchase it, where you find it, and how you heard about it. In Principles of Marketing, students will gain an understanding of all aspects of marketing, both domestically and globally, and will be able to apply them to their daily lives.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* I  
*Additional Attributes:* none

### **MKT257: Social Media for Organizations**

*Credits:* 3

Students have likely used social media for personal reasons, but this course will focus on setting, reaching, and evaluating business objectives using relevant social media channels. Students will learn about KPIs, creating compelling content, and using technical tools to analyze success.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* D, W  
*Additional Attributes:* none

### **MKT300: Digital Marketing**

*Credits:* 3

Each time you search for a product, visit a website, or shop online, you are a participant in the digital marketing revolution. Learn the basics of the tools used to make it happen that include, but are not limited to, content management systems, search ads, user experience testing, SEO, eCommerce, mobile marketing, and more.

*Prerequisites:* MKT142  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MKT348: Marketing Communications**

*Credits:* 3

Marketing communications involves the process of understanding objectives, conducting research, developing strategies, and then creating messaging to push out through selected channels. This course will encourage students to work with real clients to establish, execute, and evaluate a marketing communications plan.

*Prerequisites:* MKT142  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Cross-listed as COM348

### **MKT400: Advanced Digital Marketing**

*Credits:* 3

Students enrolled in Advanced Digital Marketing should expect to apply the knowledge from Introduction to Digital Marketing to a real organization through analysis, implementation,, and evaluation of digital marketing tools, tactics, and strategies. Students enrolled in the course will also receive globally-relevant marketing certifications.

*Prerequisites:* MKT300  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MKT410: Marketing Strategy**

*Credits:* 3

This course will focus on analyzing, creating, and evaluating strategies used in marketing to help drive the triple bottom line. Key frameworks, positioning, advantages, and profit opportunities will be covered. Students should expect to apply their knowledge to a real business situation involving a local organization

*Prerequisites:* MKT142 and Junior standing  
*Co-Requisites:* none

*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MKT434: Data-Driven Marketing**

*Credits:* 3

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

*Prerequisites:* MKT142  
*Co-Requisites:* none  
*DRIVE Attributes:* R  
*Additional Attributes:* none

### **MTH101: College Mathematics**

*Credits:* 3

Quantitative literacy is the ability to adequately use mathematical tools to interpret and manipulate quantitative data and ideas that arise in individuals' private, civic, and work lives. It includes numeracy (an understanding of number and magnitude); some geometric, algebraic, and algorithmic skills; some problem-solving ability; an understanding of probability and statistics; and the ability to quickly capture information, summarize it, and make a decision.

*Prerequisites:* See Math Proficiency section of catalog for more information  
*Co-Requisites:*  
*DRIVE Attributes:* R  
*Additional Attributes:* See Math Proficiency section of catalog for more information

### **MTH101L: College Mathematics**

*Credits:* 2

The lab course for MTH101 will focus on essential algebra skills needed for success in MTH101. The course is for students concurrently enrolled in MTH101. Lab topics include order of operations; rules of exponents; geometry; linear, quadratic, rational, and radical equations; basic graphing techniques; factoring, polynomial, rational, and radical expressions; and applications.

*Prerequisites:* See Math Proficiency section of catalog for more information  
*Co-Requisites:* MTH101  
*DRIVE Attributes:* n/a  
*Additional Attributes:*

### **MTH140: College Algebra**

*Credits:* 3

This course introduces students to the language of algebra. Students develop skills necessary for success in other courses and disciplines, which use this language. Students learn to

think logically and rationally about problem solving. Specific topics include working with expressions, solving equations, graphing, and functions. Problem solving includes examples from a variety of disciplines.

*Prerequisites:* MTH101, MATH ACT 22 or higher, or Level 1 proficiency on ETS Math Proficiency Profile

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **MTH145: College Trigonometry**

*Credits:* 1

This course introduces the study of trigonometric functions. The course includes the introduction of trigonometric functions, solutions of triangles, trigonometry identities, the laws of Cosine and Sine, and the inverse trigonometric functions. The course is designed to provide the trigonometry skills and concepts essential to success in calculus courses and trigonometry based physics courses.

*Prerequisites:* none

*Co-Requisites:* MTH140

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH210: Elementary Statistics**

*Credits:* 3

This course introduces students to statistical language, skills, and techniques. Emphasis is placed on experiments and applications in business, biological sciences, social science, education, and medicine. Moral and ethical issues relating to experimentation and to decision-making are discussed. Students will learn the computer skills necessary to solve statistical problems. Specific topics will include descriptive statistics, exploratory data analysis, experimental design, and inference techniques for distributions, chi-square tests, regression and analysis of variance.

*Prerequisites:* MTH101, MATH ACT 22 or higher, or Level 1 proficiency on ETS Math Proficiency Profile

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **MTH220: Calculus I**

*Credits:* 4

This course covers the fundamental elements of differential and integral calculus applied to functions of a single variable. A firm understanding of the concepts of calculus is emphasized to enhance the students' capability to frame real-life situations in mathematical language, to employ diverse problem-solving techniques, and to view mathematics as an enriching, intellectual discipline. Current technology is utilized to investigate a wide range of applications and to show the utility of calculus in engineering,

and physical and social sciences, and in upper level mathematics.

*Prerequisites:* Math ACT 25 or higher, or MTH140 and MTH145, or instructor permission.

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **MTH240: Discrete Structures**

*Credits:* 3

This course introduces students to set algebra, logic and methods of proof, sequences and recursion, counting and probability, and graph theory. The role of these mathematical concepts as a language for expressing ideas and a tool for engaging in rational thought is emphasized. Students use these mathematical ideas as a tool for investigating and solving a variety of problems.

*Prerequisites:* At least one college-level math class or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* E, W

*Additional Attributes:* none

### **MTH242: Special Topics in Mathematics**

*Credits:* 3

This course is offered to students from any major. Topics offered included in this course will be in response to student interest and/or continuations of regular courses that are not currently included in regular course offerings.

*Prerequisites:* MTH140 or MTH210

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **MTH250: Calculus II**

*Credits:* 4

This course is a continuation of Calculus I. Content includes applications of the definite integral, techniques of integration, improper integrals, infinite series, Taylor polynomial and Taylor series, parametric and polar curves, and conic sections.

*Prerequisites:* MTH220

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **MTH280: Calculus III**

*Credits:* 4

Calculus III is an introduction to the calculus of functions of several variables. Derivatives, partial derivatives, directional derivatives, multiple integrals in n-space, and vector calculus are some of the topics covered.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MTH300: Number Theory**

*Credits:* 3

This course introduces the student to basic properties of integers, including divisibility, Fundamental Theorem of Arithmetic, congruences, linear Diophantine equations, number theoretic functions, number representation, and applications in cryptosystems.

*Prerequisites:* At least one college-level math class or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH310: Mathematical Statistics**

*Credits:* 4

This course is an introduction to probability theory and its application. Topics include laws of probability, conditional probability, Bayes' Rule, discrete random variables and their probability distributions, continuous random variables and their probability distributions, multivariate probability distributions, and functions of random variables.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **MTH320: Numerical Analysis**

*Credits:* 3

This course introduces students to theory and application of numerical approximation methods. It requires the use of both critical thinking skills and computer technology to solve a variety of problems, including root finding, interpolation, numerical integration and differentiation, and systems of linear equations.

*Prerequisites:* BIT160 and MTH220

*Co-Requisites:* MTH250

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH340: Linear Algebra**

*Credits:* 3

This course is an introduction to linear algebra, including systems of linear equations, matrix algebra, determinants, vector spaces, linear transformations, and associated areas of application.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH360: College Geometry**

*Credits:* 3

College Geometry provides a survey of modern geometries. Possible topics include a rigorous treatment of Euclidean geometry, hyperbolic and projective geometries, and finite geometries, geometric transformations, areas and curvature.

*Prerequisites:* Junior standing or Instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH390: Differential Equations**

*Credits:* 3

Differential Equations is a study of the common types of ordinary differential equations, their solutions, and applications.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH420: Analysis of Real Variables**

*Credits:* 3

Analysis of Real Variables is a careful development of the mathematical foundations of calculus. Topics covered include logic and proof, the real number system, functions, limits, sequences, continuity, the derivative, and Riemann integral.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH430: Complex Variables**

*Credits:* 3

Complex Variables provides fundamental laws of complex numbers, theory of analytic functions and transformations, calculus of complex variables, residues and poles, and conformal mapping.

*Prerequisites:* MTH250

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MTH440: Abstract Algebra**

*Credits:* 3

Abstract Algebra offers a study of algebraic structures. Topics include properties and theories of groups, rings, fields, and the concepts of isomorphism and homomorphism.

*Prerequisites:* MTH240 or Junior standing or Instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **MTH442: Seminar in Selected Topics in Mathematics**

**Credits: 3**

This course is offered to junior or senior math students. Advanced topics included in this course will be in response to student interest, and/or as continuations of regular courses that are not currently included in regular course offerings.

*Prerequisites:* Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

**MTH450: Independent Study****Credits: 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**MTH460: Capstone****Credits: 1**

Special interest topics in mathematics.

*Prerequisites:* MTH250 and Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**MTH496: Research****Credits: 1 to 3**

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**MTH499: Mathematics Internship****Credits: 1 to 3**

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

**MUS011: Voice****Credits: 1**

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

**MUS021: Organ****Credits: 1**

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

**MUS031: Piano****Credits: 1**

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

**MUS033: Strings****Credits: 1**

Private music lessons present the students with an opportunity for solo participation through technical and

artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS041: Woodwinds**

*Credits:* 1

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS042: Brass**

*Credits:* 1

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS043: Percussion**

*Credits:* 1

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to

make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS044: Guitar**

*Credits:* 1

Private music lessons present the students with an opportunity for solo participation through technical and artistic training during weekly half-hour lessons or longer small group lessons. These lessons expand the capacity for self-expression through development of student ability to make music and to share music making with others. Because private lessons make the students conscious of their creative abilities, they are enabled to be life-long participants in music. There is a fee for each credit of private lessons. These courses may be repeated for credit.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS050: Orchestra**

*Credits:* 1

Orchestra is a student ensemble that will perform a wide variety of music specifically suited to the members of the group. This will include classical, jazz, chamber, and contemporary music. The ensemble is open to all students with previous string instrument experience, regardless of educational major or minor.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

#### **MUS060: Jazz Ensemble**

*Credits:* 1

Jazz Ensemble will allow students an opportunity to learn and perform a variety of styles of jazz music for large and small ensembles. We work to build camaraderie, cohesiveness, and commitment to excellence as we prepare for performances throughout the year.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

#### **MUS070: Percussion Ensemble**

*Credits:* 1

Percussion Ensemble is a course dedicated to the advancement of skill in all aspects of percussion and includes performances at campus and community events in various types of percussion ensembles. This includes, but is not limited to, concert percussion, marching percussion, and street percussion.

*Prerequisites:* Percussion experience and/or by audition

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

### **MUS072: Band**

*Credits:* 1

Band will perform large ensemble works for concert, marching, and pep band focused on providing members with a variety of repertoire, challenges, and rewards. The ensemble provides music education majors exposure to music and teaching techniques applicable to their future careers. Non-music-related majors are also encouraged to participate to expand their knowledge and enjoyment of instrumental music performance. We work to build camaraderie, cohesiveness, and commitment to excellence as we prepare for performances throughout the year.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

### **MUS080: Clef Dwellers**

*Credits:* 1

Midland University Clef Dwellers is a select group in the vocal music department. The purpose of Clef is to develop skills of a cappella singing through the use of a wide variety of genres of music, including pop, jazz, and collegiate a cappella. Depending on the level of interest, students may be divided into multiple groups. Students in this group practice ensemble singing skills, sight-singing skills, and performance skills. The group also offers many public performance opportunities for the students.

*Prerequisites:* none

*Co-Requisites:* MUS084

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

### **MUS084: Choir**

*Credits:* 1

This participation ensemble expands on the Midland University tradition of sacred a cappella singing by also exploring secular and accompanied choral music in a variety of styles and periods. Students develop ensemble skills and have the opportunity to publicly perform representative choral music from the Renaissance period to the present. Participation may include mixed-voice, Men's, Women's, and Chamber Choir opportunities.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade scale only

### **MUS090: Accompanying**

*Credits:* 1

In order to become a good accompanist, students are taught to assist a single performer or a group by offering musical support at rehearsals and/or performances.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* A-F Grade Scale only

### **MUS101: Music Theory I**

*Credits:* 3

This course introduces the students to basic scales, intervals, triads, key signatures, and rhythm concepts that are written, performed, heard, and applied to music reading. Such knowledge leads to aesthetic sensitivity through an awareness of how music parameters work to support musical self-expression. Students are prepared to continue their appreciation of music beyond the classroom experience.

Course is open to all students.

*Prerequisites:* none

*Co-Requisites:* MUS101A

*DRIVE Attributes:* D

*Additional Attributes:* none

### **MUS101A: Aural Skills I**

*Credits:* 1

Aural Skills I is a course taught in conjunction with MUS101: Music Theory I. Topics to be covered include, but are not limited to, dictating and singing basic intervals, sight-singing basic melodic lines on solfege, rhythmic dictation, aurally identifying major and minor scales and triads, and dictating basic harmonic progressions.

*Prerequisites:* none

*Co-Requisites:* MUS101

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS102: Music Theory II**

*Credits:* 3

As a continuation of MUS101: Music Theory I, students will review the basic materials of music and be introduced to an overview of the structure and grammar of the music of the common practice period, including tonality, scales, intervals and chords, melody and harmony, and form. Students will develop both writing and analytical skills. Course is open to all students.

*Prerequisites:* MUS101

*Co-Requisites:* MUS102A

*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS102A: Aural Skills II**

*Credits:* 1

Aural Skills II is a course taught in conjunction with MUS102: Music Theory II. It will review and build upon previously learned concepts, and new topics will include, but are not limited to, dictating and singing all intervals, dictating and sight-singing melodic lines using solfege, rhythmic dictation, and dictating intermediate harmonic progressions.

*Prerequisites:* MUS101 and MUS101A

*Co-Requisites:* MUS102

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS107: Songwriting and Production**

*Credits:* 3

In this course, students will study multiple aspects of music creation including, but not limited to, songwriting, developing lyrics, melody and harmony, arranging, producing, and marketing. Students will work individually and in groups to create original and cover songs and take those songs from concept to recording.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* A-F Grade scale only

### **MUS121: Piano Proficiency I**

*Credits:* 1

This course is designed to prepare the student pursuing a Music Education Field Endorsement or Vocal Music Subject Endorsement to effectively use the piano in the classroom setting. Topics include, but are not limited to, basic technique, reading piano music, sight-reading, and basic tonic-dominant harmonization.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS122: Piano Proficiency II**

*Credits:* 1

This course is designed to prepare the student pursuing a Music Education Field Endorsement or Vocal Music Subject Endorsement to effectively use the piano in the classroom setting. Topics include, but are not limited to, sight-reading, left-hand accompanying patterns, harmonization using Roman Numeral chord progressions, select major and minor scales, and single line transpositions.

*Prerequisites:* MUS121

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS141: Applied Voice I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS142: Applied Voice II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS151: Applied Organ I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS152: Applied Organ II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private



lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS153: Applied Piano I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS154: Applied Piano II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS155: Applied Woodwinds I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS156: Applied Woodwinds II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS157: Applied Brass I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS158: Applied Brass II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS162: Applied Guitar I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS163: Applied Guitar II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS164: Applied Percussion I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS165: Applied Percussion II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS166: Applied Strings I**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and

regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS167: Applied Strings II**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS181: World Music**

*Credits:* 3

World Music is the study of music from a variety of cultures as experienced through the eyes of a world traveler. As our "virtual reality" itinerary moves from region to region, students are asked to share their first impressions, to focus on an aural analysis of the music, and to examine the rich ethno musicological differences in our world.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **MUS201: Music Theory III**

*Credits:* 3

A continuation of Music Theory I and II, students will review and expand on more complex musical concepts and analysis techniques to aid their understanding of and ability to perform music. This course is based on tonal music and some of the topics included are modulation, melodic principles, voice-leading strategies, secondary dominants, form and formal analysis.

*Prerequisites:* MUS101 and MUS102

*Co-Requisites:* MUS201A

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS201A: Aural Skills III**

*Credits:* 1

Aural Skills III is a course taught in conjunction with MUS201: Music Theory III. It will review and build upon previously learned concepts, and new topics will include, but are not limited to, dictating and singing all intervals, dictating and sight-singing melodic lines using solfeg, rhythmic dictation, and dictating harmonic progressions.

*Prerequisites:* MUS102 and MUS102A

*Co-Requisites:* MUS201

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS202: Music Theory IV**

*Credits:* 3

A continuation of Music Theory I, II, and III, students will review and expand on more complex musical concepts and analysis techniques to aid their understanding of and ability to perform music. This course is based on tonal and atonal music and some of the topics included are borrowed chords, Neapolitan chords, augmented 6th chords, form and formal analysis. Students will study music in proper historical and stylistic context.

*Prerequisites:* MUS101, MUS102, and MUS201

*Co-Requisites:* MUS202A

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS202A: Aural Skills IV**

*Credits:* 1

Aural Skills IV is a course taught in conjunction with MUS202: Music Theory IV. It will review and build upon previously learned concepts, and new topics will include, but are not limited to, dictating and singing all intervals, melodic lines, rhythmic lines, and advanced harmonic progressions.

*Prerequisites:* MUS201 and MUS201A

*Co-Requisites:* MUS202A

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS203: Brass Skills and Pedagogy**

*Credits:* 1

A course designed to study the pedagogy, performance, and literature of brass instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to brass teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of brass instruments at all levels.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS204: Woodwind Skills and Pedagogy: Flute and Clarinet**

*Credits:* 1

A course designed to study the pedagogy, performance, and literature of the flute and clarinet through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to woodwind teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of woodwind instruments at all levels.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS205: String Skills and Pedagogy**

*Credits:* 1

A course designed to study the pedagogy, performance, and literature of string instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to string instrument teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of string instruments at all levels.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS206: Percussion Skills and Pedagogy**

*Credits:* 1

A course designed to study the pedagogy, performance, and literature of percussion instruments through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to percussion teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of percussion instruments at all levels.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS207: Voice Pedagogy and Diction**

*Credits:* 1

This course is a study of science and anatomy of the singing voice and prevailing theories leading to practical and hypothetical application into actual teaching situations. There will also be some discussion and practice of different languages used in singing.

*Prerequisites:* Junior standing or Instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS208: Woodwind Skills and Pedagogy: Saxophone and Double Reeds**

*Credits:* 1

A course designed to study the pedagogy, performance, and literature of the saxophone, oboe, and bassoon through lecture, discussion, demonstration, and performance. Some aspects of study will be focused upon the student's primary instrument, while others will apply to woodwind teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of woodwind instruments at all levels.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS210: American Music Experience**

*Credits:* 3

This course surveys the many types and influences of "American" music including folk and ethnic music from the American Indian, English-Celtic, African-American, and Latino traditions, popular sacred and secular music, Jazz and its forerunners, classical music, and film scores. This course is open to all students.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **MUS221: Piano Proficiency III**

*Credits:* 1

This course is designed to prepare the student pursuing a Music Education Field Endorsement or Vocal Music Subject Endorsement to effectively use the piano in the classroom setting. Topics include, but are not limited to, intermediate harmonizations and learning left-hand accompaniments to add to them, introduction to pop chord harmonization, two-part and three-part choral open score reading, borrowed chords, secondary dominants, and basic accompanying.

*Prerequisites:* MUS122  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS222: Piano Proficiency IV**

*Credits:* 1

This course is designed to prepare the student pursuing a Music Education Field Endorsement or Vocal Music Subject Endorsement to effectively use the piano in the classroom setting. Topics include, but are not limited to, accompanying vocalists and instrumentalists using standard repertoire and

lead sheet harmonizations, three-part and four-part SATB open score reading, hymn texture reading, choral warm-ups, and transpositions.

*Prerequisites:* MUS221  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS240: Special Topics in Music**

*Credits:* 1 to 3

This course is offered to students from any major and includes introductory to intermediate-level topics in music that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **MUS241: Applied Voice III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS242: Applied Voice IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS245: Elementary and Preschool Music Methods**

*Credits:* 2

This course is designed to provide knowledge of psychology, theory, and practice of music education in elementary and

preschools, through a series of interactive learning sessions delivered via a variety of teaching models. Emphasis is placed upon the nature, organization, and maintenance of the elementary and preschool music program. Class activities include instructor presentations of model lessons, student participation in model lesson activities, student microteaching, student observation of classroom teachers, and creative projects.

*Prerequisites:* Junior standing and acceptance into the Midland Teacher Education Program  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS251: Applied Organ III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS252: Applied Organ IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS253: Applied Piano III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS254: Applied Piano IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS255: Applied Woodwinds III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS256: Applied Woodwinds IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* Course includes an additional fee

### **MUS257: Applied Brass III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and

regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS258: Applied Brass IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS262: Applied Guitar III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS263: Applied Guitar IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS264: Applied Percussion III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS265: Applied Percussion IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS266: Applied Strings III**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS267: Applied Strings IV**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private

lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS301: Music in Western Civilization**

*Credits:* 3

MUS301 is a study of the evolution of music in western music from antiquity to 1750. Music styles, forms, and genres are studied by reading textbooks, resource materials and journals, classroom discussion, listening to musical examples in and out of class while following the correlating music scores, and completing various writing projects.

*Prerequisites:* MUS101 and MUS102 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS302: Music in Western Civilization II**

*Credits:* 3

MUS302 is a study of the evolution of music in western civilization from 1750 to the present. Music styles, forms, and genres are studied by reading textbooks, resource materials and journals, classroom discussion, listening to musical examples in and out of class while following the correlating music scores, and completing various writing projects.

*Prerequisites:* MUS301 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS304: Introduction to Conducting**

*Credits:* 1

This course is a study of the technical aspects of successfully conducting an ensemble in a wide range of styles, meters, and tempi. Opportunities to conduct will include videotaped self-analysis as well as conducting various Midland University ensembles.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS341: Applied Voice V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private

lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS342: Applied Voice VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS350: Secondary Choral Methods and Conducting**

*Credits:* 3

This course is designed to help the student develop a philosophical basis and a set of strategies for teaching and conducting secondary choral music, by studying the characteristics of master teachers, by understanding the adolescent and changing voices, by growing in knowledge of efficient rehearsal techniques, by understanding the role that performance plays in music education, by learning to create a positive environment for learning, and by understanding how to effectively communicate with administrators, parents, and colleague. Additional time will be spent researching the many publications, support organizations, and resources available to secondary choral music educators.

*Prerequisites:* MUS304

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **MUS351: Secondary Instrumental Methods and Conducting**

*Credits:* 3

Secondary Instrumental Methods and Conducting is a course designed to examine and understand the purpose, curriculum, and methods of teaching and conducting instrumental music at the secondary school level. Study will involve administration, organization, preparation, and execution with regard to various ensembles. Ensembles covered will include concert band, marching band/pep band, string orchestra, and jazz band.

*Prerequisites:* MUS304  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **MUS352: Applied Organ V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS353: Applied Organ VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS354: Applied Piano V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS355: Applied Piano VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS356: Applied Woodwinds V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS357: Applied Woodwinds VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS358: Applied Brass V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons



for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS359: Applied Brass VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS362: Applied Guitar V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS363: Applied Guitar VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS364: Applied Percussion V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS365: Applied Percussion VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

### **MUS366: Applied Strings V**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS367: Applied Strings VI**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons

for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee; Repeatable for credit by Permission

#### **MUS401: Applied Voice VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS402: Applied Organ VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS404: Applied Piano VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS405: Applied Woodwinds VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS406: Applied Brass VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS407: Applied Guitar VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

#### **MUS408: Applied Percussion VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS409: Applied Strings VII**

*Credits:* 1

Private music lessons present Music Education students with technical and artistic training during weekly lessons and regularly scheduled studio classes. These lessons expand the student's capacity to make music and prepare them to teach music to others. There is a fee for each credit of private lessons. Music Education students will take Applied Lessons for seven (7) semesters. Students enrolled in their seventh semester of applied lessons will present their Senior Recital.

*Prerequisites:* Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **MUS441: Seminar in Selected Topics in Music**

*Credits:* 1 to 3

This course is offered to students from any major and includes advanced-level topics in music that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **MUS450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR203: Foundations of Nursing**

*Credits:* 5

This introductory nursing course builds on the arts and sciences as a basis for foundational nursing knowledge. Students are introduced to the concepts of nursing process, evidence-based practice, and safe patient care. Nursing roles, legal and ethical principles, safe use of technology, and basic therapeutic communication skills are explored. Awareness of cultural and spiritual differences is incorporated into respectful care. Laboratory experiences provide opportunities for the practice of nursing skills prior to clinical

implementation. Students use the nursing process to develop and implement plans of care for the adult and geriatric patient in hospital, long-term care, and community-based settings. Students develop relationships with elders in long-term care that provides opportunity for interpersonal communication, cultural, spiritual, and developmental assessment.

*Prerequisites:* BIO204, BIO205, CHE122, COM101, PSY120, SOC130, WRI101

*Co-Requisites:* **NUR203C: Foundations of Nursing Clinical**; Co-/Prerequisites: NUR210, WRI102

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR205: Medical Surgical Nursing Adult**

*Credits:* 6

NUR205 is the second clinical course offered to nursing students. The student will build upon the knowledge and skills acquired in previous nursing, arts, and science courses. This course affords the student the opportunity to apply theoretical content regarding provision of safe, quality care characterized by evidence-based practice, intra-professional communication, and collaborative treatment plans. The student performs history, physical, spiritual, and cultural assessment in order to develop and implement individualized care for adult patients in medical, post-surgical, and perioperative acute care facilities. Observational experiences are utilized in a variety of settings to expose students to a beginning understanding of expanded leadership roles of professional nurses. A functional health and an environmental assessment provide the basis for a primary prevention teaching-learning project implemented throughout the semester with a well elder in the community.

*Prerequisites:* NUR203, NUR210

*Co-Requisites:* **NUR205C: Medical Surgical Nursing Adult Clinical**; Co-/Prerequisites: BIO207, BIO215, BIO325, CHE290, and PSY210

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR206: LPN to BSN Transition**

*Credits:* 3

This course is designed to transition the licensed practical nurse into the bachelor's curriculum at an advanced level. Emphasis will be placed on theoretical concepts that form the basis of assuming the student nurse role. Students will use knowledge of the arts and sciences as a basis to explore intra-professional communication, legal and ethical concepts, change theory, and the nursing process. The role of the professional nurse will be analyzed in terms of leader of care. Safe use of technology and information systems will be incorporated into class and clinical experiences. Evidence-based knowledge and critical thinking skills will be demonstrated in writing and in the delivery of patient care.

Clinical and lab experiences involve practice and validation of skills, clinical reasoning, and patient care in various clinical settings. Upon completion of the course, five (5) to eleven (11) credits will be awarded to the student.

*Prerequisites:* Current unencumbered LPN License; BIO204, BIO205, CHE122, COM101, PSY120, SOC130, WRI101

*Co-Requisites:* **NUR206C: LPN to BSN Transition Clinical**

*Co-/Prerequisites:* BIO207, BIO215, NUR210, PSY210, WRI102; NUR206C

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR210: Health Assessment**

*Credits:* 3

NUR210 will focus on application of knowledge gained in previous courses toward the physical, psychosocial, and functional status assessment for persons at various stages of lifespan development with special emphasis placed on the geriatric population. Students will become familiar with normal physical assessment findings using a head-to-toe approach. Weekly laboratory sessions enhance student learning by offering opportunities for hands on practice, which includes the use of simulation experiences.

*Prerequisites:* BIO204, BIO205, CHE122, COM101, PSY120, SOC130, WRI101

*Co-Requisites:* **NUR210L: Health Assessment Lab;**

*Co-/Prerequisite:* NUR203, WRI102; NUR210L

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR260R: Ethics for Healthcare Online RN to BSN**

*Credits:* 3

This course will introduce the fundamental concepts of professional ethics and the application of professional ethics in daily practice. Students will be given the opportunity to examine current health care dilemmas from multiple perspectives. The goal of the course is to foster development of professional values and value-based behavior.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR305: Medical Surgical Pediatric Nursing**

*Credits:* 9

This course provides students the opportunity to understand and apply theoretical concepts that form the foundation of care for the chronically ill adult patient as well as the child with acute and/or chronic illness. Emphasis will be placed on conceptual theories of chronicity across the lifespan. Concepts of acute care for the child/adolescent will form the basis for pediatric patient care. Assessment of cultural and

spiritual differences will be incorporated into respectful care of self and others. Leadership strategies, legal and ethical principles and safe use of technology will be integrated into discussions of health care policy and when analyzing the role of the nurse. Students will utilize evidence-based knowledge and critical thinking skills to plan and provide safe quality patient care in medical surgical and pediatric settings.

*Prerequisites:* BIO207, BIO215, BIO325, CHE290, NUR205, PSY210

*Co-Requisites:* **NUR305C: Medical Surgical/Pediatric Nursing Clinical**

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR365: Mother/Baby Nursing**

*Credits:* 5

This course provides students the opportunity to understand and apply theoretical concepts that form the foundation of quality care for maternal and infant patients. Course and clinical topics integrate evidence-based practice, safe use of technology and legal/ethical issues related to mother/baby care. Theories of family-centered care are integrated into nursing care to meet the patient's physiological, emotional, environmental, cultural, and spiritual needs. Physical assessment, technological and clinical reasoning are expanded in this course to incorporate infants, pregnant women and postpartum women.

*Prerequisites:* BIO207, BIO215, BIO325, CHE290, NUR205, PSY210

*Co-Requisites:* **NUR365C: Mother/Baby Nursing Clinical;**  
*Co-/Prerequisite:* NUR375

*DRIVE Attributes:* D

*Additional Attributes:* Course includes an additional fee

### **NUR372R: Spiritual Nursing Care Online RN to BSN**

*Credits:* 3

This course will explore the relationship between spirituality and the practice of nursing. Assessment of patients' spiritual needs, the nurses' role in the provision of spiritual care, the spiritual history of nursing and the spiritual nature of the nurse-patient relationship will be examined. Research and evidence-based content will be presented to include implication for care of acute and chronically ill patients across the lifespan. Students will use a Spiritual Assessment Scale to identify spiritual needs and implement a plan of care that includes goals for spiritual wellness. A Judeo-Christian worldview is the premise of the course although examples of spiritual care and compassion for other religious traditions will be discussed. Respect for all faith traditions will be incorporated into the assessment of spiritual needs and sensitive delivery of care. A servant leadership theoretical model will be the conceptual basis for leading and managing care.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR375: Mental Health Nursing**

*Credits:* 5

This course incorporates concepts and principles of psychiatric mental health nursing to develop and care for individuals, families and selected groups across the lifespan. Students have the opportunity to develop self-awareness, gain understanding of individuals from diverse backgrounds, and provide culturally appropriate care. Students practice therapeutic communication, participate in and apply group processes in selected therapy groups, and use critical thinking skills and the nursing process to develop and direct nursing care for selected patients in the psychiatric mental health care setting. Students practice the application of course concepts in a variety of settings that include, the following: child/adolescent and adult inpatient hospital, residential treatment, geriatric treatment, and partial care programs for both adults and child/adolescents. Students attend outpatient groups in the community for alcohol and mental health rehabilitation and support.

*Prerequisites:* BIO207, BIO215, BIO325, CHE290, NUR205, PSY210

*Co-Requisites:* **NUR375C: Mental Health Nursing Clinical;**  
*Co-/Prerequisite:* NUR365

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR382R: Multicultural Nursing Online RN to BSN**

*Credits:* 3

This course offers in-depth perspectives of the evolving globalization of our society. The theories and concepts of cultural diversity will be analyzed to develop cultural competence. Students examine the ethnic and cultural differences of various populations. Implications of globalization resulting from migrating peoples, rapid transportation, and increasing facility of telecommunications, and computer technology will be discussed. Students will explore health care disparities and analyze potential biases and barriers to providing quality clinical care. Solutions to enhance cultural competence in health care providers that are beneficial to the care recipient, and institutions will be proposed.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR392: Nursing Research and Evidence-Based Practice**

*Credits:* 3

This course will introduce the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be discussed with an emphasis on the future trends for nursing research. The steps of the research process and key research terms will be examined with application to nursing research studies. An overview of research design will be analyzed. The dissemination of research and evidence-based practice findings applicable to health care delivery, will be communicated in the class and/or practice setting.

*Prerequisites:* NUR205

*Co-Requisites:* or Prerequisite: MTH210

*DRIVE Attributes:* R, W

*Additional Attributes:* Course includes an additional fee

### **NUR392R: Nursing Research and Evidence-Based Care Online RN to BSN**

*Credits:* 3

This course will introduce the fundamental concepts of nursing research and evidence-based practice. The present status of nursing research and evidence-based practice will be discussed with an emphasis on the future trends for nursing research. The steps of the research process and key research terms will be examined with application to nursing research studies. An overview of research design will be analyzed. The dissemination of research and evidence based practice findings applicable to health care delivery, will be communicated in the class and/or practice setting.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **NUR395R: Palliative Care Nursing Online RN to BSN**

*Credits:* 3

This course will examine palliative care and the competencies of the professional nurse to meet the holistic needs of patients at the end of life. Students will be given the opportunity to apply palliative care practices through case studies and Online forum discussion. Legal and ethical issues surrounding end of life decisions and the delivery of palliative care will be analyzed. Assessment of patients' spiritual and cultural needs will be explored in order to enhance quality of life. An emphasis on patient centered care will be the foundation for discussions on loss, suffering, bereavement, and grief. Students will demonstrate the ability to communicate effectively through written discussion and reflect on the value of effective communication and collaboration to meet the needs of the palliative care patient and their family. As the student explores issues involving the delivery of palliative care within the current healthcare system, research and evidence-based practices will be

analyzed and solutions proposed that ensure safe patient care and the promotion of health at the end of life.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **NUR405: Advanced Medical Surgical Nursing**

*Credits:* 9

This course provides students the opportunity to apply theoretical concepts that form the foundation of care for diverse individuals with acute, complex health problems across the lifespan. Safe use of technology, ethical / legal issues, including life support, end of life care, and evidence-based practice are emphasized in classroom and clinical discussions regarding quality, holistic and patient-centered care. Students implement leadership and management principles into practice through opportunities to plan and provide nursing care for multiple acute care patients as part of the interprofessional team.

*Prerequisites:* MTH210, NUR305, NUR365, NUR375, NUR392, PHI250

*Co-Requisites:* **NUR405C: Advanced Medical Surgical Clinical**, NUR426

*DRIVE Attributes:* I

*Additional Attributes:* Course includes an additional fee

### **NUR415R: Nursing Leadership and Management Online RN to BSN**

*Credits:* 3

This course is designed for the Registered Nurse working toward achievement of a BSN. This course analyzes nursing leadership and management theories to develop quality patient outcomes for diverse populations. The focus is on staff development, patient safety, nursing liability, managing the team, using evidence to guide practices, and legal documentation and defenses. Students evaluate real-life experiences in the healthcare environment. Professional organizations and certifications of interest to the Registered Nurse students are explored to promote best practices as a nurse leader.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **NUR416: Leadership and Nursing Care Management**

*Credits:* 3

This course explores leadership and management theory to foster the development of quality patient outcomes for diverse populations. Class discussions and assignments center on the safe use of technology, evidence-based nursing

practice, legal and ethical issues associated with health care policy, and advocacy for safe, holistic patient care at various organizational levels.

*Prerequisites:* NUR405, NUR426

*Co-Requisites:* NUR465, NUR497

*DRIVE Attributes:* n/a

*Additional Attributes:* Course includes an additional fee

### **NUR425R: Professional Concepts Online RN to BSN**

*Credits:* 3

Students in this course analyze current trends and issues within the profession of nursing. A focus on professionalism prepares Registered Nursing students for advanced roles and practice. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal or ethical concerns are discussed and scrutinized. Professional activism and quality improvement concepts that impact the changing arena of nursing practice are critically examined. Career advancement is explored to include graduate education, resume, and interview skills.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

### **NUR426: Trends in Contemporary Nursing**

*Credits:* 3

Students in this course analyze current trends and issues within the profession of nursing. A focus on professionalism prepares students for entry and advanced practice in the nursing workforce. Recommendations and solutions for practice with diverse patient populations are evaluated. Policy and legal or ethical concerns are discussed and scrutinized. Professional activism and quality improvement concepts that impact the changing arena of nursing practice are critically examined. Career advancement is explored to include graduate education, resume, and interview skills.

*Prerequisites:* MTH210, NUR305, NUR365, NUR375, NUR392, and PHI250

*Co-Requisites:* NUR405

*DRIVE Attributes:* R, W

*Additional Attributes:* Course includes an additional fee

### **NUR462R: Complex Care - Gerontology Online RN to BSN**

*Credits:* 3

This course provides a theoretical and practice-based approach to caring for older adults. A foundation from Prerequisite courses in the arts and sciences supports holistic care and the promotion of wellness while aging. Students examine issues such as loss, death, transitional and palliative care, and economic realities. Models of care such as PACE and NICHE provide practice guidelines for best practice, quality care, and interdisciplinary collaboration. Geropharmacology,

the biological etiology of chronic illness, dementia, and safety are analyzed. Students will be expected to design evidence-based approaches for the complex care of older adults.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

#### **NUR465: Population Focused Care**

*Credits:* 5

Students in this eight-week community-nursing course utilize critical thinking and the nursing process to implement a plan of care based on assessment and analysis of the health care needs of a selected aggregate population. This course builds upon the principles of public health to introduce the student to a population oriented nursing practice. Concepts of community assessment and public health policy are analyzed. Health promotion, prevention, and maintenance are examined within the context of the health care needs of aggregate populations. The concepts of family, community, cultural diversity, and environmental influence are incorporated into the plan of care developed for a selected aggregate population. Data collection and analysis provides the foundation for the design and implementation of the Population Focused Care Project.

*Prerequisites:* NUR405, NUR426

*Co-Requisites:* NUR416 and **NUR465C: Population Focused Care Clinical**

*DRIVE Attributes:* E

*Additional Attributes:* Course includes an additional fee

#### **NUR475R: Nursing Perspectives in Population Centered Care-Assessment Online RN to BSN**

*Credits:* 3

Students in this clinical course utilize critical thinking and the nursing process to assess and analyze the health care needs of diverse aggregate populations. This course integrates principles of public health and builds upon knowledge from support and nursing courses to develop a population oriented nursing practice. Concepts of community assessment and public health policy are introduced. Health promotion, prevention, and maintenance are emphasized across the life span. The course incorporates concepts of family, community, cultural diversity, and environmental influences in the delivery of population centered care. Population assessment and analysis for a Population Focused Care Project, Phase I will be completed. Design and implementation of the student's Population Focused Care Project will be completed in NUR476R. NUR475R and NUR476R must be taken in the same semester in subsequent 8-week sessions.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* **NUR475C: Nursing Perspectives in Pop. Centered Care-Assessment RN-BSN Clinical**

*DRIVE Attributes:* E

*Additional Attributes:* none

#### **NUR476R: Nursing Perspectives in Pop. Centered Care-Implementation Online RN-BSN**

*Credits:* 3

Students in this clinical course utilize critical thinking and the nursing process to implement a plan of care based on assessment and analysis of the health care needs of a selected aggregate population. This course builds upon the principles of public health introduced in NUR475R to further develop a population oriented nursing practice. Concepts of community assessment and public health policy are analyzed. Health promotion, prevention, and maintenance are examined within the context of the health care needs of aggregate populations. The concepts of family, community, cultural diversity, and environmental influence are incorporated into the plan of care developed for a selected aggregate population. Data collection and analysis previously conducted in NUR475R provides the foundation for the design and implementation of the Population Centered Care Project, Phase II. NUR475R and NUR476R must be taken in the same semester in subsequent 8-week sessions.

*Prerequisites:* Admission into the RN to BSN Nursing Program and RN Licensure

*Co-Requisites:* **NUR476C: Nursing Perspectives in Pop. Centered Care-Implementation RN-BSN Clinical**

*DRIVE Attributes:* V

*Additional Attributes:* none

#### **NUR497: Nursing Capstone**

*Credits:* 7

NUR497 is the eight-week capstone experience for the nursing program. This course integrates knowledge from support courses and previous nursing courses with principles of acute, chronic, and complex nursing care. Students partner with a practicing BSN RN preceptor and complete clinical hours in an assigned clinical setting. Required live seminars and written work allow students to examine and reflect on important nursing topics such as ethical/legal issues, evidence-based practice, standards of practice, and leadership in nursing. Entry into practice issues, licensure, and transitioning from the student role to the professional nurse role are examined. In the clinical settings, students coordinate safe care of multiple patients as part of the interprofessional team. Prioritization, safe use of technology, and positive, patient-centered outcomes are emphasized. Students plan individualized care for spiritually and culturally diverse patients and manage their care with sensitivity. Students prepare for NCLEX by completing an intensive program of study online using ATI resources. NUR465 and NUR497 are to be taken in the same semester in subsequent 8-week

sessions. Successful completion of NUR465 is required to progress into NUR497.

*Prerequisites:* NUR405, NUR426

*Co-Requisites:* NUR465, **NUR497C: Nursing Capstone Clinical**, NUR416 along with the other courses already listed

*DRIVE Attributes:* V

*Additional Attributes:* none

### **PHI200: Philosophy Across the World**

*Credits:* 3

This course enables students to learn the philosophical basis of cultural and political identities and movements and helps students to appreciate the diversity within the world. The course presents the basic problems and methods of philosophy together with solutions offered by various philosophical schools. The metaphysical and social thought of eastern, western, and Third World traditions are studied. The students are exposed to philosophers and schools of thought such as Plato, Descartes, Locke, Confucius, Kropotkin, Vedanta, and Buddhism, and gain an awareness of world community through the discovery that philosophical positions have been the basis for both cooperation and conflict in the human experience.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **PHI250: Foundations of Moral Decision Making**

*Credits:* 3

This course in moral responsibility is concerned with how individuals employ moral principles in dealing with the moral dilemmas that occur in the conduct of their careers and private lives. We will learn to recognize moral problems, clarify the issues involved in the problems, and analyze the various ethical arguments and positions that apply to the problems identified. In addition, we will explore how individuals are embedded in larger structures that influence their behavior. We will spend time learning critical thinking, problem solving, and dialogue skills as ways to enhance moral reflection.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **PHI282: Special Topics in Philosophy**

*Credits:* 3

Courses offered under this title reflect the research interests and specialized expertise of the religion and philosophy faculty members, providing an opportunity to explore important issues. Special topics may or may not be offered again.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **PHI290: What is Religion? Who is God?**

*Credits:* 3

This course examines the philosophical questions about religions, God, and faith in their spiritual, historical, and theological expression and responds to them from the perspective of the Christian faith and its transforming power. Some of the questions raised include the following: Why are people religious? Can God's existence make a difference? Can God's existence be proven? Does such proof make a difference? If God is good, why is there evil? What difference does religion make for human life? The students' understanding of Christian faith is deepened and challenged by rational consideration of God, faith, the meaning of evil and human destiny.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **PHI300: Philosophy of Knowledge**

*Credits:* 3

This course focuses on epistemology, the branch of philosophy that examines knowledge. We will investigate classical philosophical claims about knowledge and read post-colonial, feminist, and disability studies writers who offer different epistemologies. In addition, the course will utilize the tool of photovoice, where digital images representing social situations and problems are created and interpreted, and often used to document the experiences and knowledge of marginalized people and communities. The course will take up both the central problem of epistemology (How do we know what we know?) and critiques of common philosophical responses to that question. Students will engage in creation and analysis of knowledge using digital tools.

*Prerequisites:* WRI101, Sophomore standing, or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **PHI380: Critical Thinking**

*Credits:* 3

This course examines the processes of human argumentation and thinking from a variety of differing philosophical and disciplinary perspectives. Students learn how to identify cultural prejudices in the formulation and examination of argumentation, how to construct arguments, and how to examine critically the forms of arguments and the evidence



provided in support of arguments. Students will study the common forms of fallacious reasoning and how to avoid unwarranted assumptions in building sound arguments. Formal logic is introduced as an aid in critical thinking. Cross-cultural issues regarding the universality of human reasoning are also examined.

*Prerequisites:* Sophomore standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

#### **PHI450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **PHI482: Seminar in Selected Topics in Philosophy**

*Credits:* 3

Courses offered under this title reflect the research interests and specialized expertise of philosophy faculty members, providing the opportunity for an exploration of important issues. Included within the course are upper-level topics that may be currently emerging in the study of philosophy and/or are of particular interest to students, but are not currently included in regular course offerings. Special topics may or may not be offered again.

*Prerequisites:* WRI102

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **PHY121: Descriptive Astronomy**

*Credits:* 4

This course studies the history of astronomy, astronomical tools, seasons, the solar system, and observation of astronomical phenomena. The earth is studied as a model of a sustainable world and is compared to other planets. From this comparison, students gain an understanding of their role as scientifically literate citizens promoting a sustainable existence within this universe. In the laboratory, particular emphasis is given to scientific methodology.

*Prerequisites:* none

*Co-Requisites:* **PHY121L: Descriptive Astronomy Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **PHY122: Astronomy Beyond the Solar System**

*Credits:* 4

This course presents the natural and physical forces that shape the universe and focuses on the universe outside of the solar system. Concepts discussed include light, stars, galaxies, the universe, and the possibility of life in space. Through these studies, the students examine their potential roles as scientifically literate citizens with responsibility for sustaining a fragile universe. In the laboratory, particular emphasis is given to scientific methodology.

*Prerequisites:* none

*Co-Requisites:* **PHY122L: Astronomy Beyond the Solar System Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **PHY151: General Physics I**

*Credits:* 4

This course focuses on mechanics, waves, and thermodynamics. The laboratory emphasizes observation, measurements, the methodology of scientific discovery and physics concepts. The students become scientifically literate and apply physics to decisions that they will make in their role as citizens promoting a sustainable universe. Students taking this course should have a working knowledge of high school algebra and trigonometry.

*Prerequisites:* none

*Co-Requisites:* **PHY151L: General Physics I Lab**

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **PHY152: General Physics II**

*Credits:* 4

This course covers the basic concepts and theories of electricity, magnetism, optics, and introductory Modern Physics. The laboratory sessions are used to explore the main concepts.

*Prerequisites:* PHY151

*Co-Requisites:* **PHY152L: General Physics II Lab**

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **POL112: Introduction to Political Science**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* I  
*Additional Attributes:* none

### **POL113: American Government**

*Credits:* 3

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

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* I  
*Additional Attributes:* none

### **POL221: Special Topics in Politics**

*Credits:* 3

This course investigates the historical evolution of current event political topics. Students will review scholarship and opposing views of the selected topic. Students taking the course for Politics credit will complete assignments specific to that purpose, as stated in the course's syllabus.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **PSY120: Fundamentals of Psychology**

*Credits:* 3

In this course, students learn the principles of psychology and their application to the student's daily activities, including effective study habits, risks of drug use, issues of moral and cognitive development, influences and dangers of conformity, coping with stress, and the importance of self-concept on self-esteem.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* R  
*Additional Attributes:* none

### **PSY210: Developmental Psychology**

*Credits:* 3

The purpose of this course is to study physical, social, emotional, and cognitive development of humans from conception through adulthood. Physical development will include maturational processes (e.g., genetics) as well as environmental effects (e.g., teratogens, nutrition, health,

abuse). Social and emotional development will include theories of Erickson, temperament, parenting styles, friendships, and self-esteem on personality development. Cognitive development will include theories of Piaget and Vygotsky, information processing, learning, memory, and intelligence (e.g., Gardner). Student assignments may include discipline based individual projects of contemporary topics (e.g., exceptional learners, learning styles, age appropriate behavior, issues of aging, effects of technology), field based experiences, and oral presentations.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* R, E  
*Additional Attributes:* none

### **PSY248: Movies and Mental Illness**

*Credits:* 3

The purpose of this course is to study psychopathology as depicted in popular films. We will study the diagnostic criteria, symptoms, causes, and treatments of several major categories of psychopathology. We will discuss and critically evaluate film portrayals of different psychological disorders.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **PSY270: Introduction to Counseling**

*Credits:* 3

This course is designed to provide the student with exposure to the five stages of counseling through exercises and role-playing. Skills reviewed include: listening, empathy, confrontation, behavioral techniques, biofeedback techniques, and group techniques. Counseling intervention theories covered include affective, cognitive, behavioral, and systemic. The course also presents the ethical standards of counseling. Independent study and reporting are required.

*Prerequisites:* PSY120, PSY210, or Sophomore standing  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **PSY300: 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.

*Prerequisites:* PSY120 or PSY210

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **PSY314: Social Psychology**

*Credits:* 3

This course examines the scientific study of the way individuals think, feel, and behave in social situations. Topics include social self, perception of others, interpersonal attraction, intimate relationships, helping others, aggression, attitudes, group processes, and the application of these topics to our lives.

*Prerequisites:* Sophomore standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* Cross-listed as SOC314

### **PSY331: Physiological Psychology**

*Credits:* 3

This course focuses on the study of physiological aspects of behavior with special emphasis upon neurological structure and function. Experimental evidence on which psycho-physiological theories are based is reviewed. Areas covered include the physiological bases of senses, body needs regulation, motivation, learning, brain damage, and mental disorders. Recommended Preparation: Junior standing

*Prerequisites:* PSY120

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **PSY333: Abnormal Psychology**

*Credits:* 3

Students study the symptoms, causes, diagnostic criteria, progression, and treatments of the major categories of abnormal behavior. Topics studied include definitions of abnormal behavior, etiological theories of abnormal behavior, evaluation processes, and specific disorders including anxiety disorders, dissociative disorders, mood disorders, personality disorders, schizophrenia, substance-related disorders, and disorders of childhood and adolescence.

*Prerequisites:* PSY120 and Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **PSY350: Tests and Measurement**

*Credits:* 3

This course is an introduction to the construction, administration, and interpretation of psychological tests. This

course reviews statistics, scaling techniques, and measurement theory. By the end of the course, students will have an understanding of various psychological measures, will be able to read and interpret test critiques, and will be able to administer and interpret some commonly used standardized and non-standardized tests.

*Prerequisites:* PSY120 and Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **PSY380: Psychology of Addictions**

*Credits:* 3

This course offers an examination of the nature, causes, dynamics, consequences, and treatments of addictive behavior, including analysis of addictions in the context of social institutions such as the family and schools and society in general.

*Prerequisites:* Sophomore standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* Cross-listed as SOC370

### **PSY414: Cognition**

*Credits:* 3

This course will include an exploration of the history and contemporary research related to cognitive processes including attention, problem solving, and concept formation. Issues in human memory and perception will also be explored within the cognitive context.

*Prerequisites:* PSY120

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **PSY434: Personality Theory**

*Credits:* 3

This course is designed to give students an overview of major classic and current theories of personality. Current research findings, therapeutic, educational, and social applications, and critical evaluation of these theories are emphasized. Students apply theoretical ideas to understanding a specific individual by reading a biography/autobiography and developing a psychological analysis. The course involves readings, discussion, in-depth independent research, and writing.

*Prerequisites:* PSY120 and Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* I, W

*Additional Attributes:* none

### **PSY450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **PSY496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **PSY498: Advanced Experimental Psychology**

*Credits:* 3

Each student individually conducts a study of human behavior according to the principles and procedures of psychological research and, in so doing, develops critical thinking skills. The student defines a problem, reviews previous research on the topic, designs a study to evaluate their hypothesis, conducts the study and collects appropriate data, statistically analyzes the results to make conclusions, and writes a report of the study according to APA style. Also, to assess the student's mastery of the psychology content, the student will review, take practice tests, and must successfully pass a comprehensive subject test of the field of psychology. This course serves as the psychology major capstone experience.

*Prerequisites:* SSC410 and Senior standing

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **PSY499: Psychology Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* PSY120 and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

#### **REL112: Introduction to Christianity as Religion**

*Credits:* 3

This course is designed to introduce students to a range of concepts and techniques employed in the field of religious studies, using Christianity as the central case study. The course will include sections on comparative religion, the study of religion as a human phenomenon, and the range of beliefs and practices within Christianity. Our goal is to assess Christianity as a religious tradition and to develop a more meaningful and informed understanding of how religious traditions are expressed by different communities in different locales and time periods.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

#### **REL120: Development of Christian Thought**

*Credits:* 3

This course explores the development of Christian doctrine from the earliest doctrinal controversies in the church through the more recent doctrinal developments. The emphasis in the course is on the spiritual, historical, and theological importance of the central teachings of the faith in order to equip students to wrestle with these doctrines in light of their own experience and beliefs. The course also presents the transformative power of these central Christian doctrines on those who formulated them.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E, W

*Additional Attributes:* none

#### **REL130: Introduction to the Old Testament**

*Credits:* 3

This is a course in Old Testament, sometimes called Hebrew Bible. Our approach to the text will be an academic one, emphasizing historical and linguistic study of the text, but will also include religious reflection on the text (for instance, the Old Testament's significance to the Jewish and Christian traditions). We will also explore the social communities that created the Old Testament texts, the genres present in the Old Testament, and the development of religious ideas throughout the texts. We will study the role of the Hebrew Bible as a Jewish text, both in ancient and modern contexts. The course does not presume or require Christian faith, but does not exclude it either. In this course, students will gain familiarity with various academic approaches to studying the Old Testament, particularly historical-critical method. The course emphasizes reading the Old Testament texts as writings shaped by their historical period and the experiences of the people composing them. Students will be expected to engage in textual exegesis and thoughtful reflection on the Old Testament as a source for Christian theology.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R  
*Additional Attributes:* none

#### **REL140: Introduction to the New Testament**

*Credits:* 3

This course approaches the New Testament from an academic perspective. We will examine the historical context in which the texts that comprise the New Testament were written, the social communities that created them, and various types of interpretation practices by Christians of different eras, as well as studying the literary style of the many genres present in the New Testament. This approach does not presume or require Christian faith, but does not exclude it, either. Students should be prepared to encounter ideas about the Bible that are different from what they may have been taught at home or in church; we will engage in ongoing conversation throughout the semester about these differences.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* R  
*Additional Attributes:* none

#### **REL185: Christian Communities-How Christians Live(d) out the Gospel**

*Credits:* 3

What is a Christian and how does one live out one's life as a Christian? For many Christians, the definition of a Christian seems self-explanatory, yet the way that Christians live and have lived out their understanding of Christianity varies tremendously across cultures and over history. In this course, we explore a range of interpretations of the Christian message and examine the implications of those interpretations for practice. Among the communities we investigate may be the following: 18th and 19th century Utopian and communal groups, African American churches, liberation theology and Pentecostalism in Latin America, North American Latino/a Christianity, GenX religious life, mega-churches, contemporary evangelicalism, and post-Vatican II Catholicism.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

#### **REL201: Lutheranism**

*Credits:* 3

This course is a chronologically-ordered study of Lutheran theology, beginning with Luther's writings and the Reformation, and examining a range of contemporary Lutheran theological positions. We will learn about Lutheran theology, the doctrines of justification by faith and sola scriptura, Lutheran ethical concerns, Lutherans in Latin America, and study contemporary social statements of the

ELCA. Students do not need to be Lutheran to take the course.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

#### **REL202: Christianity and Popular Culture**

*Credits:* 3

The course explores the relationship between Christianity and popular culture, including film, television, music, sports, and social media. Key concepts include the bidirectionality of the relationship between religion and culture and the theological process of responding to cultural questions with answers based in the Christian tradition.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* D  
*Additional Attributes:* none

#### **REL206: Contemporary Christian Theology**

*Credits:* 3

This course is designed to explore a range of contemporary Christian theological perspectives, including body theology, womanist and feminist theology, LGBT theology, black theology, and disability theology. A central theme of the course is how individual human perspectives are relevant to theological reflection. A unifying theological claim explored throughout the course is that every human being is created in the image of God.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

#### **REL208: Jesus and the Prophets-Reading the Christian Bible**

*Credits:* 3

This course seeks to introduce students to the thematic and conceptual unity of the Christian Bible as a deliberately intended unity of distinct parts: Old Testament and New Testament. We will examine selected contexts from both testaments, seeking connecting and unifying themes, images, and concepts. We will seek to determine how the New Testament writers employed and developed the Jewish Scriptures for the purpose of explicating and promulgating the teaching of Jesus.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

#### **REL230: Power-Social Structures & Moral Responsibility- An Analysis of Contemporary Social Problems**

*Credits:* 3

What are our moral obligations? How do we know what is right? How should we respond to the pressing social issues of today? This introductory course is designed to respond to these and other similar questions by providing an understanding of the structures and dynamics of power in U.S. society. We will explore how these structures and dynamics of power give rise to and maintain racism, classism, sexism, heterosexism, and other mechanisms of social stratification and manipulation. The course will introduce social and moral reflection by engaging in extended analyses of selected social problems as windows into how we understand moral responsibility. We will also work together to identify, respond to, and analyze particular issues of interest to the students.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **REL240: Religions of the World**

*Credits:* 3

This course examines the religious traditions of humanity as a means of confronting the students with the diversity within the world. Ancient and indigenous religious traditions are studied, but emphasis is given to the major religions of the East and West, such as Islam and Buddhism, which have had the most effect on contemporary lives and cultures, illustrating the interdependence of all world communities. Historical developments, religious texts, and key personalities and movements are presented so that the students may discern, through comparison with their own background, an awareness of the religious world community.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

#### **REL280: Christianity and Human Sexuality**

*Credits:* 3

This is a course focused on the phenomenon of human sexuality as understood within the Christian tradition, emphasizing ethical decision-making with respect to issues of sexuality. Students will read, view, and listen to a variety of texts discussing issues of sexuality and sexual behavior, from the Old Testament to the early Christian saints to the Church Fathers and into the contemporary period. Appropriate sexual conduct, ethical reflection upon birth control and abortion, religious views of homosexuality and marriage will all be covered in the course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

#### **REL282: Special Topics in Religion**

*Credits:* 3

Courses offered under this title reflect the research interests and specialized expertise of religion and philosophy faculty members, providing the opportunity for an exploration of important issues. Special topics may or may not be offered again.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **REL285: Disability Theology**

*Credits:* 3

The course investigates the disability rights movement, its relationship to the civil rights movement, and its engagement with the Christian theological tradition. We will consider what resources Christianity has to offer people with disabilities, how to understand the biblical texts' sometimes ambiguous depiction of persons with disabilities, and what insights the field of disability theology has to offer Christians, both disabled and non-disabled.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

#### **REL420: Senior Thesis**

*Credits:* 3

The Religion/Philosophy major requires that all students complete a senior thesis. Students are assigned a primary supervisor from the faculty depending on their area of research. All students will 1) meet at least once a week with the supervisor, 2) define an area of research in religion or philosophy, and 3) present their finding in a formal paper with oral defense to the religion/ philosophy faculty and invited guests. The senior thesis is designed as an experience in independent research and the student is responsible for its specific content and structure. This course serves as the program's capstone experience.

*Prerequisites:* Permission by application; student must obtain permission and complete application prior to the end of previous semester.

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

#### **REL450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **REL482: Seminar in Selected Topics in Religion**

*Credits:* 3

Courses offered under this title reflect the research interests and specialized expertise of religion faculty members, providing the opportunity for an exploration of important issues. Included within the course are upper-level topics that may be currently emerging in the study of religion and/or are of particular interest to students, but are not currently included in regular course offerings. Special topics may or may not be offered again.

*Prerequisites:* WRI101 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **REL496: Research**

*Credits:* 1 to 3

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 in good standing may register for this course upon consultation with their advisor and faculty and after gaining approval from Academic Affairs.

*Prerequisites:* Junior standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **REL499: Religion Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **SAL101: Introduction to Sport Management**

*Credits:* 1 to 3

The sport industry is an innovative field of study with a range of career and management opportunities available. The foundation of the management skills and practices learned in this field are applicable to a variety of businesses and organizational needs. This course serves as an introduction to the field of sport management, offering a diversity of information pertaining to foundations of sport management, the differing levels of sport (e.g., youth, recreation, amateur

and professional), the various sport industry segments, and current ethical and social issues in athletics today.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

#### **SAL201: Gameday Operations**

*Credits:* 1 to 3

There is a lot that goes into making a sporting event successful including the ticketing, concessions, in-game entertainment, the livestream, game statistics, and so much more! This course covers the basics of gameday operations to ensure that things run smoothly and provides students with opportunities to practice areas within operations.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

#### **SAL215: Sports Officiating and Game Administration**

*Credits:* 3

This course is a study of principles, philosophy, mechanics, interpretation, and application of various sports as well as game administration topics such as coach, fan, and player communication.

*Prerequisites:* SAL101 or sophomore status

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **SAL301: Fan Experience and Event Management**

*Credits:* 3

Both fan experience and event management are an important part of the sporting world. Whether you oversee a youth soccer tournament, a professional basketball game, or anything else, it is necessary to make sure that fans can engage in the action and that the event is planned, managed, and evaluated effectively. This course provides the foundations for each.

*Prerequisites:* SAL101, SAL201, and MKT142

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

#### **SAL490: Sport Administration Capstone**

*Credits:* 3

The Sport Administration Capstone course provides students with additional hands-on experiences in the business aspects of a team or organization involved in athletics. The course will ask students to apply knowledge from other courses and assist a selected team or organization in their administrative efforts that include, but are not limited to: event management, laws, policies, fan experience, program

budgets, and gameday operations. Students will produce a cohesive business and athletic operations plan for their selected team or organization as part of the course.

*Prerequisites:* SAL301 and senior status

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

### **SOC130: Principles of Sociology**

*Credits:* 3

This course assists students in understanding their relationships with society, social groups, structures, and processes, and the role of these relationships in individual development and fulfillment. Specific societal structures studied are class, ethnicity and gender categories; family, educational, political, economic, and religious institutions; collective behavior and social movements. The course uses three major theoretical perspectives to view the individual in interaction with other persons in the context of social institutions.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **SOC212: Introduction to Human Services**

*Credits:* 3

Introduction to Human Services offers a survey of the major types of human services delivery systems, agencies, programs, and tasks, together with their historical roots, methodologies, objectives and likely developments in the future.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SOC220: Minorities and Cultural Diversity**

*Credits:* 3

SOC220 provides an analysis of the historical, social and moral dilemma of recognizing individual and group diversity in American society while trying to define what it means to be "American," with an emphasis on the relationships between identifiable minority memberships and the "dominant" culture in American society and their consequences.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SOC225: Sociology of Film**

*Credits:* 3

This course fosters the capacity to apply one's sociological imagination to critically examine films with specific attention

to aspects of social inequality. Students are expected to watch and analyze various films in connection with reading relevant scholarship.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SOC230: Sociology of Sports**

*Credits:* 3

This course offers a critical analysis of the role participatory and spectator sports play in American life through study of current data, writing and first-hand observation.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SOC235: Human Trafficking**

*Credits:* 3

Human trafficking is a complex social problem with multiple contributing factors largely rooted in intersecting inequalities. In this course, we will examine the dynamics of human trafficking on a local and global level from various theoretical perspectives. Our course will pay close attention to the intersection of different inequalities and how structural conditions impact human trafficking as well. It will also examine international, federal, and state legislations to prevent and respond to human trafficking victimization.

*Prerequisites:* SOC130 or CJU101

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **SOC240: Special Topics in Sociology**

*Credits:* 3

This course is offered to students from any major and includes introductory to intermediate-level topics that may be currently emerging in the field of sociology or of particular interest to students but are not currently included in regular course offerings.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **SOC245: Sociology of Childhood and Adolescence**

*Credits:* 3

This course examines social issues related to children and adolescents by exploring the larger economic, political, and social forces that influence these groups. The major influences of socialization, as well as systems of stratification,



are also explored through diverse readings and field trip opportunities.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **SOC250: Social Issues in Literature**

*Credits:* 3

This course examines major contemporary social issues such as racism, crime, addiction, sexual discrimination, environment, dysfunctional families, and consumerism. The course uses literary texts for the presentation of the various issues and sociological analysis for the assessment of the problems involved and possible solutions. The students learn to read and appraise a literary text as a vehicle of social commentary and become aware of the sociological theories related to the commentary presented.

*Prerequisites:* SOC130 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SOC298: Sociology Leadership Development Seminar**

*Credits:* 1

This course provides students with the opportunity to engage in significant leadership experience within sociology as discussion leaders for another course within the program. Under the supervision of a Midland faculty member, the students will co-lead small groups of students in discussion of key topics related to the course. Students will learn about common classroom strategies, including devising thoughtful discussion questions and how to facilitate a classroom discussion. They will also reflect often on their experience as a discussion leader.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SOC300: Marriage and the Family**

*Credits:* 3

This course is a study of family as an institution in American society and its historical and socio-economic context, including; ethnic variations and social class differences, gender issues and public policy concerns and their effects on sexuality, premarital involvement, marriage, parenthood, family violence, divorce, and remarriage.

*Prerequisites:* Sophomore status or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **SOC314: Social Psychology**

*Credits:* 3

This course examines the scientific study of the way individuals think, feel, and behave in social situations. Topics include social self, perception of others, interpersonal attraction, intimate relationships, helping others, aggression, attitudes, group processes, and the application of these topics to our lives.

*Prerequisites:* Sophomore standing or Instructor

Permission

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* Cross-listed as PSY314

### **SOC342: Social Inequality**

*Credits:* 3

This course examines society's system of social inequality; its origins, causes and consequences for different economic and social classes; and trends and their impact on social issues.

*Prerequisites:* Sophomore status or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* none

### **SOC370: Sociology of Addictions**

*Credits:* 3

This course offers an examination of the nature, causes, dynamics, consequences, and treatments of addictive behavior, including analysis of addictions in the context of social institutions such as the family and schools and society in general.

*Prerequisites:* Sophomore standing or Instructor

Permission

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* Cross-listed as PSY380

### **SOC390: Gender and Society**

*Credits:* 3

SOC390 provides an in-depth analysis of social problems focusing on the gendered experiences within the social and political world in which we live. Research will be incorporated which examines how gender inequality intersects with inequalities based on race, social class, sexual orientation, age, cultural differences, and physical ability/disability. Students utilize a text, outside reading, films, and outside speakers.

*Prerequisites:* Sophomore status or instructor permission

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SOC414: Social Change**

*Credits:* 3

In this course, students learn to use their sociological imagination to think critically about social problems by focusing on what can be done to help create positive social change. The role of micro and macro forces in both the creation of the problem and potential change is explored.

*Prerequisites:* Junior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

#### **SOC420: Social Theory**

*Credits:* 3

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

*Prerequisites:* SOC130 and Junior standing or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* I

*Additional Attributes:* Cross-listed as ENG380

#### **SOC426: Advanced Social Research Methods**

*Credits:* 3

In this course, students will apply their knowledge of data analysis and research methods by designing, conducting, and analyzing their own research study. This study will be presented as part of a university-wide research fair. The course will also focus on preparing students for post-graduation employment or graduate school.

*Prerequisites:* SSC410 and Senior standing

*Co-Requisites:* none

*DRIVE Attributes:* R, W

*Additional Attributes:* none

#### **SOC440: Seminar in Selected Topics in Sociology**

*Credits:* 3

This course is an upper-level topics course designed to focus on issues that may be currently emerging in the field of sociology or of particular interest to students but are not currently included in regular course offerings.

*Prerequisites:* SOC130 or Instructor Permission

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

#### **SOC450: Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **SOC499: Sociology Internship**

*Credits:* 1 to 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* SOC130 and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* V

*Additional Attributes:* none

#### **SPD233: Technology - Methods & Materials in Special Education**

*Credits:* 4

This course reviews K-12 instructional strategies that meet the needs of all exceptional learners as identified by the Individualized Educational Plan (IEP). Upon completion, Candidates will be able to identify and use specialized curriculum, equipment, materials and assistive technology. Candidates will have an understanding of inclusion and the use of research-supported strategies and practices that allow participation and access to the general education curriculum including strategies for maintenance and generalization. This course includes 10 hours of field-based experience.

*Prerequisites:* EDU204 and SPD296

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **SPD242: Collaboration and Inclusive Learning Environments**

*Credits:* 4

This course will provide a comprehensive review of the tools and techniques needed to develop inclusive school environments for all students. The pre-candidate will examine the aspects of developing collaborative teams and collaborative environments to enhance the learning of an increasingly diverse student population. There are 10 hours of field-based experience in this course.

*Prerequisites:* EDU204 and SPD296

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

#### **SPD247: Early Childhood Special Education**

*Credits:* 3

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

*Prerequisites:* SPD296

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Cross-listed as ECE247

### **SPD252: Impact of Language Across Disability Areas**

*Credits:* 3

This course provides an understanding of how language influences the learning of individuals with disabilities. Upon completion of this course, candidates will be able to select, adapt, and use a repertoire of evidence-based instructional strategies to enhance language development and communication skills of individuals with disabilities. Particular emphasis will include collaboration between families, professionals, and service-providers.

*Prerequisites:* SPD296 and Sophomore standing

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD296: Introduction to Special Education**

*Credits:* 3

This course is an introduction to understanding the dynamics and complexities of working with ALL learners in the regular education classroom. Students will learn the historical and philosophical perspectives of different education delivery models, with an emphasis on an inclusionary model; the classroom teacher's responsibilities in early identification of students with learning difficulties and the teacher's role in the MDT and IEP processes. Students will get an introduction to the classification and characteristics of different disabilities; accommodations, family issues, and current findings related to the education of at-risk, handicapped and high ability learners. This course meets the Nebraska Department of Education special education requirement. This course includes a minimum 10 hours field-based experience.

*Prerequisites:* EDU270 or ABA Major

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD350: Lifelong Planning for Exceptional Learners**

*Credits:* 4

This course examines the critical needs of students with disabilities who will be moving from school to adult life. Candidates will learn how to develop a coordinated approach for their students in the areas of integrated employment, postsecondary education and training, and independent living. An overview of laws and policies related to transition planning, areas that affect the quality of the transition Individual Education Plan, transition curriculums, and the roles of professionals will be investigated in this course. The candidate will understand the role, responsibilities, and legal requirements in planning transition to adulthood. A 5-hour field base experience is a requirement of this course.

*Prerequisites:* Acceptance into the Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD353: Assessment and Behavior Interventions**

*Credits:* 4

This course examines the components of successful behavior intervention programs as well as positive behavior supports for students with challenging behaviors. Instructional strategies, classroom environments, and legal implications for serving challenging students will be studied. Students will investigate multiple types of assessment information, for both formal and informal assessments, in making educational decisions about individuals with behaviors. A 10-hour field based experiences is a requirement in this course.

*Prerequisites:* SPD233 and acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD354: Elementary K-6 Practicum**

*Credits:* 1

This course provides 45 hours of field experience in Special Education at the elementary level. Candidates will select from a variety of assignments a project of interest related to their practicum.

*Prerequisites:* SPD233, SPD247, Junior Standing and acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD356: K-6 Special Education Practicum**

*Credits:* 1

This course provides 45 hours of field experience in Special Education at the elementary level. Candidates will select from

a variety of assignments a project of interest related to their practicum.

*Prerequisites:* ECE386, ECE386A, SPD233, SPD247, Junior Standing and acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD357: 7-12 Special Education Practicum**

*Credits:* 1

This course provides 45 hours of field experience in Special Education at the secondary level. Candidates will select from a variety of assignments a project of interest related to their practicum.

*Prerequisites:* EDU260, SPD233, Junior standing, and acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD358: Legal Issues and Program Development**

*Credits:* 3

This course reviews legal issues pertinent to special educations and implications for program development. Candidates will examine legal case studies that have set the tone for implementation of special education mandates and services. Careful study of federal and state requirements will be included.

*Prerequisites:* Acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD368: Identification of Children with Disabilities**

*Credits:* 3

This course comprehensively examines the identification process for disability categories to determine those children who are in need of special education services. Upon completion of this course, the candidate will understand the state definition, Multidisciplinary Evaluation Team composition, identification guidelines, and procedures to determine adverse effect on developmental/educational performance. This course is designed to help the teacher candidate understand and implement various instructional procedures, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful activities and social interactions, and locate appropriate materials and resources for each disability category.

*Prerequisites:* SPD296 and acceptance into Midland Teacher Education program or ABA Major

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD369: Multidisciplinary Team and Individual Education Plan (MDT/IEP)**

*Credits:* 3

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

*Prerequisites:* Acceptance into Midland Teacher Education program

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SPD420: Clinical Experience-Special Education K-6**

*Credits:* 7

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

*Prerequisites:* Meet all requirements previously stated in the catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **SPD430: Clinical Experience-Special Education 7-12**

*Credits:* 7

This experience provides a 10 week supervised, full time teaching within a selected special education secondary setting. Upon completion of this experience Candidates will be able to demonstrate proficiency of subject matter, develop curriculum plans, use classroom management techniques, select appropriate instructional methods to meet learner needs, provide quality instruction to all students including those with special needs, evaluate learner progress, utilize

educational technology, and establish cooperative relationships with colleagues. Candidates will receive written and oral feedback from the Cooperating Teacher, and respond to periodic evaluations by the Midland Supervisor.

Satisfactory participation in Clinical Experience seminar scheduled by the department is required. Students engage directly in critical thinking activities related to the teaching/learning process.

*Prerequisites:* Meet all requirements previously stated in the catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **SPD436: Clinical Experience-Special Education K-12**

*Credits:* 14

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

*Prerequisites:* Meet all requirements previously stated in the catalog

*Co-Requisites:* EDU410

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **SSC120: Introduction to Public Health**

*Credits:* 3

This course is an introduction to public health with a focus on the United States, although global health issues are considered as well. Public health is concerned with the health of the community as a whole. A public health perspective views the health of a population as influenced by social, behavioral, environmental, and economic factors. This course provides an introduction to the history, science, and principles of public health. Critical thinking is an integral part of the exploration of public health and is discussed and applied in discussions, lectures, class activities, and assignments.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SSC201: Contemporary Issues in Public Health**

*Credits:* 3

This course is a study and analysis of economic, social, political, and ethical factors that address the management of human, technological, and financial resources for health service delivery in public, private and voluntary systems. Emphasis is placed on historical development of health care delivery, past and current reform issues in the United States. Included in the course are methodologies utilized to prevent disease, prolong life, and promote the health of populations. The course will address local, national, and global ecological and environmental issues related to health. The course will utilize information technology (informatics) in managing health systems.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **SSC302: Social Aspects of Aging**

*Credits:* 3

This course will review the sensory, perceptual, intellectual, and personality changes that occur in older people. In addition, demographic trends and the aging population in America, the social construction of life stages and the creation of "old age," cultural labeling and human resistance to aging will be discussed. Cultural diversity in aging will be addressed. Content will address social support, mental health, as well as death, dying and bereavement. Common adjustment concerns will be discussed from a variety of perspectives.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SSC350: Social Science Statistics and Methods I**

*Credits:* 3

This course presents social science research as a critical thinking process. Students are introduced to the scientific method, APA writing style, and the ethics of research. They learn the basic components of applying the scientific method including research design, hypothesis development, and sampling. Techniques of social statistics including descriptive statistics and correlation are applied in a final paper involving secondary data analysis.

*Prerequisites:* Sophomore standing and at least 9 credits within SOC, PSY, or CJU

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **SSC410: Social Science Statistics and Methods II**

*Credits:* 3

This course expands on exploration of research methods in social sciences introduced in SSC350. Students develop scientific skills in measurement, quantitative approaches including surveys and experimental design, content analysis, and qualitative approaches. Students will learn the process of data collection, analysis of results, and APA writing style. Students engage in the research process by developing a research proposal that follows the APA-formatted guidelines and follows appropriate behavioral research methodology.

*Prerequisites:* SSC350 and Junior standing

*Co-Requisites:* none

*DRIVE Attributes:* R

*Additional Attributes:* none

### **SSC498: Human Services Internship I**

*Credits:* 3

This course involves supervised intensive practical experience at off-campus social service organizations, providing the students with situations in which they can apply concepts learned in previous courses. Social service organizations should correspond with a student's chosen Human Services concentration. The practicum experience is a two semester commitment that builds upon itself; this is the first course of that sequence.

*Prerequisites:* Senior Standing and Permission by Application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **SSC499: Human Services Internship II**

*Credits:* 3

This course involves supervised intensive practical experience at off-campus social service organizations, providing the students with situations in which they can apply concepts learned in the prior semester practicum experience and from various courses. The practicum experience is a two semester commitment that builds upon itself; this is the second course of that sequence. The practicum experience should grow in commitment and depth from the first course.

*Prerequisites:* SSC498 and Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* V, W

*Additional Attributes:* none

### **THE100: Introduction to Theatre**

*Credits:* 3

This course is the first block - the foundation for all theatre classes. It is designed as a survey course that touches on theatre personnel, theatre history, directing, acting, and script analysis. Dramatic literature will be a large portion of what a student explores.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **THE111: Arts Technology**

*Credits:* 3

Arts Technology introduces students to a wide range of technologies commonly found in the performing arts industry, both in educational and professional settings. Students will be introduced to standard practices in areas of sound, lighting, video and projections; learning through both design theory and practical hands-on applications.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* D

*Additional Attributes:* none

### **THE115: Costume and Makeup Design**

*Credits:* 3

This course serves as a foundation for theatrical costuming and makeup design. Students will learn about the historical significance of costuming and makeup practices, the techniques involved in constructing costumes and in applying makeup, design practices, and how they contribute to the overall theatrical effect. Practical applications (sewing costumes, serving on costume crews, designing and applying makeup to actors in production) will be part of the requirements of this course.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **THE170: Theatre Practicum - Technical Theatre**

*Credits:* 1

Technical Practicum is a hands-on course where students get credit for working on the technical end of arts projects including set building, lighting, sound, costumes, makeup, props, and other backstage experiences. This course includes a practical and an instructional component.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **THE171: Theatre Practicum - Theatre Performance**

*Credits:* 1

Theatre Practicum Performance is a hands-on course where students get credit for working on the performance end of arts projects including the following aspects: performing leading, featured, or ensemble roles; directing; producing; musical directing; pit orchestra directing; playing in a pit orchestra ensemble; accompanying; choreographing; acting as dance captain; or assisting in any of these areas. This course includes a practical and an instructional component.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE200: Theatre Management**

*Credits:* 3

This course will give an in-depth understanding and experience in different management systems involved in theatre. This course will cover Stage Management, Box Office Management, House Management, and Event Production.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE202: Fundamentals of Acting**

*Credits:* 3

This course focuses on building the foundation for beginning actors. Students will learn techniques through improvisation, theatre games and exercises, texts, and performances of monologues and short scenes.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE240: Special Topics in Theatre**

*Credits:* 1 to 3

This course is offered to students from any major and includes introductory to intermediate-level topics in theatre that are of particular interest to students, but are not currently included in regular course offerings.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number  
*Additional Attributes:* none

### **THE260: Musical**

*Credits:* 3

This course provides hands-on experience in musical theatre production. All students will have the opportunity to participate in two or more of the following categories: Onstage artists such as actors, singers, dancers; production artists such as designers, accompanists, choreographers, directors (musical, staging, technical), stage manager; offstage artists such as musicians, costumers, prop and set managers, lights/ sound/ makeup/ FX technicians, and other crews.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE290: Directing I**

*Credits:* 3

Students in this course will learn the collaborative art of directing live theatrical productions. They will learn fundamental techniques and will discuss different philosophies concerning theatre productions of modern times. Students will direct scenes and short plays, as well as critiquing and evaluating others' direction.

*Prerequisites:* THE100 and THE202  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE302: Acting II**

*Credits:* 3

This course will explore further the foundations of acting learned in THE202: Fundamentals of Acting. Students will study theatre arts through a combination of readings, lectures, and hands-on work. Students will explore different periods and genres of acting.

*Prerequisites:* THE202  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE310: Theatre History I**

*Credits:* 3

This course is a general history of theatre/drama and the relationship to the other fine arts and humanistic studies in western civilization. Theatre History I will begin with ancient Greek theatre, theatre of the Roman Empire, Medieval Theatre, Italian Renaissance, and Elizabethan Theatre and then will examine the path to contemporary theatre.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **THE320: Theatre History II**

*Credits:* 3

This course is a general history of theatre/drama and the relationship to the other fine arts and humanistic studies in western civilization. Theatre History II will review the beginnings of Western Theatre and then will study the Theatre of France and Spain 1500-1700, the European Theatre in the 19th Century, and the Theatre Movements of Russia, Germany, and the United States into the 20th Century. Finally, it will explore contemporary global theatre practices.

*Prerequisites:* THE100 and THE310  
*Co-Requisites:* none  
*DRIVE Attributes:* n/a  
*Additional Attributes:* none

### **THE390: Directing II**

*Credits:* 3

This course is designed to build upon the foundations laid in THE290: Directing I. Students will delve into increasingly challenging genres of theatre, using new tools to meet the demands of any script.

*Prerequisites:* THE290

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **THE394: Secondary Methods of Teaching Theatre**

*Credits:* 1

This course is designed to help the student develop a philosophical basis and a set of strategies for teaching theatre in the secondary school by studying the characteristics of master teachers; by understanding the history and foundations of theatre; by learning to apply the principles of acting, directing, managing, and designing; by growing in knowledge of efficient rehearsal techniques; by understanding the role that performance plays in theatre education; by learning to create a positive environment for learning; and by understanding how to effectively communicate with administrators, parents, and colleagues. Additional time will be spent researching the many publications, support organizations, and other resources available to secondary theatre educators.

*Prerequisites:* THE100

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **THE440: Seminar in Selected Topics in Theatre**

*Credits:* 3

This course is designed to change topics each semester.

*Prerequisites:* none

*Co-Requisites:* none

*DRIVE Attributes:* May vary by term and will be indicated by "DRIVE" attached to course number

*Additional Attributes:* none

### **THE450: Theatre Independent Study**

*Credits:* 1 to 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.

*Prerequisites:* Permission by application

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* none

### **WRI099: College Reading and Writing**

*Credits:* 3

Reading and Writing introduces and practices college-level reading and writing skills. Emphasis is placed on inferential thinking skills, reading strategies for effective comprehension, and the writing process for effective sentence, unified paragraph, and short essay usage in preparation for WRI101: Composition I and WRI102: Composition II. Upon completion of College Reading and Writing, students should be able to determine main ideas, supporting details, basic patterns of organization, draw conclusions, and understand vocabulary in context. Students should be able to apply the conventions of written English that reflect standard usage and mechanics, to understand writing as a complex recursive process, and to write correct sentences, unified paragraphs, and coherent essays.

*Prerequisites:* English ACT less than 18 and ETS

Proficiency Profile Level 1 "marginal proficiency" or "not proficient"

*Co-Requisites:* none

*DRIVE Attributes:* n/a

*Additional Attributes:* Developmental course

### **WRI101: Composition I**

*Credits:* 3

Composition I focuses on the development and practice of thesis-driven essay writing, close reading and analysis of outside texts, and beginning evaluation and integration of outside research. Students read, evaluate, integrate, and cite outside research to support their arguments. Additionally, students begin the process of reading and analyzing rhetorical elements and choices authors make in a rhetorical situation. Emphasis is placed on incorporating the recursive writing process to practice writing as a collaborative and social process that employs the habit, skill, and value of revision.

*Prerequisites:* English ACT 18 or greater, ETS Proficiency Profile Level 1 "proficient," or WRI099

*Co-Requisites:* none

*DRIVE Attributes:* E

*Additional Attributes:* none

### **WRI102: Composition II**

*Credits:* 3

Composition II focuses on evidence-based argumentative writing, rhetorical analysis of texts, and the evaluation of writers' decisions (including student writers) as they compose and revise. Students evaluate, synthesize, and cite outside research with specific focus on academic database and peer-reviewed, scholarly evidence to support their arguments. Additionally, students read and analyze rhetorical elements and their effective usage in multi-modal texts from a range of disciplines. Emphasis is placed on incorporating the recursive writing process to practice writing as a collaborative and social process that employs the habits, skill, and value of revision.

*Prerequisites:* WRI101



*Co-Requisites:* none  
*DRIVE Attributes:* E  
*Additional Attributes:* none

### **YFM100: Introduction to Youth and Family Ministry**

*Credits:* 3

This weekly seminar is designed to familiarize students with the various areas of study that constitute the major and to give the students experience with possible employment opportunities in Youth and Family Ministry. Guest speakers from a wide variety of Nebraska ministry situations will inform the students, introduce them to the structure of the ELCA, and offer ecumenical experiences. By the end of the course, students should understand the structure and purpose of the major, be familiar with a variety of professional ministry settings, and have engaged in thoughtful, critical reflection on the nature of ministry.

*Prerequisites:* none  
*Co-Requisites:* none  
*DRIVE Attributes:* V  
*Additional Attributes:* none

### **YFM420: Senior Seminar in Youth and Family Ministry**

*Credits:* 3

This senior capstone seminar will take place in conjunction with an internship. Students will meet weekly to define an area of research that emerges from their ministry setting, do supportive research to examine their real-world experience in light of current theories and concepts, and present their findings in a formal paper with oral defense. The capstone seminar allows students to synthesize what they have learned during their college experience and to connect that learning with empirical ministry settings.

*Prerequisites:* YFM100, junior standing, and permission by application; student must obtain permission and complete application prior to the end of previous semester.  
*Co-Requisites:* none  
*DRIVE Attributes:* R, W  
*Additional Attributes:* none

### **YFM499: Youth and Family Ministry Internship**

*Credits:* 3

Students are placed with on-site professionals who manage their workload and oversee their performance, much like an employment setting.

*Prerequisites:* Permission by Application  
*Co-Requisites:* none  
*DRIVE Attributes:* V  
*Additional Attributes:* none



# Administration and Staff Contacts

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Jody Horner  
*President*

Laura Robinett  
*Vice President for Institutional Advancement*

Caryl Johannsen  
*Vice President for Human Resources*

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  
*Athletic Director*

Scott Latham  
*Associate Athletic Director*

Isaac Jennings  
*Assistant Athletic Director*

Sidney Hirsch  
*Assistant Athletic Director, Student Development*

## **Center for Graduate and Professional Studies**

Jessica Richardson  
*Director of Center for Graduate & Professional Studies*

Lexi Privitera  
*Recruitment and Systems Specialist*

Taylor Sheard  
*Program Advisor*

Eleanore Sell  
*Program Advisor*

Brianna Ward  
*Program Advisor*

## **Finance**

Jodi Benjamin  
*Chief Operating Officer*

Joseph Harnisch  
*Chief Financial Officer*

Weston Shepard  
*Controller*

Sherry Koehler  
*Assistant Controller*

Amy Larsen  
*Student Financial Counselor/Student Billing*

Dawn Osness  
*Student Financial Counselor*

Rikkel Glosser  
*Accounts Payable/Student Billing*

## **Financial Aid**

Doug Watson  
*Director of Financial Aid and Express Services*

Sharon Clark  
*Financial Aid Assistant, Center for Graduate & Professional Studies*

Lisa Hughes  
*Financial Aid Counselor*

Brooke Phillips  
*Financial Aid Advisor*

## **Information Technology**

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 May 2022 - See [www.midlandu.edu](http://www.midlandu.edu) for a complete and current listing of staff and contact information

## Board of Directors

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