MIDWAY UNIVERSITY

2016-17 CATALOG



Message from Our President

Dr. John P. Marsden



Thank you for being a part of the Midway University community.

Whether you are studying on campus in Midway, online or at our Lexington location, you will always find dedicated faculty and staff members here to assist you. Your success as a student is our main focus.

This academic year marks a couple of significant new milestones for us. Our Board of Trustees voted in May 2016 to allow us to become fully coeducational and we will begin welcoming men into our traditional undergraduate programs this fall. In addition, we have added men's athletic teams in baseball, basketball, golf and soccer. As our campus community grows, we remain dedicated to providing a nurturing community to support all of our students.

It is an exciting time at the University. We are happy that you have joined our Midway University community.

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The University catalog is subject to change without notice. For the latest edition please go to www.midway.edu or the University portal.

MIDWAY UNIVERSITY NONDISCRIMINATION POLICY – UPDATED 7.26.16

Midway University does not discriminate on the basis of race, color, religion, sex (including pregnancy and gender identity), national or ethnic origin, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, age, political affiliation or belief or any other protected factor in the administration of its educational policies or in its employment practices.

Academic Calendar

2016 Fall Semester

Activity	Undergraduate 16 week courses	Module 1	Module 2
Classes Begin	August 22	August 22	October 17
Last day to add a course	August 31	August 24@	October 19
Last day to drop a course and not appear on transcript	August 31	August 31	October 26
Application for Degree for December 2016 Graduates	September 2	September 2	September 2
Labor Day Holiday	September 5	September 5 *	N/A
Fall Break	October 13–14	N/A	N/A
Mid-term	October 14	N/A	N/A
Module Ends	N/A	October 16	December 11
Application for Degree for May 2017 Graduates	October 21	October 21	October 21
Last day to drop a course and not receive failing grade	October 28	September 18	November 13
Thanksgiving Holiday	November 23–26	N/A	November 23–26*
Last day of classes	December 9	N/A	N/A
Final Exams	December 12–15	N/A	N/A

* Not applicable for Online courses

@ After this date, instructor approval is required

Academic Calendar

2017 Spring Semester

Activity	Undergraduate 16 week courses	Module 3	Module 4
Classes Begin	January 9	January 9	March 13
MLK Holiday	January 16	January 16*	N/A
Last day to add a class	January 18	January 18	March 22
Mid-term	March 3	N/A	N/A
Module Ends	N/A	March 5	May 7
Spring Break	March 6 – 11	March 6 – 11	March 6 - 11
Application for Degree for August 2017 Graduates	March 24	March 24	March 24
Last day to drop a course and not receive failing grade	March 24	February 5	April 9
Good Friday Holiday	April 14 (noon)	N/A	N/A
Last day of classes	April 28	N/A	N/A
Final Exams	May 1 - 4	N/A	N/A
Graduation	May 13	May 13	May 13

* Not applicable for Online courses

@ After this date, instructor approval is required

Academic Calendar

2017 Fall Semester

Activity	Undergraduate 16 week courses	Module 3	Module 4
Classes Begin	August 21	August 21	October 16
Last day to add a class	August 30	August 23@	October 18@
Application for Degree for December 2017 Graduates	September 8	September 8	September 8
Labor Day Holiday	September 4	September 4 *	N/A
Fall Break	October 12–13	N/A	N/A
Mid-term	October 14	N/A	N/A
Module Ends	N/A	October 15	December 10
Application for Degree for May 2018 Graduates	October 27	October 27	October 27
Last day to drop a course and not receive failing grade	October 27	September 17	November 12
Thanksgiving Holiday	November 22–25	N/A	November 22–25*
Last day of classes	December 8	N/A	N/A
Final Exams	December 11–14	N/A	N/A

* Not applicable for Online courses

@ After this date, instructor approval is required

Academic Calendar

2018 Spring Semester

Activity	Undergraduate 16 week courses	Module 3	Module 4
Classes Begin	January 8	January 8	March 12
MLK Holiday	January 15	January 15*	N/A
Last day to add a class	January 17	January 10@	March 14@
Mid-term (16 week)	March 4	N/A	N/A
Module Ends	N/A	March 4	May 6
Spring Break	March 5–10	March 5–10	March 5–10
Application for Degree for August 2018 Graduates	March 23	March 23	March 23
Last day to drop a course and not receive failing grade	March 23	February 4	April 8
Good Friday Holiday	March 30 (noon)	N/A	N/A
Last Day of classes	May 4	N/A	N/A
Final Exams	May 7–10	N/A	N/A
Graduation	May 12	May 12	May 12

* Not applicable for Online courses

@ After this date, instructor approval is required

General Information

Overview of Midway University

Midway is an independent, comprehensive institution offering two-year, four-year, and graduate degrees. The University calendar includes a fall and spring semester, evening and accelerated programs delivered in modular and cohort sessions, and online learning.

The University consists of the Woodford campus, the Lexington site, and online courses for the traditional and non-traditional student. The University offers associate, bachelor, and master degrees in the following disciplines:

Associate Degree (Degree hours)	**Bachelor Degree (120 credit hours except where noted)**	**Graduate (Hours)**
Business Administration (60) Nursing (64)	Biology Business Administration** Concentration in Accounting** Criminal Justice* Education Elementary Education P-5** Middle School English 5-9 Middle School Math 5-9 Middle School Science 5-9 Middle School Social Studies 5-9 Secondary Biology Education 8-12 Secondary English Education** Secondary Mathematics Education** Learning and Behavior Disorders add-on (141) Education Studies Certificate in English, Mathematics, Sciences, or Social Studies English Environmental Science Equine Studies Concentration in Horse Management Concentration in Horse Rehabilitation Concentration in Science Health Care Administration* Health Sciences Interdisciplinary Studies Marketing Communications Concentration in Graphic Design Concentration in Writing Mathematics Nursing (RN to BSN)** Professional Studies Public Health Psychology Concentration in Alcohol and Drug Abuse Counseling Sport Management**	Master of Business Administration* (30) Concentration in Equine Studies* (36) Health Care Administration* (36) Sport Management* (36) Tourism and Event Management* (36) Master of Education (30) Teacher Learner Program Endorsement in: Environmental Education Master of Science in Nursing* (36)
MINOR (Hours required)		
Business (18) Biology (18) Chemistry (23) Criminal Justice (18) English (18) Environment Science (18) Equine Studies (18) Mathematics (19) Psychology (18) Public Health (18) Sport Management (21)		
NON-CREDIT PROGRAM		
English Language Learners		

*ONLINE ONLY **ONLINE and Traditional Remaining degrees Traditional only

Our student body is comprised of students from across the United States and several other countries. The student population includes traditional-age and adult students.

Midway University is located in the heart of Central Kentucky's Bluegrass region. Sitting atop rolling hills, the University has views of the small town of Midway one-quarter mile away. The 200-acre campus is a short drive from Lexington, Louisville, and Cincinnati. Major airports and interstates make traveling convenient.

Midway University also has a campus site in Lexington, Kentucky.

Mission of Midway University

Midway University shapes and inspires the lives of women and men in undergraduate and graduate programs through a student-centered global education that leads to rewarding careers and responsible citizenship. (Adopted May 12, 2016)

Vision Statement

Midway University will become a regional, vibrant institution committed to academic quality and individual achievement.

Values

Midway University fosters core values shared by the Christian Church (Disciples of Christ) and reflected in the beliefs of our founder, Dr. L.L. Pinkerton. These values include:

- Valuing the dignity of all people
- Acting with integrity and responsibility
- Viewing self as part of the community
- Living life within a global context
- Providing service to others
- Pursuing life-long learning

Accreditation

Midway University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award associate, baccalaureate, and master degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Midway University.

Program accreditations are as follows:

- Nursing Programs — Accreditation Commission for Education in Nursing, Inc. (ACEN)
  3343 Peachtree Road NE, Suite 850
  Atlanta, GA 30326
  (404) 975-5000, FAX (404) 975-5020, (www.acenursing.org)

  ADN Approved by:
  Kentucky Board of Nursing (KBN)
  312 Whittington Parkway, Louisville, KY 40222
  (800) 305-2042, FAX (502) 696-5762, (www.kbn.ky.gov)
- Education Program — Kentucky Educational and Professional Standards Board (EPSB)
  100 Airport Road, 3rd Floor
  Frankfort, KY 40601
  (502) 564-4606, FAX (502) 564-7080, (www.kyepsb.net)

Membership

The University holds membership in the following organizations:

- American Association of Presidents of Independent Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Independent Kentucky Colleges and Universities
- Association of Supervision and Curriculum Development
- Bluegrass Tomorrow

- Council for Higher Education Accreditation
- Council of Independent Colleges
- Kentucky Academy of Science
- Kentucky Council on Post-Secondary Education
- Kentucky Intercollegiate Athletic Conference
- National Association of University and University Business Officers
- National Association of Intercollegiate Athletics
- National Association of Independent Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- The University Board
- Undergraduate Coalition

Historical Development of Midway University

Midway University was founded in order to meet the changing needs of women in Kentucky in 1847. Dr. Lewis Letig Pinkerton, a physician and pastor of Midway Christian Church, spearheaded the Kentucky Female Orphan School. Dr. Pinkerton's action was a response to the educational needs of a large number of girls orphaned by the frequent epidemics and rugged living conditions that characterized Kentucky life in the 1840's. Aided by James Ware Parrish, William F. Patterson, several church elders, and virtually the entire congregation of his church, Dr. Pinkerton secured a charter for an elementary school. Midway University is proud of its long association with the Christian Church (Disciples of Christ) and is an active participant in the Division of Higher Education of the Christian Church.

When the school opened, it was the first institution of its kind established in the United States to provide education for female orphans. Later, Pinkerton High School was added, and, in 1942, an associate degree program was implemented. The institution soon developed a reputation for both its academic offerings and its commitment to provide a quality education to all qualified women regardless of their financial condition. Shortly after it was established, Midway received full accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Eventually the elementary school was phased out, as was the high school in 1973 when the combination of the consolidated county high schools, federal assistance to disadvantaged students, and busing resulted in diminished need for the elementary and secondary school programs. In 1978, the Board of Trustees authorized the official name of the school to be changed to Midway College.

As Midway College has grown, so have the offerings in its curriculum. During the early years, the primary objectives were to prepare students to be teachers and homemakers. By 1949 the academic offerings included liberal arts, teacher training, business, and home economics, and in 1965 the nursing curriculum was added. In the 1970s, in response to the needs of students and the community, programs in paralegal studies, equine studies, and early childhood education were added. The 1988-89 academic year brought approval of four-year programs, allowing the institution to offer baccalaureate and associate degree programs to all students.

The evening and extension site division for working adults was established in 1995, and adult and evening programs have been offered in the evenings and on weekends on campus and at the Lexington site since that time.

The online venue for classes was established in 2005 to meet the needs of learners who require educational access, anywhere. From general education courses to full degree programs, students find flexibility and convenience in pursuing their education through distance learning.

Graduate programs began in 2008 with the Midway University Master of Business Administration. In 2013, the Master of Education was added.

In 2015, Midway College achieved University status and now, as Midway University, stands poised to continue its historic mission of providing educational opportunities for all who seek them. By empowering students as leaders, Midway University continues to have a profound impact on the region and nation.

Midway University Campus and Community

Midway University is located on one of the many hills overlooking the town of Midway. The 200-acre campus stands on the original plot that was acquired for school purposes by the Rev. Lewis L. Pinkerton in the year 1845. The land was added to by the Rev. Alexander Campbell, an early leader of the Christian Church (Disciples of Christ) Brotherhood, and by the Board of Trustees. The small town of Midway, Kentucky is a picturesque community with approximately 1,600 residents. Built by officials of the Lexington and Ohio Railroad in 1838, its houses are stately examples of the finest in Greek revival. Midway has a variety of boutiques, restaurants, and antique shops that accommodate the many tourists who visit each year.

Quaint though it may be, Midway is still only 15 minutes away from the major metropolitan center of Lexington as well as the state capital, Frankfort, and only an hour away from Louisville, Kentucky and Cincinnati, Ohio.

Campus Buildings

- Anne Hart Raymond Center for Mathematics, Science & Technology (AHR)

  Through the generosity of Midway University trustee Ollie Raymond and his wife Anne, Midway University received a $2 million gift in 1999. The Raymond's lead gift provided funding for the construction of the Anne Hart Raymond Mathematics, Science and Technology Center on the Midway University campus. The building opened in 2003 and provides state-of-the-art laboratory and classroom facilities for students. The offices of the dean and faculty members of the School of Health Sciences and of the Department of Mathematics and Sciences are located in AHR.

- Buster Hall

  Buster Hall is a residence hall built in 1925 with gifts from alumnae supplemented with funds from James M. Starks. The building, originally named Alumnae Hall, was renovated in 1990 and renamed Buster Hall in honor of Patricia Buster and the Buster family's long history of service to Midway University.

- Belle Wisdom Hall

  Belle Wisdom Hall was completed in 1960 with funds from the estate of Mrs. Belle Wisdom, a Texas philanthropist. This brick structure was built in the Colonial style and accommodates 84 students.

- Equine Education Centers

  Midway's equine education centers allow students to pursue equestrian studies regardless of the weather. Three centers are used for equestrian classes and by Midway's equestrian teams. The 18,000-square-foot Keeneland Equine Education Center contains 16 stalls, tack room, washroom, office space and houses the rehabilitation equipment.

  The 36,000-square foot Equine Education Center houses a 105 x 235-foot indoor riding arena, eight stalls, laboratory, classroom, a large tack room, audio-visual room, wash stall, and faculty offices.

  Equine students also enjoy an outdoor riding arena, a jumping field, and 163 acres of pastureland.

  The Ashland stables and Theurkauf outdoor riding arena complement the two large equine centers, thus creating a comprehensive facility that meets the demands of all riding disciplines and equine training needs. The Ashland stables include 8 stalls, tack room, washroom, office, and classroom. The Theurkauf outdoor riding arena measures 227 x 117 feet and has a stonedust footing.

- Learning Resource Center (LRC)

  Constructed in 2010, the Learning Resource Center doubled the academic capacity of Midway University and provides an enhanced learning environment. The building houses four conference rooms, five academic suites, 48 faculty offices, and a student lounge for a total of 30,242 square feet. The offices of the Vice President

for Academic Affairs, the Associate Vice President, the Director of Compliance and Research, and the deans and faculty of the School of Arts and Sciences and the School of Business, Equine and Sport Studies are located in the LRC.

- Little Memorial Library (LML)

  The Little Memorial Library was built in 1997 and named in memory of W. Paul Little and Lucille C. Little. The library houses the Robert T. McCowan/Ashland Inc. Computing Center, Student Success Center, Office of Multicultural and International Affairs, and classrooms. The lower level of the library houses the Communication Center, Information Technology, and the academic computer classroom and lab.

- Marrs Hall

  Marrs Hall, easily identifiable by its clock tower, was completed in 1941. The building houses the Office of the President, the Arthur Young Lloyd Board Room, the Office of Advancement and Alumni Relations, and the Office of Marketing and Communications.

- McManis Student Center and Marshall Gymnasium

  The McManis Student Center containing the Marshall Gymnasium was dedicated in November 1979. The Student Center was built with a bequest of the Fred and Carolyn McManis estate and holds the Piper dining hall, Patricia J. Buster reception room, the Nest, and the Fireside room. The gymnasium was funded by the estate of Everett and Carrie Hall Marshall and consists of a 10,000-square foot facility for basketball, volleyball, and other indoor sports, with seating capacity for 1,500 and a stage. The offices of the Assistant Vice President for Student Affairs, the Director of Residence Life and Community Service, and the Director of Student Involvement and Leadership are located in the Student Center along with the offices of the Director of Athletics and the coaching staff.

  The Lewis A. Piper dining hall was completed in the spring of 1988 and includes a complete modern kitchen and a large dining room. The dining hall is dedicated to the memory of Lewis A. Piper, who served as President of Midway University from 1945 to 1965. The dining hall and serving area were updated in 2014.

- Patterson Building

  Located at the edge of the campus, this brick structure was built in 1916 to house the campus heating plant. The Patterson building contains the offices of the Director of Physical Plant and staff. Campus maintenance, janitorial services, and the grounds crew work out of the Patterson building.

- Peterson House

  The Lucy J. Peterson House was dedicated in September 1987 to the memory of the former alumna, dean, and superintendent of the Kentucky Female Orphan School. This structure is located across Stephens Street from the entrance to the main campus.

- Pinkerton Hall

  The oldest building on campus, Pinkerton Hall was originally erected in 1847 and was home to the entire school. The two-story Greek revival building was rebuilt in 1852 following a fire that destroyed the original structure in 1848. It originally faced the railroad tracks at the north end of the campus. The National Parks Service listed it on the National Register of Historic Places on November 20, 1974. The lower level in Pinkerton Hall contains the Office of Admissions. The Director of Financial Aid is located on the main floor, and the offices for Business Affairs and Human Resources are located on the second floor of this building.

Off-Campus Site

Midway University maintains a site in Lexington at 2700 Rosebud Way, Suite 380, Lexington, KY 40509, (859) 846-5800, FAX (859) 264-1887.

Federal and State Laws

A Consumer and Safety Information page is located on our website at midway.edu/current-students/consumer-safety-information. In addition, policies addressing disability support services, service and assistance animals, alcohol and other drug use and abuse, sexual misconduct, and unlawful discrimination and harassment may be found in the Midway University Student Handbook, which is located on our website at midway.edu/current-students/student-resources/student-handbooks.

Clery Act

In compliance with the Clery Act, the Student Affairs Office compiles crime statistics and publishes an annual security report which may be found at http://www.midway.edu/about-mc/campus-safety (Minger Act). Copies of the annual security report may also be obtained by contacting the Campus Security Department or the Student Affairs Office. The campus crime log that lists incidents that present a safety or security threat to students or employees is posted on the University website at midway.edu/about-mc/campus-safety/daily-log. Items are added to the crime log within 24 hours after the incident is reported to Campus Security.

Constitution Day

A provision in the Consolidated Appropriations Act for fiscal 2005 requires that "each educational institution that receives federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution."

Midway University provides an educational program on the U.S. Constitution for all students. The Office of Student Affairs is responsible for compliance with this legislative requirement.

Educational Records Policy

In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA, or the "Buckley Amendment"), Midway University has adopted the following policies and procedures to protect the privacy of educational records. Students will be notified of their FERPA rights annually by publication in the Midway University catalog and the Midway University Student Handbook, both of which may be found on the University's website.

Definitions

Midway University uses the following definitions in this policy:

Student: any person who attends or has attended the University.

Educational records: any records in whatever form (handwritten, print, computer media, taped, film or other medium) which are maintained by the University and are directly related to a student, with the following exceptions:

1. Records kept in the sole possession of the maker, which are used only as a personal memory aid and are not accessible or revealed to any other person except to a temporary substitute for the maker of the record.
2. Records relating to an individual employed by the University that relate exclusively to the individual in the capacity of an employee, even if the person is also a student at the University.
3. Records created and maintained by Campus Security personnel.
4. Records made and maintained by the campus minister or counseling staff and used only in connection with the treatment of a student.
5. Medical records maintained by the University solely for treatment and made available only to those persons providing treatment.
6. Records created or received by the University after an individual is no longer a student and that are not directly related to the individual's attendance as a student.

School officials: a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including Campus Security and Health Services staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Student Conduct Board. A school official also

may include a volunteer or contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personally identifiable information from educational records such as an attorney, auditor, or collection agent, or a student assisting a University official in the performance of his or her tasks.

Rights under FERPA

A student shall have the right to do the following:

1. Inspect and review the student's educational records.
2. Request the amendment of the student's educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
4. File a complaint with the U.S. Department of Education concerning the alleged failure of the University to comply with the requirements of FERPA.
5. Obtain a copy of the University's student records policy from the Office of the Registrar.

Procedure to Inspect Educational Records

Students may inspect and review their educational records upon request to the appropriate record custodian(s). Students must submit a written request that identifies the specific record(s) the student wishes to inspect. The record custodian will make arrangements for access and notify the student of the time and place where the records may be inspected. Access will be provided within 45 days of the written request. Upon request by the student, explanations and interpretations of the educational records will be provided to the student by University personnel designated by the appropriate office.

Right of the University to Refuse Access

The University reserves the right to refuse to permit a student to inspect the following information:

1. The financial records of the student's parents.
2. Letters of recommendation for which the student has waived his or her right of access.
3. Records containing information about more than one student, in which case the University will permit access only to that part of the record that pertains to the inquiring student.
4. Records which are excluded from the FERPA definition of educational records.

Procedures for Hearings to Challenge Records

Students wishing to challenge the content of their educational records must submit a request for a hearing, in writing, to the appropriate office. The request must include the specific information in question and the reasons for the challenge.

Hearings will be conducted by a University official who does not have a direct interest in the outcome of the hearing. Students will be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge. The hearing officer will render a decision, in writing, within a reasonable period of time, noting the reason and summarizing all evidence presented.

If the hearing results are in favor of the student, the record shall be amended. Should the request be denied, the student may choose to place a statement with the record commenting on the contested information in the record and stating why the student disagrees with the decision. As long as the student's record is maintained by the University, the record will always include the student's statement when disclosed to an authorized party.

Disclosure of Educational Records

The University will disclose information contained in a student's education record only with written consent of the student, with the following exceptions:

1. To school officials who have a legitimate educational interest in the record (i.e., the official needs to review an educational record in order to fulfill his or her professional responsibilities for the University).
2. Information the University has designated as "directory information."
3. To officials of another school in which the student seeks to or intends to enroll.
4. To federal, state and local agencies and authorities as provided under law.
5. To the parents of a student if the student is a dependent for IRS tax purposes.
6. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine the student's eligibility for the aid, to determine the amount and conditions of the aid, or to enforce the terms and conditions of the aid.
7. To accrediting organizations and to organizations conducting studies for or on behalf of the University.
8. To comply with a judicial order or lawfully issued subpoena.
9. In connection with a health and safety emergency.
10. As otherwise permitted by FERPA.

Directory Information

Disclosure of directory information normally may be made without the student's consent. Directory information includes the student's name; school and permanent addresses; school, permanent, and cellular telephone numbers; school and permanent e-mail addresses; date and place of birth; majors and minors; dates of attendance; enrollment status; class level; degree(s), honors, and awards received; the most recent educational agency or institution attended; weight and height of members of athletic teams; participation in officially recognized activities and sports; and photograph.

A student may request that the University withhold his or her directory information from being released. A student who wishes to have all directory information withheld must make this request in the Office of the Registrar. The hold will become effective the first day of class in the next regular semester (fall or spring). Once filed, this request becomes a permanent part of the student's record until the student instructs the Office of the Registrar, in writing, to remove the hold. This request does not restrict the release of this information to individuals and agencies listed in the "Disclosure of Educational Records" as mentioned above.

Student Grievance Procedure

United States Code §1099b(a)(5)(1)(1999) and the United States Department of Education **Regulations[34 CFR Ch. VI. 602.26(b)(11.) and July 2002 at 602.16(a)(1)(ix)] requires accrediting agencies to evaluate an institution on specific indicators. One of those indicators is student complaints. An institution of higher education must keep a record of student complaints and resolution of complaints.**

Included in the Midway University catalog and the Student Handbook are policies and procedures for receipt of and response to student grievances or appeals in a variety of areas; for example, charges of academic dishonesty, grades, administrative withdrawals (suspensions, etc.), records content and access, discrimination, harassment, sexual harassment and assault, and disciplinary actions and procedures. These defined procedures should be utilized if they apply to a specific student grievance.

If a grievance is related to an area for which there are not defined procedures, students may take the following steps:

1. Whenever possible, the aggrieved student should first discuss the matter with the person or persons directly involved in an attempt to resolve the grievance through informal discussion.
2. If there is no resolution, the aggrieved student should discuss the matter with the supervisor to whom those directly involved report. The supervisor will attempt to mediate an informal resolution.

3. If there is no resolution, the aggrieved student should write a statement giving all pertinent information, sign and date the statement, and submit it to the Assistant Vice President for Student Affairs, either in person or by mail. An e-mail or a conversation does not constitute the submission of a grievance.
4. The Assistant Vice President for Student Affairs will determine which University administrators should handle the issue and work with that individual to ensure that the grievance is investigated and, if the grievance is determined to be valid, that any appropriate actions to resolve the grievance are taken.
5. The Assistant Vice President for Student Affairs will maintain a record of all grievances addressed through this process.

Accuracy of Information

Midway University takes measures to ensure that all University representatives accurately represent the University in all areas, particularly in the following:

- Accreditation
- Transfer policies
- Course and program requirements
- Size, location, facilities, and equipment
- Graduate employment/placement information
- Faculty/staff qualifications
- Student employment
- Tutoring and academic support services
- Cost, scholarships, billing, refunds, and financial assistance
- Employment/placement information

Concerns regarding representation should be directed to the Office of Academic Affairs.

Enrollment Management

Admission to Midway University

Midway University offers multiple academic opportunities: the traditional Women's College; co-educational adult and accelerated; online programs; and graduate programs. For graduate admission requirements, please refer to the graduate section in the individual School.

Disclaimer

The University reserves the right to review any and all related documentation and employ appropriate means to access the suitability of applicants for enrollment and re-enrollment in the University. Acceptance or denial of admission to the University will be based upon the results of this review.

UNDERGRADUATE PROGRAMS

Application Criteria	**Entrance Requirements and Procedures**
First-time applicants	Official High school transcript or GED, official ACT, or SAT results Class rank and grade point average (GPA) Recommendations and/or personal interviews, upon request
Recommended minimum academic preparation	18 ACT / or comparable 860 SAT (Critical Reading + Math) score, 2.5 GPA (4.0 scale), and top 50% class rank for first-time applicants, 2.0 GPA for transfer applicants, GED score of 500 Recommended preparation: Algebra – 3 years; English – 4 years; Social Sciences – 2 years; Science – 2 years
Application Procedures	
First-time students	Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms. Submit an official high school transcript. Take the American University Test (ACT) and/or the Scholastic Aptitude Test (SAT) and have the official scores sent to Midway University. Midway University's number is 1528 for the ACT and 1467 for the SAT. Applicants are accepted on a rolling basis and will receive a response within two weeks after receipt of all required application materials.
Re-admit students	Students previously enrolled at Midway University but who interrupted studies for one calendar year or longer must submit a new application online. If they have attempted University work at another institution since leaving Midway University, they will be considered transfer students. Please see the transfer student guidelines for more specific instructions.
Transfer students	Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms. Arrange to have official transcripts from all regionally accredited post-secondary institutions sent to the Office of Admissions. An official high school transcript is required for any student transferring fewer than 24 credit hours, or those planning to pursue Nursing or Education degrees.
Visiting students	Students enrolled at institutions other than Midway University who wish to take one or more courses for transfer back to their home institutions must submit the application online with the non-refundable application fee and an official letter of good standing from the Registrar's Office of their home institution.
Home-schooled students	Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms.

	Attach all academic documentation that outlines the courses studied and books used and read for each course. Take the SAT or ACT exam and have the official results forwarded to Midway University. Arrange for a personal interview with the Director of Admissions.
Dual-Enrolled high school students	Complete and submit the application online with the non-refundable application fee. Submit an official high school transcript. Take the American University Test (ACT) and/or the Scholastic Aptitude Test (SAT) and have the scores sent to Midway University. Midway University's number is 1528 for the ACT and 1467 for the SAT. Complete the Parent/Guardian and High School Consent Form. *High school students must meet pre-requisites to enroll in specific courses*
Audit students	A student choosing to audit a course must submit the application online and pay the non-refundable application fee. No transcripts are required. Persons whose enrollment in the University was limited to audited courses may not change to a credit basis for any course they are auditing unless they have reapplied for admission to the University and have been accepted. Auditing is allowed on a space available basis.
Degree-seeking international students	Midway University is authorized under United States federal law to enroll non-immigrant international students who are granted F-1 student visas. International students may apply for admission as freshmen or as transfers. Application deadline for fall is June 1 and for spring is November 1. International applicants are required to submit the following materials: Application. Complete and submit the application online with the non- refundable application fee. Application fee. A non-refundable application fee in United States currency must accompany the application. Financial guarantee. United States immigration regulations require that students demonstrate the ability to finance the first year of education before receiving the I-20 AB form. The financial information form must be included along with required documentation (bank statements, etc.). Academic records. The student should send complete official academic records, in English, directly to the Office of Admissions. Records should include courses taken, grades received, and degrees or certificates earned. An explanation of the coding or grading system used to evaluate the student's work should accompany the records. This process can be completed through WES, AACRAO, or Josef Silney Services. Transfer students. Transfer students should have official transcripts sent from each institution of higher education attended, in English, as described above. Transfer credit from a university outside the United States is awarded only when the transcript is accompanied by a professional evaluation completed by an approved agency. Students should contact the admissions counselor for a list of approved agencies. If the transfer student is presently residing in the United States, a photocopy of the current I-20 must be enclosed. *TOEFL or IELTS* results are required. TOEFL of 500 written, 173 (computer version), 61 (internet based), or score of 6.0 bands on the IELTS are generally required minimum scores for admission. TOEFL of 460 written, 146 (computer version), 48 (internet based), or score of 5.5 bands on the IELTS are generally required minimum scores to be considered for conditional admission. *Additional documents.* Copy of the photo page of the student's passport. *Athletic eligibility.* All eligible students who matriculate into the Undergraduate Programs have the opportunity to participate in intercollegiate athletics. To participate, students must submit documentation showing class rank, ACT or SAT scores, and a cumulative

	GPA on a 4.0 grade scale. Students must also document work experience if they have been out of secondary school for more than six months.

EVENING AND ONLINE UNDERGRADUATE PROGRAMS

Application Criteria	**Entrance Requirements and Procedures**
First-time students	Official High school transcripts and/or GED scores, official ACT or SAT results (if under age 24) Grade point average and class rank if applicable Statement and/or personal interview, upon request
Transfer students	All prior University official transcripts from regionally accredited institutions Official High school transcripts Official ACT or SAT results (if student is under age 24 and has earned fewer than 24 transferable semester hours) Grade point average Statement and/or personal interview, upon request
Recommended minimum academic preparation	18 ACT/ or comparable 860 (Critical Reading + Math SAT score GED Score of 500 2.5 high school GPA and top 50% class rank for first-time applicants Recommended preparation: Algebra – 3 years; English – 4 years; Social Sciences – 2 years; Science – 2 years 2.0 GPA for transfers
Application Procedures	
First-time and transfer students	Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms. Submit an official high school or GED transcript. Submit official ACT or SAT scores, if required. Students will hear from the Admissions Office once all appropriate documentation has been received and reviewed. The admission process takes approximately two to three weeks after the application and supporting documents are received.
Re-admit students	Students previously enrolled at Midway University, but who interrupted studies for longer than one calendar year, must submit a new application and non-refundable application fee. If they have attempted University work at another institution since leaving Midway University, they must also submit official transcripts.
Transfer students	Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms. Submit an official high school or GED transcript. Submit official ACT or SAT scores, if required. Students will hear from the Admissions Office once all appropriate documentation has been received and reviewed. The admission process takes approximately two to three weeks after the application and supporting documents are received.
Visiting students	Students enrolled at institutions other than Midway University who wish to take one or more courses for transfer back to their home institutions must submit the application online with the non-refundable application fee and a letter of good standing from the Registrar's Office of their home institution.

Audit students	A student choosing to audit a course must submit an application online and pay non-refundable application fee. No transcripts are required. Persons whose enrollment in the University was limited to audited courses may not change to a credit basis for any course they are auditing unless they have reapplied for admission to the University and have been accepted. Auditing is allowed on a space available basis.
Degree-seeking international students	Midway University is authorized under United States federal law to enroll non- immigrant international students who are granted F-1 student visas. International students may apply for admission as freshmen or as transfers. Application deadline for fall is June 1 and for spring is November 1. International applicants are required to submit the following materials: *Application.* Complete and submit the application online with the non- refundable application fee. *Application fee.* A non-refundable application fee in United States currency must accompany the application. *Financial Guarantee*. United States immigration regulations require that students demonstrate the ability to finance the first year of education before receiving the I-20 AB form. The financial information form must be included along with required documentation (bank statements, etc.). *Academic Records*. The student should send complete, official academic records in English directly to the Office of Admissions. Records should include courses taken, grades received, and degrees or certificates earned. An explanation of the coding or grading system used to evaluate the student's work should accompany the records. *Transfer students.* Transfer students should have official transcripts sent from each institution of higher education attended, in English, as described above. Transfer credit from a university outside the United States is awarded only when the transcript is accompanied by a professional evaluation completed by an approved agency. Students should contact the admissions counselor for a list of approved agencies. If the transfer student is presently residing in the United States, a photocopy of the current I-20 must be enclosed. *TOEFL or IELTS* results are required. TOEFL of 500 written, 173 (computer version), 61 (internet based), or score of 6.0 bands on the IELTS are required minimum scores for admission. TOEFL of 460 written, 146 (computer version), 48 (internet based), or score of 5.5 bands on the IELTS are required minimum scores to be considered for conditional admission. *Additional documents.* Copy of the photo page of the student's passport. International students completing a degree with Midway University online are not eligible for Optional Practical Training (OPT) in the United States. Completion of the degree does not guarantee employment in the United States.

Admission Status

Full Acceptance

Full acceptance indicates that the student has been granted admission to Midway University and is eligible to enroll in classes.

In certain cases, enrollment conditions may apply if the student does not meet the recommended minimum requirements. In these cases, students receive conditional acceptance.

Exceptions to admission criteria can be made with the approval of the Vice President for Enrollment Management.

Conditional Acceptance

Applicants whose academic credentials do not meet recommended minimum requirements for admission in terms of standardized test scores and/or grade point averages (GPA) can be admitted conditionally. The following conditions will need to be met for the students to continue to matriculate:

- Achievement of at least a 2.00 GPA after the first term of enrollment
- Successful completion of an academic success plan in conjunction with the Student Development Center and recommendation of the Director
- Good disciplinary standing

Students who fail to satisfy any of these conditions will not be allowed to enroll for the subsequent term.

International Students

International applicants whose academic credentials do not meet recommended minimum requirements for full admission to the Undergraduate Programs may be considered for conditional admission if they earn a minimum score on one of the tests listed below:

- 460 TOEFL (paper based test)
- 140 TOEFL (computer based test)
- 48 TOEFL (internet based test)
- IELTS

The following conditions will need to be met for the students to continue to matriculate:

- Achievement of at least a 2.00 GPA after the first term of enrollment
- Successful completion of an academic success plan which might include University readiness courses in conjunction with the Student Development Center and recommendation of the Director
- Good disciplinary standing

Students who fail to satisfy any of these conditions will not be allowed to enroll for the subsequent term.

Provisional Acceptance

Provisional acceptance indicates that a student has not submitted all necessary documentation for admission but has been given permission to enroll in classes. Only an Admissions Office director, coordinator, or Dean can grant provisional acceptance and may require the student to provide unofficial proof of his or her academic history beforehand. The student is then given 30 extra days to submit all requested documentation to the Admissions Office. If the documentation is not received, Midway University has the right to remove the student from all classes.

Special Program Requirements for Undergraduate Degrees

Acceptance to Midway University does not admit a student to all degree programs. The following programs have additional admission requirements:

Associate of Science Degree in Nursing (ADN)

- Admission interview with the chairperson of the program or designee.
- Cumulative GPA of 3.0. (A student applying for readmission to the Nursing program must meet the most current admission criteria for the University and the Nursing program and achieve a Midway University GPA of 2.5).
- An ACT score of 21 or SAT score of 990
- Two years of high school algebra or one intermediate college algebra course with a grade of C or better
- Evidence of immunization or titer showing immunity to measles, mumps, rubella (MMR), Hepatitis B, and varicella; current negative tuberculin skin test; current CPR certification; evidence of health insurance prior

to beginning any clinical rotations to meet health criteria of clinical facilities. Most clinical sites require students to provide documentation of influenza vaccination during the flu season.

- Students must have earned sufficient number of general education credit hours (minimum 12 credit hours and must include ENG 101, ENG 102 and BIO 190/191)
- Medicaid Nurse Aide Certification SRNA (CNA) or Certified Medical Assistant Certification (CMA)
- LPN-RN Bridge: Licensed Practical Nurses (LPNs) who graduated from a regionally accredited institution within the last five (5) years may be awarded nine (9) credit hours (must be approved by the Dean). The LPN must meet all admission criteria and additional criteria below:
    - Successful completion of ENG 101, PSY 260, BIO 190/191, and maintain a minimum cumulative grade point average (GPA) of 3.0 for 12 credit hours with no grade below a C
    - Proof of an active Kentucky LPN license and transcript from a regionally accredited LPN school
    - Documentation of the above may result in a waiver of NSG 115
- Failure of a required course for the second time will be reviewed individually and may preclude the student from being admitted/re-admitted to the Nursing program.

Education

- Passing score on the PRAXIS I exam prior to September 1st of the academic year the student plans to attend
- Interview with the Education Committee
- Teacher Leadership Portfolio
- University GPA of 2.75 for admission into program

Equine Studies

- Successful completion of EQS 109, EQS 111, EQS 165, EQS 215 and EQS 216 with a grade of C or better in each class
- Cumulative GPA of 2.5 during first year of attendance
- Recommendation of the Equine Faculty Committee
- Interview with faculty, staff, and industry professionals

Expenses and Financial Assistance

Financial Policies

At Midway University we do everything possible to make the university experience achievable and affordable. The tuition and fees paid by the student are only a small part of the actual cost of a degree. At Midway University, an education is made possible by responsible use of endowment income and substantial gifts and grants to the operating funds of the University from churches, alumni, and friends of the University. Due to numerous financial aid programs available through the state and federal governments as well as institutional programs, students find that an education at an independent university is well within their means.

This catalog contains statements about expenses and financial assistance. The University reserves the right to make necessary changes in the tuition charges, fees, and other expenses of the University as dictated by circumstances, sound business practices, and educational philosophy.

Information on financial policies can be found on the Midway University website at http://www.midway.edu/admissions-aid/cost-aid/my-aid-awards. A hard copy of all information will be provided upon request to the Financial Aid Office or the Business Office.

Determination of Financial Eligibility

For need-based aid, students must complete and file the FAFSA (Free Application for Federal Student Aid) as soon as possible after October 1st of each year. Students are strongly encouraged to file the FAFSA online at www.fafsa.gov. The information provided is used to compute a family's Expected Family Contribution (EFC). A formula developed by the U.S. Department of Education is used for the calculation. From the information supplied, Midway University will be able to calculate eligibility for state, federal, and University need-based programs.

How to Apply

Apply as early as possible after October 1st each year. IMPORTANT NOTE: Some types of aid are awarded on a first-come, first-served basis, and funds can be exhausted by mid-October. Use estimated tax information to file the FAFSA in early October for the best chance of receiving the most aid. Students will be considered for every federal, state, and institutional aid program available by following these steps:

Step One

Complete the FAFSA as soon as possible after October 1st of each year. The application can be completed on the FAFSA website at www.fafsa.gov. This application will determine eligibility for the Federal Pell Grant, other federal and state grants, federal loan programs, and aid awarded through Midway University.

Step Two

If you reside in a state other than Kentucky, complete the FAFSA and check with your guidance counselor about how to apply for your home state grant program.

Step Three

Remember to list Midway University on your FAFSA so that your information is sent to us. **The Federal School Code for Midway University is 001975.**

Step Four

A few weeks after the FAFSA is completed and submitted, a Student Aid Report (SAR) is mailed or emailed to you. Review the SAR to make certain the information provided is accurate. Corrections can be made on the paper SAR or online at www.fafsa.gov. If you used estimated IRS tax data, make any necessary corrections to the FAFSA after you have filed your Federal Tax Return. The best way to update tax information is through the online IRS Data Retrieval Tool on the FAFSA, which allows you to transfer income tax information directly from the IRS into your FAFSA.

Step Five

Provide any additional requested information in a timely manner. If your FAFSA is selected for the verification process, you will be directed to the KHEAA Verify online system to complete this process, which may include providing information on your household, income taxes, assets and other FAFSA data. If you and your family experience any unusual circumstance which will have an impact on your finance such as divorce, death of a parent or loss of employment, please notify the Financial Aid Office, as you may qualify for review process called professional judgment.

Step Six

When your financial aid file is complete and your admission to the University is finalized, you will receive an email from FAID@midway.edu notifying you that your award offer is available. Your award offer will include information on all types and amounts of financial aid for which you are eligible and will include instructions for any additional steps you have to take to receive your awards.

Scholarship Programs

Undergraduate Institutional Scholarships

For scholarship consideration students must pursue a degree in the traditional undergraduate programs and attend full-time. Scholarship funding available to domestic and international students. Scholarship eligibility is determined during application and admission to Midway University. Most institutional scholarships are renewable for up to four years when a student meets the renewal requirements outlined for the specific award.

Merit Scholarships

- ***Merit Awards for Incoming Freshmen***

  Award: Varies

  Requirement:

  - Strong high school academic performance
  - Awards available for residential and commuter students

- ***Merit Awards for Transfer Students***

  Award: Varies

  Requirements:

  - Strong collegiate academic performance
  - Transfer student with a minimum of 24 credit hours
  - Awards available for residential and commuter students

Athletic Scholarships

Midway University is a member of the National Association of Intercollegiate Athletics (NAIA), the Intercollegiate Horse Show Association (IHSA), and participates in the River States Conference (RSC). Scholarships are available in the following sports: archery, baseball, basketball, cross country, equestrian (hunt and western), golf, soccer, softball, tennis, and volleyball.

Student-athletes may be eligible for an athletic scholarship in conjunction with a merit scholarship; however, there is a limit to the amount of institutional aid the University will award. Interested individuals should contact the coach of the appropriate sport for eligibility and award information. For more information on the athletics programs, coaches may be contacted through the Admissions Office at 1-800-755-0031.

Talent Awards

- ***Choral Scholars***

  Award: Varies

  Requirements:

- On-campus audition
- Choral Scholars Program applications have a priority deadline of April 1
- Participation in all choral programs

Other Awards

- ***Legacy Scholarship***

  Award: Varies

  Requirement:

  - Students with a sibling, parent, or grandparent who graduated from Midway University

- ***Disciples of Christ Scholarship***

  Award: Varies

  Requirement:

  - Students who are members of the Disciples of Christ church

- ***Governor's Scholars Scholarship***

  Award: Varies

  Requirement:

  - Students who have completed Kentucky's Governor's Scholars Program (GSP) or Governor's School for the Arts (GSA)

- ***Pinkerton Scholarship***

  The Pinkerton Scholarship is a competitive, need-based scholarship meant to be an example of the University's recognition of access to higher education for students from traditionally underrepresented groups.

  Award: Varies, up to full tuition

  Requirement:

  - The Pinkerton Scholarship application includes detailed information on eligibility and requirements and can be obtained through the Admissions Office at 1-800-755-0031.
  - Priority deadline for submission of the Pinkerton Scholarship application is January 15.

Ruth Slack Roach Leadership Scholarship Program

The Ruth Slack Roach Leadership Scholarship program was created in September 1996 in memory of Ruth Slack Roach, a great community servant-leader. The purpose of the Midway University Ruth Slack Roach Leadership Scholarship program (RSR) is to develop women as leaders dedicated to personal and community service exemplified in the life of Ruth Slack Roach.

Students in the program carry out community service projects dedicated to Ruth's memory and study principles of servant leadership to prepare them to carry on her legacy of service-centered leadership. Students develop leadership skills as they create and implement their projects.

The Scholar will serve as a Student Director of the RSR Leadership program and will be a mentor to the Ruth Slack Roach Leadership program participants, helping them to develop their leadership skills and their commitment to service. She will assist with the development of the RSR program and will oversee the planning and implementation of projects undertaken by participants in the program. The Scholar serves as a liaison between the members and the program advisor and will organize regular meetings of the Ruth Slack Roach participants. The Scholar will perform general administrative duties as assigned by the program advisor.

Bachelor degree-seeking residential students who hold a minimum 3.0 cumulative GPA and 60 earned credit hours have the opportunity at the end of their sophomore year to apply for a scholarship that will cover full tuition.

This scholarship is open to students interested in holding a leadership position and who have a commitment to community service.

Applicants will interview with the Ruth Slack Roach Executive Committee, and the recipient of the award is chosen by the committee members.

The recipient is required to live on campus. In accepting the scholarship, the Scholar agrees to a commitment of two years to the program with semester renewal based upon review of the self-assessment.

Evening, Weekend, and Online Program Institutional Scholarships

Midway University offers a scholarship for new transfer students from Kentucky Community College and Technical College System (KCTCS) schools who enroll in undergraduate evening, weekend, and online programs and attend full-time. Scholarship eligibility is determined during application and admission to Midway University. The scholarship is renewable for a second year if the student maintains a minimum cumulative GPA of 2.5.

- ***KCTCS Transfer Scholarship***

  Award: $1,000 per year

  Requirement:

  - Graduate of a KCTCS school with an Associate of Science, Associate of Arts, or Associate of Applied Science degree
  - Cumulative KCTCS GPA of 3.0 or higher

Grant Programs

Students must complete a FAFSA in order for the Financial Aid Office to determine eligibility for the awards described in this section. Students should apply as soon as possible on or after October 1st to maximize eligibility for state and federal financial aid. Extensive information about all federal aid programs can be found at www.studentaid.ed.gov .

Federal Pell Grant

The federal Pell Grant is made available to students who have exceptional financial need as demonstrated through the FAFSA. An eligible student may receive an amount determined by need.

Federal Supplemental Education Opportunity Grant (SEOG)

SEOG may be available to students attending at least half time who receive Federal Pell Grants and who have the highest levels of financial need as demonstrated through the FAFSA. An eligible student may receive up to $400 per semester for full-time enrollment, $300 per semester for three-quarter enrollment, and $200 per semester for part-time enrollment. SEOG funding is limited and can be exhausted during the year, so not all students with the most financial need may receive SEOG funds. Students are encouraged to file the FAFSA as early as possible after October 1st to maximize chances of receiving this grant.

Federal Education Assistance for College and Higher Education (TEACH) Grant

The federal TEACH Grant Program provides grants to students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. IMPORTANT: If a student does not complete the service obligation of at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which s/he received the grant, all TEACH Grant funds received will be converted to a direct unsubsidized loan. The loan then must be repaid to the U.S. Department of Education, with interest charged from the date the TEACH Grant was disbursed. For extensive information on the TEACH Grant, please visit www.studentaid.ed.gov/types/grants-scholarships/teach or contact the Financial Aid Office.

Iraq and Afghanistan Service Grant

If the parent or guardian of a student was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, the student may be eligible for an Iraq and

Afghanistan Service Grant. For extensive information on the Iraq and Afghanistan Service Grant, please visit www.studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service or contact the Financial Aid Office.

Kentucky Higher Education Assistance Authority (KHEAA) Funding

The KHEAA grants are available to qualified residents of Kentucky attending a Kentucky university. Before KHEAA grant eligibility can be determined and funds awarded, application must be made through completion of the FAFSA at www.fafsa.gov as soon as possible on or after October 1st of the preceding academic year. Extensive information about all state aid programs can be found at www.kheaa.com.

Student Employment Program

Federal Work-Study (FWS)

The FWS program is funded by the federal government and the University and is designed to provide jobs for eligible students who may earn funds to assist with a portion of their educational expenses. Eligible students are assigned part-time jobs on campus while school is in session. Every effort is made to place a student in a job that relates to previous experiences or to future career goals. Students may use all or part of their work study earnings to help pay their tuition and other eligible educational expenses. Students receive biweekly paychecks for hours worked at the established wage, or they may choose to have their earnings applied directly to their student accounts by signing an authorization through the Business Office. Application for FWS is made through completion of the FAFSA at www.fafsa.gov as soon as possible on or after January 1st, with additional application required through the Office of Student Affairs.

Loan Programs

Federal Direct Loans

These are loans that must be repaid with interest. Repayment begins following a six-month "grace period" after the student graduates, leaves school, or drops below half-time. Students must be enrolled at least half-time to borrow Direct Loans. Application for Direct Loans is made through completion of the FAFSA at www.fafsa.gov. There are two types of Direct Loans:

- Direct subsidized loan
  - Must have financial need to be eligible for the subsidized loan
  - Interest on the subsidized loan is deferred until the student graduates, leaves school, or drops below half-time enrollment
- Direct unsubsidized loan
  - Eligible for the unsubsidized loan even if there is no financial need
  - Interest on an unsubsidized loan accrues from the time it is disbursed until it is paid in full. To avoid capitalization of the interest, students may choose to make interest payments while enrolled.

The most up-to-date information on Direct Loan interest rates, origination fees and repayment options can be found at www.midway.edu/admissions-aid/cost-aid/apply-for-aid or www.studentloans.gov. Information may also be obtained by contacting the Financial Aid Office. There are limits to the amount a student may borrow in Direct Loans each year and over a lifetime. The chart below provides annual and aggregate loan limits.

Annual Federal Direct Stafford Loan Limits			
	Dependent Undergraduate Students	**Independent Undergraduate Students** *(and dependent students whose parents are denied a PLUS loan)*	**Graduate/Professional Degree Students**
1st-year (0-29 University credits)	$5,500 (max. $3,500 subsidized)	$9,500 (max. $3,500 subsidized)	$20,500 unsubsidized loan only (no subsidized eligibility)
2nd-year (30-59 University credits)	$6,500 (max. $4,500 subsidized)	$10,500 (max. $4,500 subsidized)	
3rd- and 4th-year (60 + University credits)	$7,500 (max. $5,500 subsidized)	$12,500 (max. $5,500 subsidized)	

Annual Federal Direct Stafford Loan Limits			
	Dependent Undergraduate Students	**Independent Undergraduate Students** *(and dependent students whose parents are denied a PLUS loan)*	**Graduate/Professional Degree Students**
Aggregate loan limits	$31,000 (No more than $23,000 may be in subsidized loans)	$57,500 (No more than $23,000 may be in subsidized loans)	$138,500 (The graduate debt limit includes Direct Loans received for undergraduate study.)

NOTE: Students receiving Direct Loans will have their loan information submitted to the National Student Loan Data System (NSLDS). This information will be accessible to guaranty agencies, lenders and institutions determined to be authorized users of the data system.

Federal Direct PLUS Loans

The federal Direct Parent Loan for Undergraduate Students (PLUS) is a federal education loan with a fixed interest rate made to parents of dependent undergraduate students enrolled at least half-time. PLUS loans are solely for educational expenses and are available to eligible parent borrowers who do not have adverse credit history. Parent borrowers begin repayment 60 days after the last disbursement has been credited to the student's account for the current academic year. Information regarding the application process, interest rates, origination fee and repayment options can be found at www.studentloans.gov, on the Financial Options page of the Midway University website, or by contacting the Financial Aid Office. NOTE: Parents receiving Direct PLUS Loans will have their loan information submitted to the National Student Loan Data System (NSLDS). This information will be accessible to guaranty agencies, lenders and institutions determined to be authorized users of the data system.

Private Loan Options

Students are encouraged to maximize all federal and state financial aid options before considering private student loans. Federal direct student loans usually offer borrowers better interest rates, benefits like fixed interest, and more flexible repayment options than loans from private sources. However, students may have unmet costs after all government sources are exhausted and may wish to research private loans. Information regarding private loan options can be found on the Financial Options page of the Midway University website or by contacting the Financial Aid Office.

Bagby Loan

Students attending Midway University may also have available to them funds from the George L. Bagby Trust Loan Fund. This fund, created by bequest in 1972, provides interest-free loan money to students to help defray their school expenses. Bagby Loan repayment is arranged with the Business Office.

Schell Loan

Students between the ages of 15 and 25 attending Midway University from Kentucky and surrounding states may also have available to them funds from the Charles E. Schell Foundation loan. This fund provides interest-free loan money to students to help defray their school expenses.

Other Financial Assistance

Rehabilitation Benefits

Available to qualified students who are physically or vocationally challenged, rehabilitation benefits usually provide some or all tuition and fees in addition to a book allowance. For more information, interested students should contact the Kentucky Office of Vocational Rehabilitation, Frankfort, Kentucky, at 1-800-372-7172.

Veterans Administration Benefits

Midway has been authorized by the U.S. Department of Veterans Affairs and the Kentucky Approving Agency for Veterans Education to participate in VA educational assistance programs. Midway University assists veterans in the following programs:

- Chapter 30 - Montgomery GI Bill Active Duty Program
- Chapter 31 - Vocational Rehabilitation
- Chapter 33 - Post 9/11 GI Bill and the Yellow Ribbon Program
- Chapter 35 - Survivors and Dependents Educational Assistance
- Chapter 1606 - Montgomery GI Bill Selected Reserves
- Chapter 1607 - Reserve Educational Assistance Program (REAP)

How to apply

The GI Bill website www.gibill.va.gov offers comprehensive information regarding all education assistance programs and the application process for each. The site also offers a benefits calculator and a side-by-side comparison of the programs for which students may qualify. The Financial Aid Office is available to assist students with questions regarding VA educational benefits.

Workforce Investment Act (WIA) Funds

Students in certain programs could be eligible to receive Workforce Investment Act funds for training or retraining purposes. For more information, students should contact the Kentucky Office of Employment and Training or the Financial Aid Office.

Employer Reimbursement Funding

Employers may offer tuition reimbursement benefits to employees taking courses. Students are encouraged to check with their employers regarding the availability of such benefits. Students who are eligible for employer reimbursement should notify the Business Office or Financial Aid Office.

Community Scholarships

Many different organizations offer scholarships to assist students with expenses. High school guidance offices, employers, and professional and church organizations can all be possible resources for scholarship opportunities. The Financial Aid Office can provide students with additional information on scholarship search tips, free online search engines, and ways to avoid scholarship scams. Students receiving community scholarship funds should notify the Financial Aid Office.

Council of Independent Colleges General Tuition Exchange Program

Midway University holds membership in the Council of Independent Colleges General Tuition Exchange Program (CIC-TEP). Colleges and universities participating in this program have agreed to accept general tuition-free students from families of full-time employees of other CIC institutions (full-time as designated by the employer/institution). General tuition exchange awards do not represent an exchange of actual dollars, and the Women's College recipients of this award must reside on campus. CIC tuition exchange recipients are required to complete a FAFSA each year. The scholarship covers full-time general tuition less duplicative aid. Complete information about this program may be obtained from the Financial Aid Office.

Financial Aid Packaging and Eligibility Requirements

A student's financial aid is awarded on a semester basis. In order to be considered for financial aid, a student:

- Must be enrolled as a regular student in an eligible program taking credits for a degree or other approved course of study.
- Must maintain satisfactory progress while enrolled as a regular student and be in good academic standing.

- Any financial aid package is subject to revision (even during the academic year) for any of the following reasons:
    - A change in the student's enrollment status
    - A change in regulations governing federal or state programs which requires an adjustment to be made
    - Reduced funding levels in federal or state programs
    - The student receives additional assistance from a source not listed on the most recent award offer
    - The Financial Aid Office discovers an error, clerical or other, on the award offer
    - The student fails to complete required financial aid paperwork for federal, state, and institutional aid

Financial Aid Disbursement and Credit Checks

Federal, state and institutional financial aid is disbursed to the student's account after enrollment for the semester is verified, immediately before or during the add/drop period. For Direct Loan purposes, a student must accept the loan funding through the Portal and complete all necessary counseling and promissory note requirements communicated by the Financial Aid Office before funds are disbursed to the student account. When financial aid disbursement creates a credit on the student account, the student typically can expect a credit balance check to be mailed within about one week from the date the credit is created, but no later than 14 days as required by federal regulations. Most students can expect their credit balance checks to be placed in the mail each semester on the Friday of the second week of class. Residential student checks are placed in the campus PO boxes and commuter and online student checks are sent by U.S. Mail to the permanent address on file. All students should be aware of the refund policy as described in this section.

Satisfactory Academic Progress Policy

Statement of Purpose

Federal regulations require Midway University to establish satisfactory academic progress standards for student financial aid recipients. These standards measure a student's performance in the following three areas: completion rate, cumulative grade point average (GPA), and maximum time frame. The Financial Aid Office is responsible for ensuring that all students who receive financial aid are meeting these standards. The standards of Satisfactory Academic Progress (SAP) apply for all financial assistance programs including Federal Pell Grant, Federal Work Study, Federal Supplemental Education Opportunity Grant, Federal Direct Loans, and assistance from the state and the institution.

Enrollment in Degree Program

Financial aid recipients must take only courses that are required for the degree program. Courses which are audited and credits which are earned through CLEP testing do not count toward students' enrollment status for financial aid.

Completion Rate (Pace)

A student's academic pace will be measured by comparing the cumulative number of attempted credit hours with the cumulative credit hours earned (i.e., received a grade of P, A, B, C, D, or S). This includes any courses for which the student has remained enrolled past the Add/Drop period. A student must earn 67 percent of the cumulative credits attempted to maintain satisfactory academic progress.

The following are considered when evaluating a student's completion rate:

- Withdrawals, incompletes, and failures are considered attempted but not earned hours.
- Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned credits.
- Repeated courses are included in the calculation of both attempted and earned hours. A student is allowed to receive aid for repeating a previously passed course only once.

- Audited courses are not considered credits attempted or earned.
- Transfer credits, including those received during consortium study, do not count in the calculation of the GPA, but they are included in the calculation of both attempted and earned hours. Courses taken during consortium study will be counted as attempted hours even if Midway University does not accept the grade for credit.

Cumulative GPA

In order to retain financial aid eligibility, the student must maintain a cumulative GPA of

- 2.0 for undergraduate students
- 3.0 for graduate students

Maximum Time Frame

A student will not be eligible to receive financial aid once he or she has attempted more than 150 percent of the normal credits required for the degree program. At Midway University, this means that students in programs requiring 120 hours for graduation will be eligible for financial aid during the first attempted 180 hours as an undergraduate. All attempted hours are counted, including transfer hours accepted toward the degree program, whether or not financial aid was received or the course work was successfully completed. The maximum time frame requirement may be adjusted for students pursuing a second degree. Generally, students will be allowed to attempt up to 150 percent of the additional credit hours required to earn the second degree.

SAP Reviews

Academic progress will be reviewed at the end of the spring semester each year. Students not meeting the completion rate and cumulative GPA requirements stated above will no longer be eligible for financial aid. Students will be notified of the suspension in writing if they fail to meet SAP standards.

Suspension

If the student does not meet the standards for completion rate and cumulative GPA, he or she is no longer eligible for financial aid from federal, state, and institutional sources until such standards are met, or until eligibility has been reestablished through a successful appeal.

Appeal Procedures and Reinstatement

A student may appeal due to extraordinary circumstances. Extraordinary circumstances may include, but are not limited to, personal or family illness, tragedy, or other circumstances the student feels have bearing on the situation. A student must appeal using the SAP Appeal form found at www.midway.edu/admissions-aid/cost-aid/my-aid-awards/satisfactory-academic-progress or obtained through the Financial Aid Office. A letter describing the extenuating circumstances must accompany the form, and documentation verifying the situation must be provided. Complete appeals must be submitted to the Financial Aid Office within two (2) weeks of notification of suspension status.

The Financial Aid Office will review all appeals and may refer cases to the Academic Review Council when appropriate. The student will be notified, in writing, of the outcome of the appeal.

An appeal may be approved, denied, or approved with conditions set forth in an academic plan. Students who are granted an appeal will be placed on financial aid probation for one term. At the conclusion of the next term of enrollment (including the summer term if applicable), the student's academic progress will be reviewed. At that time, students who do not meet SAP or the conditions agreed upon in the academic plan will no longer be eligible for financial aid.

The Financial Aid SAP policy does not preclude a student from enrolling in subsequent semesters. Students may continue coursework using alternative means of payment and will have their financial aid reinstated by the Financial Aid Office once all SAP standards are met.

Tuition and Fee Schedule

Tuition and fees are based on student type and enrollment status. All students living in University housing are required to purchase a meal plan. Full-time undergraduate students, taking a minimum of 12 credit hours, per 16-week semester, are charged a flat rate of tuition, plus applicable course and service fees. Full-time undergraduate students may take a maximum of two accelerated courses per semester which will be included in the flat tuition rate.

Part-time, evening, online, and graduate students are assessed a per credit rate of tuition, plus applicable course and service fees. In addition to accelerated courses, part-time students may take a maximum of two 16-week undergraduate courses and will be charged per credit hour rate. The tuition pricing is reviewed annually and changes periodically; therefore, tuition and fees are not included in the catalog. Please refer to the latest version of the University tuition and fees schedule on the Midway University website http://www.midway.edu/financial-options/tuition-fees.

Payment Policy

Students are responsible for making satisfactory payment arrangements with the Business Office by the first day of each term or module. Payment arrangements may include a combination of financial aid and personal payment plan options. Cash, check, American Express, Discover, MasterCard, and Visa are accepted.

Students who become delinquent on payments may be withdrawn from all courses during the academic period. In addition, students who owe a debt to the University will not be allowed to register for additional courses, receive grades, transcripts, or diplomas. In addition, services such as check cashing, dining services, and campus residency may be denied until arrangements have been made with the Business Office to pay the debt. Debts that become past due will be assessed a $100 fee. Debts that become 30 days past due are in default and remitted to a collection agency. In the event of default in any amount due, and if the account is placed in the hands of an agency or attorney for collection or legal action, the student will be liable to pay an additional charge equal to the cost of collection including agency, attorney fees and court costs.

Credit Balances

Credit balances that result from financial aid funds are processed after the student's attendance is confirmed, the financial aid funds are received, and all institutional charges are satisfied. The Business Office will issue a check for the excess funds to the student, or parent if the funds are the result of a parent loan upon the parent's request. If the student receives a credit balance check and subsequently ceases class attendance, they will be subject to the Financial Aid Return of Funds Policy and may be required to return and/or repay any unearned portions of financial aid that they received toward their educational expenses.

Tuition, Room, and Board Refund and Withdrawal Policy

Students are considered financially responsible for all institutional charges upon enrollment. It is the responsibility of students to officially withdraw by completion of the appropriate form, with approvals, and returning the completed form to the Registrar's Office. Failure to attend class does not constitute official withdrawal and does not remove financial or academic responsibility nor qualify students for refunds. Students must follow the official withdrawal procedure to be eligible for a tuition refund. The appropriate withdrawal date will be determined after completing the withdrawal procedure.

Tuition, Room, and Board charges will be refunded on a weekly pro-rated basis according to the following schedule. Course fees, technology fees, and activity fees are not refundable. Calendar days include weekdays and weekends for the purpose of calculating refunds.

Tuition Refund and Withdrawal Schedule 2016-2017	*Official date of withdrawal*	*Refund %*
Courses 16 weeks in length	Before Classes Begin First day of term through 10th day 11th day of term through 17th day 18th day of term through 24th day After 24th day	100% 100% 50% 25% 0%
Courses greater than 6 weeks but less than 16 weeks in length	Before Classes Begin First day of term through 7th day 8th day of term through 14th day After 14th day	100% 100% 25% 0%
Courses greater than 3 weeks but not more than 6 weeks in length	Before Classes Begin First day of term through 4th day After 4th day	100% 100% 0%
Courses 3 weeks or less in length	Before Classes Begin After Classes Begin	100% 0%

Upon complete withdrawal from the University, students who receive federal financial aid of any kind will have their packages recalculated in accordance with the Higher Education Amendments Extension Act, Public Law 109-292. Details can be found in the Federal Student Handbook available in the Financial Aid Office.

Housing and Tuition Deposits Refunds

New residential students are required to pay a housing and tuition deposit. Returning students are required to pay an annual housing deposit. Deposits are refundable through May 1st upon written request to the Business Office. Housing and tuition deposits will be applied to student accounts after the 10th day of term. Any portion of the deposit remaining after all institutional charges are paid will be refunded to the student.

Return of Financial Aid upon Withdrawal

Financial aid recipients who withdraw or cease attendance in a semester may be subject to return of financial aid funds per federal, state and institutional policies. The "Financial Aid Return of Funds Policy" section of this Catalog provides additional information on the return of funds policies.

The return of financial aid funds may result in a balance owed to Midway University, and the student is responsible for any balance that is created as a result of a return of funds. Students are strongly encouraged to meet with the Financial Aid Office and the Business Office prior to withdrawal.

Financial Aid Return of Funds Policy

Financial aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or ceases to attend, the student may no longer be eligible for the full amount of Title IV, state and institutional funds the student was originally scheduled to receive. Midway University's refund and withdrawal policy is listed in the Midway University catalog. Midway University handles all returns of federal and state financial aid in accordance with federal and state regulations.

IMPORTANT NOTE: Midway University may charge the student for any Title IV or state aid program funds that the University is required to return on the student's behalf. Therefore, the student may owe a balance to Midway University to cover unpaid institutional costs due to loss of financial aid through the withdrawal calculation described below:

Returns of funds due to withdrawal will be determined using the following principles:

Federal Title IV Aid

1. Midway University follows all federal Title IV regulations governing return of funds. The Title IV programs that are covered by this law are Federal Pell grants, Federal Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and TEACH Grants.

2. The percentage of Title IV aid required to be returned is based on the percentage of time remaining in the semester as of the student's date of withdrawal. The amount of assistance that a student has earned is determined on a prorated basis. The University must determine the treatment of the student's Title IV program assistance on a payment period basis. The percent of the payment period represents the percentage of aid earned by the student. Up through the sixty percent (60%) point in each payment period, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of the withdrawal based on the percentage of the term completed. After the 60% point in the payment period, a student has earned 100% of the Title IV funds.
3. Both Midway University and the student may be required to return unearned Title IV funds to the federal government, and the student will receive written notification from the Financial Aid Office within thirty (30) days of determination of withdrawal regarding repayment responsibilities of the school and the student.
4. Funds will be returned first to the Title IV loan programs and then to the Title IV grant programs in the following order:
    - Unsubsidized Direct Loan
    - Subsidized Direct Loan
    - Direct PLUS loan
    - Pell Grant
    - Federal Supplemental Educational Opportunity Grant (FSEOG)
    - TEACH grant
5. If a student did not receive all eligible Title IV aid before withdrawing during a term, the student may qualify for a post-withdrawal disbursement; the Financial Aid Office will notify the student in writing within thirty (30) days of determination of withdrawal regarding post-withdrawal disbursement eligibility and requirements.

State Aid

1. With the exception of KEES (see 2.), state financial aid will be earned in the same percentage of term completed used for the federal return of funds calculation. After the 60% point in the payment period, the student has earned 100% of state funds. Up through the 60% point, the percentage earned will be applied to the total amount of state funds for which the student is eligible, and the unearned portion of state funding will be returned for each program:
    - College Access Program (CAP) grant
    - Kentucky Tuition Grant (KTG)
    - KHEAA Teacher Scholarship
    - National Guard Tuition Assistance
    - Early Childhood Development Scholarship
    - Go Higher Grant
    - Mary Jo Young Scholarship
2. For purposes of KEES, the institution will return 100% of the award up to the date upon which the student is entitled to a full tuition refund in each term, as published in the University refund and withdrawal schedule. On and beyond the date upon which a student is no longer eligible for any tuition refund from the University, KEES will be retained at 100%.

Institutional Aid

1. Institutional refunds will align with the University's refund and withdrawal schedule such that the percentage of tuition for which a student is liable will equal the percentage of each institutional award the

student is eligible to retain (e.g., A student eligible for a 50% tuition refund and responsible for 50% tuition payment will receive a 50% reduction in the institutional award and retain 50% of the award.). In the event that an institutional award will create a credit on the account after a Return to Title IV and state withdrawal calculation is performed, the institutional award may be reduced to eliminate the credit at the University's discretion.

External/Outside Aid

1. All external sources of funding will be handled in accordance with the requirements of the funding source.

Student Affairs

An education at Midway University is not limited to the classroom or the lab. A significant part of a student's education and growth stems from the development of strong interpersonal relationships and participation in a variety of extracurricular activities and programs. Student Affairs is responsible for residence life, student health services, non-academic student discipline, student support, disability support services, student activities, clubs and organizations, leadership development, orientation, campus ministry, community service, student work study, and student government.

Residence Life

Students have a choice of two residence halls at Midway University -- Buster and Belle Wisdom Halls. The residence life program is designed to provide a smoke- and drug-free living-learning environment which contributes to the holistic development of students. Resident students are expected to abide by all residence hall and general University policies described in this catalog, the residence hall contract, and the Student Handbook. Policies governing residence life are in accordance with the overall philosophy of Student Affairs and are congruent with the mission of the institution to ensure the safety and health of residents. Wellness, educational, and social programming is conducted on a regular basis. Midway University does not provide family housing.

Residence Requirement

Normally, our residence requirement is for all full-time students under the age of 21 are required to live in the University residence halls unless they are married, have dependents, or are living with their parents or legal guardians within a 50-mile radius. A student who is at least 21 years of age is eligible to live off campus if the student's individual scholarship guidelines do not prohibit off-campus residency. A student must have met one of the above criteria on or before the last day of classes at the end of the semester to be eligible to live off-campus for that semester. **However, for the 2016-2017 academic year, we are making exceptions to our policy. Please contact the Director of Residence Life to determine if you are eligible to live off campus.**

Students over the age of 23 years must receive special permission from the Assistant Vice President for Student Affairs to live in the residence halls. The cost for living in University housing is listed on the University's website www.midway.edu/financial-options/tuition-fees.

Buster Hall is a four-story building which houses 72 residence hall rooms. All the rooms are the approximately the same size, with two large windows, ceiling fans, and hardwood floors. Built in 1925, Buster Hall also houses the health clinic, which is staffed part-time by a registered nurse.

Belle Wisdom Hall was built in 1959. It has three floors and 42 residence hall rooms. Rooms vary in size and are arranged in suites with shared bathrooms.

Each residence hall at Midway University contains a laundry facility, a microwave, a television lounge, and a study lounge. Rooms are furnished with beds, mattresses, dressers, desks, desk chairs, cable TV connection, and Internet access. Each resident is responsible for her own room and agrees to accept responsibility for any damage to the room or its furnishings during the contractual period.

Housing Agreement

The housing contract is a binding agreement between Midway University and the student and/or parent or legal guardian. The contract covers the full academic year, or that portion of the year remaining at the time the housing assignment is made. The student agrees to pay all housing fees and all board fees as set forth by Midway University each academic year. Cancellation of this contract may be made only in case of withdrawal from the University, graduation, dismissal, marriage, or exemption approved by the Director of Residence Life. The University does not provide room and board services under this contract during break periods, as outlined in the Student Handbook. Students may leave personal property, at their own risk, in their assigned rooms during certain break and holiday periods. The University is not responsible for any items lost, stolen, or damaged during the calendar year, including

break periods. The student agrees to vacate their assigned room and leave it in a clean and orderly manner within 24 hours of graduation, withdrawal, or dismissal from Midway University, or at the end of the academic year.

Housing Deposit

A non-refundable deposit must be sent with the housing application in order for a room assignment to be made. The deposit will be applied toward any damages or fees owed by the student upon final withdrawal from University housing, and the remainder may be returned, applied toward the students University bill, or donated to the University.

Room Assignments

The Director of Residence Life makes room assignments upon receipt of the contract and housing deposit with consideration of space, information on the housing application, and specific reasonable requests of the student. Returning students are given priority when rooms are assigned for the following academic year. The University cannot guarantee that special requests will be granted. The University is committed to a policy of non-discrimination. All room assignments are made without regard to race, religion, national origin, or physical disability.

The University reserves the right to authorize or deny all requests for changes of room or roommate, to consolidate vacancies, or to charge additional fees based upon lowered occupancy of rooms. The University may modify room assignments for disciplinary reasons, catastrophe, and incompatibility of roommates. The University also reserves the right to cancel or terminate the housing contract for disciplinary reasons.

Food Services

All students living in University housing are required to purchase a meal plan. Rates are subject to change at any time prior to the beginning of the academic year.

Campus Security

Campus Security officers patrol the Midway campus 24 hours a day, 7 days a week. In addition, the officers carry a cell phone to be accessible to campus community members 24 hours a day if services are needed or in the event of an emergency. Security may be reached at 859-846-5419. When calling for assistance, the caller should clearly state the nature of the problem and its location.

Security measures are only as effective as individuals on campus choose to make them. Students are encouraged to use sound judgment at all times. All residence halls are under a 24-hour locked condition. Only students who live in the building and staff members with a work-related need have keys to each building. Other campus buildings have controlled access at night and on weekends. Occupants of the residence halls must ensure that outside doors are closed and that locks are firmly secured at all times.

While there are certain offices that focus specifically on keeping Midway University a safe place to live and work (Campus Security, Residence Life, the Student Affairs Office, etc.), the responsibility for maintaining a safe community falls to all of its members. The University strongly encourages members of the University community to report all crimes to the appropriate authorities as outlined below.

- Reports to campus officials will be investigated and, if appropriate, disciplinary charges will be placed and/or the police will be involved. In addition, reports of crimes will be included in the campus crime statistics, even if they do not lead to a formal investigation by the police or an arrest or disciplinary charges.
- If the crime is in progress, the community member should immediately contact one of the following: the police (by calling 911), Campus Security, or a Residence Life staff member. The decision regarding whom to contact should be based on the intensity of or danger involved in the situation and/or the ease with which one of these authorities can be contacted. If Campus Security or Residence Life staff members are notified prior to the police being called, they will assist the community member with contacting the police and making a report.

- If the crime is discovered after it has occurred, the community member should contact Campus Security or a Residence Life staff member. The person responding will assist the community member with making a report and connecting with the police, if appropriate and desired.

The Campus Security Daily Crime Log can be found on the Midway University website at: www.midway.edu.

Automobiles and Parking

All Midway University students are allowed to have automobiles on campus. Students must register their vehicles with the Business Office and purchase valid registration permits each academic year. Lots for student parking are designated on campus and parking information is available from the Business Office. Students who violate parking regulations will be subject to ticketing and/or towing.

International Student Services

Information on immigration and naturalization policies, visas, work policies, and health insurance may be obtained from the Office of Multicultural and International Affairs.

Student Health Services

The University nurse maintains the University health clinic to respond promptly to student health needs. The nurse is available for consultation and referrals, to administer routine medications and allergy shots, treat minor injuries and ailments, handle medical emergencies, provide educational health programs for students, and administer tests and immunizations. There is no charge to students for services provided through the University health clinic. Students are responsible for expenses incurred for treatment/consultation given by providers other than the University health clinic.

Other health care providers in the area include hospitals, general and specialized physicians, local public health services, poison control center, crisis center, and rescue squad with ambulance service. Students who receive treatment/consultation from providers other than the University health clinic are responsible to the provider for all expenses incurred. Students may obtain information pertaining to student health insurance in the Business Office.

Each residential student is required to submit a completed student health form and immunization record prior to moving into the residence halls. Certain programs and activities may also require commuter students to submit completed health forms prior to registration.

Student Health Insurance

All students attending Midway University and taking at least six credit hours per enrollment period are eligible to participate in a voluntary accident and sickness insurance plan. Enrollment materials are available in the Business Office. Premiums are paid directly to the insurer and cannot be added to the student's account.

All athletes must have insurance in order to participate in any sport, including riding teams. Proof of insurance must be submitted prior to practice or any participation.

Students registering for internships, practicums, clinicals, and student teaching are required to purchase their own health insurance prior to participation in these courses.

Student Development

The Student Affairs staff provides assistance to students and offers programs on a wide variety of personal development issues. The Student Affairs Office is in McManis Student Center. Students may either drop in or call extension 5390 for an appointment.

Religious Opportunities

While the University is affiliated with the Christian Church (Disciples of Christ), it is fully interdenominational in scope and policy. Participation in religious services and activities at Midway University is voluntary. Chapel services are offered on a weekly basis by the Campus Minister and students may also choose to be involved with the Midway Prayer group, a student organization devoted to Bible study, fellowship, and community service.

The town of Midway has many churches readily available to students and faculty within walking distance of Midway University. The churches are active and energetic and welcome Midway students. The programs of both the University and the community are such that regular participation is possible.

Technology Services

Midway University provides technology services to all students that include:

- Email account accessible on any Internet-accessible computer/device
- Student portal which provides detailed campus announcements, news, course registration and grades, and other key information, portal.midway.edu
- Internet/network connection
- Wireless service has been established in all academic buildings as well as in the McManis Student Center and residence halls
- Cable TV in residence halls
- Local telephone service
- Print/copy accessibility

Student Activities and Organizations

Midway University provides students with a number of opportunities to become involved in social, recreational, educational, and cultural activities. Annual events include Night of Lights, the Last Supper, Midway Christmas Vespers, and graduation festivities. Chorale concerts, student productions, and programs included in the Artist and Lecture Series add a cultural dimension to campus life.

Student activities and programs are intended to stimulate personal growth and development outside the classroom. They provide students with opportunities to supplement academic learning, sharpen leadership skills, and actively participate in the process of planning and organizing programs and events.

The following activities and organizations are available to Midway University students at various times.

Student Government Association (SGA)

The Student Affairs staff provides opportunities for students to be involved in making decisions and determining processes, especially in issues pertaining to Student Affairs and to the well-being of the University.

Students are formally represented within the institution through the Student Government Association, whose officers are elected annually by the student body. The Student Affairs staff works with SGA officers to ensure student representation and voice within the institution.

SGA is the organization that serves as an intermediary for the consideration of issues that are of vital interest to students, faculty, and staff. SGA strives to develop principles of democratic self-government while encouraging and promoting cooperation among faculty, staff, administration, and students. All students enrolled at Midway University are members of SGA. Elections for representative positions are held throughout the year. SGA meetings are held regularly and student attendance is encouraged and welcomed. SGA serves as the "umbrella" association for all student organizations.

ENACTUS

ENACTUS is an international organization made up of students from around the world who make a difference in their communities through educational projects in market economics, success skills, entrepreneurship, financial literacy, and business ethics. ENACTUS gives students the opportunity to acquire skills in leadership, teamwork, and communication by learning, practicing, and teaching the principles of free enterprise.

Kentucky Education Association of Student Professionals

This organization is composed of students interested in a teaching career. It promotes activities related to the teaching profession.

Midway Association of Nursing Students (MANS)

Midway Association of Nursing Students is a constituent of the National Association of Nursing Students (NSNA). The mission of NSNA is to facilitate the development of future nurse leaders who will advocate for high-quality, affordable, evidence-based healthcare, and will contribute to advance nursing education.

Midway Environmental Explorations Club (MEEC)

MEEC encourages students to develop a greater appreciation of the earth's diverse biological wealth, promotes responsible stewardship of the earth's resources, and provides members with opportunities for low-impact outdoor experiences, such as camping, hiking and canoeing.

Midway Horse Association (MHA)

The purpose of this organization is to promote student interaction, interest in the equine industry, and recreational activities. MHA also serves as the equine ambassadors for campus festivities and official occasions.

Midway Prayer Group

This organization provides an opportunity for students to share in prayer and Bible study. The members also participate in community service projects on campus and in the wider community.

Psychology Club

The Psychology Club is designed for psychology majors and minors and other students interested in the behavioral sciences. Club members organize a community service project each semester, participate in regional psychology conferences, and host speakers and informational meetings on behavioral sciences careers.

Sport Management Club

The Sport Management Club is dedicated to creating opportunities to enrich students' collegiate experience by learning more about the sport industry. Members share a common passion for sport and extend their interest through community involvement. They work toward providing students with networking opportunities and introducing the professionalism of the sport industry by meeting with guest speakers, planning, organizing, and implementing events, and visiting and touring sport facilities. In addition, club members utilize their skills to further prepare themselves for their professional careers as well as to socialize with other University students and faculty.

Student Athletics Board (SAB)

The Student Athletics Board represents all students regarding team and athletics issues, goals, and governance. Two representatives from each team are elected by team members to serve on the Board. The representatives discuss support for campus events, student issues, and actions regarding University athletics and facilities.

Tri-Beta

This organization coordinates and facilitates communication among students with common interests in science. Tri-Beta is a biology honor society whose purpose is to encourage and support students in the biological sciences. The group promotes biological research and activities related to the sciences.

Student Honor Code

Midway University is a community of learners that expects integrity and honor from its members. I will show respect for my community by behaving with honesty, integrity and civility. As a responsibility to my Midway University community, I will show respect for:

- ***My classmates and faculty by maintaining honesty in my academic work and refraining from cheating.***
- ***My community and peers by maintaining integrity and honesty in my daily life.***
- ***Faculty, staff, and members of the administration by maintaining civility and refraining from disruptive and abusive language and behavior.***

I will acknowledge responsibility and accept the consequences of my actions. In choosing Midway University, I pledge to uphold the principles of the Honor Code and will cherish and guard its tradition.

Student Conduct

Students at Midway University are considered responsible adults and are expected to maintain standards of conduct appropriate to the University community. Midway University, like other educational institutions, has established regulations for student behavior. The Student Code of Conduct and other important policies are listed in the Student Handbook, which can be found on the Midway University website at www.midway.edu/student-life/student-resources.

Midway University supports the rights of its students and has established procedures to ensure the fair and equal treatment of students. The student disciplinary process found in the Student Handbook details the rights of students who have allegedly committed non-academic violations of the Student Code of Conduct. Information regarding academic infractions is located in the Academic Regulations section of this catalog.

Athletics

The Athletics Department provides student-athletes with the necessary knowledge and experience to achieve their athletic and academic potential while developing a sense of self and leadership qualities in a positive competitive atmosphere. Involvement in sports at Midway University contributes to the development of the whole person.

Athletic Facilities

The Midway University athletic facilities will be open only to faculty, staff, students, and approved guests unless otherwise arranged through the Athletic Director. Guests must be approved by the Athletic Director or designee and must be accompanied by a Midway University faculty, staff, or student at all times. The Athletics Department reserves the right to modify facility hours in order to meet varsity practice and competition times.

Use of the facilities is at the user's risk; therefore, each individual must sign a Release of Liability. Members of the University community may obtain the Release of Liability form along with a brief information sheet from the Office of Student Affairs. No one will be permitted to use the athletic facilities unless the release form has been signed.

Hours of Operation (subject to change without notice):

Marshall Gymnasium	August – May	Monday – Friday	6:00 a.m. – 11:00 p.m.
		Saturday	8:00 a.m. – 8:00 p.m.
		Sunday	12:00 p.m. – 11:00 p.m.
Cardio Room and Weight Rooms	August – May	Monday – Friday	6:00 a.m. – 11:00 p.m.
		Saturday	8:00 a.m. – 8:00 p.m.
		Sunday	12:00 p.m. – 11:00 p.m.

***The Cardio and Weight Rooms may be closed during athletic events and other events held in the McManis Student Center.

Intercollegiate Athletics

Midway University has a commitment to excellence in co-ed sports at the intercollegiate level. Athletic teams are fielded in archery, baseball, basketball, cross country, golf, soccer, softball, tennis, volleyball, and hunt seat and western equitation. Midway University is a member of the National Association of Intercollegiate Athletics (NAIA), the River States Conference (RSC), the Intercollegiate Horse Show Association (IHSA), and the U.S. Intercollegiate Archery Association.

Athletic scholarships are available to accepted students who are talented athletes based on qualifications and evaluation by the head coach. With increased emphasis being placed on the development of women's sports in the United States and throughout the world, Midway University strives to make substantial contributions to the field as an integral part of the personal growth and enrichment it fosters in all its students.

Academic Information and Policies

Midway University has established certain conditions governing enrollment, the number and level of courses required for a degree, and other regulations governing the various majors and programs of the University. By becoming familiar with and adhering to these policies, students can enhance their opportunities of successfully completing a degree and can add considerably to their enjoyment of the University years. Students are responsible for reading and understanding information about their programs of study. The University has the following support services to assist students.

Academic Advisor

Midway University has a number of resources available to individual students to help them define and achieve their educational, career, and life goals. The key to this arrangement is the academic advisor, usually full-time members of the faculty. Upon entering the University, each student is assigned an academic advisor who will help to select appropriate goals and schedule the courses to assist the student in realizing his or her goals.

Academic advisors take reasonable steps to inform advisees of the general consequences of their academic performance. Dropping to part-time status, failure to keep an appropriate GPA, and other student actions may affect a student's academic standing, career goals, and eligibility for financial aid and the time period for loan repayments. **However, final responsibility for planning their academic progress rests with students, who should read and study the University catalog and program requirements.**

Academic Support

The Student Development Center provides a full range of academic support including peer tutoring, group study, writing assistance, math assistance, academic coaching, test preparation, and help with study skills and test anxiety. The Center's mission is to foster and promote independent learning and to strengthen academic life for university study and beyond. To do this, the Center facilitates students' engagement with their coursework and supports the work they and their professors are doing, thereby helping empower and encourage students to overcome obstacles and achieve goals. The Student Development Center provides services to all Midway University students.

Little Memorial Library

The Little Memorial Library, located in the center of the Midway University campus, houses all the physical collections and coordinates services provided by the library. The library collection is designed to support all programs of the University and is available in open stacks for student use. The facility provides for a variety of study and reading spaces including two group study rooms, a media room, individual study carrels, and a conference room. The library also houses a computer lab, a Mac lab, a classroom, the Student Development Center, and the Office of Multicultural and International Affairs.

The library also provides access to its own resources as well as to the resources of other libraries via its online catalog and electronic databases. The library offers access to nearly 50 electronic databases that provide indexing and full-text journals, periodicals, reports, and other documents to support all the programs the University offers. *WorldCat*, a union database of over 50 million records, is used for interlibrary loans and for finding titles not only in nearby libraries but in libraries worldwide. The library also subscribes to an eBook resource with access to nearly 120,000 full-text electronic books.

The library's web site at www.midway.edu\library has numerous research and how-to guides to help users access library databases and use web sites more effectively. Some of these include evaluating websites, selecting a search engine, avoiding plagiarism, citing sources, and many more. A Distance Learning Services page includes all the information a student needs to access library resources from home or office. All the links are accessible directly from the homepage. Access to web-based licensed content offered by the library is simplified through EZproxy software for remote user authentication.

Course Information

Academic Majors and Minors/Concentrations

A major is an organized course of study consisting of at least 30 credit hours within a recognized field, and, when combined with general education courses and elective courses as specified, leads to a degree.

Several majors at the baccalaureate level have also designed academic minors or concentrations. A minor or a concentration is a structured group of courses that leads to considerable knowledge and understanding of a subject. Requirements for a minor vary among disciplines. All require the completion of at least 18 semester hours and all require that a minimum number of courses be completed at upper levels (300 and above). The minors and concentrations that are available to students are described with the program listings and major programs in this catalog. Students may complement a major by adding a concentration or a minor. Academic minors and concentrations are available only to students pursuing a Bachelor of Arts or a Bachelor of Science degree with the exception of the Concentration in Alcohol and Drug Counseling, which can be pursued as a stand-alone concentration by students who have already earned a baccalaureate degree.

Unit of Credit

The unit of credit at Midway College is the semester hour. The credit measure is based upon outcomes of the course, not time input. Accelerated courses are delivered in 4-week or 8-week sessions, while traditional in-seat courses are delivered over approximately 16-weeks.

Faculty members are advised that sound educational practice requires that all students be assigned at least 2 hours of work outside of class per week for each semester hour of credit to be earned in a 16-week course, at least 5 hours of work outside of class per week in an 8-week course, and at least 10 hours of work outside of class per week in a 4-week course.

The course outcomes are the same regardless of the delivery method. Data show that students from both venues do equally well on major field tests as well as success on Nursing License Exams and on PRAXIS II exams.

The adult undergraduate program (formerly known as the School for Career Development [SCD]) delivers courses on an accelerated (module) calendar during evenings, weekends and online. In the module format, in-seat classes meet 11 hours per 4-week or 8-week session for each semester hour of credit to be earned. In the online format, each class extends over a 4-week or 8-week session (Monday – Sunday evening 11:59 p.m.) for the duration of the course.

In all cases, the learning outcomes are identical regardless of the time frame of the scheduled course. The accelerated courses are designed for adult learners, and faculty members are required to incorporate good educational practices for working adults.

Midway University is a member of the Council for Adult and Experiential Learning (CAEL).

Course Load

<u>Undergraduate</u>

An undergraduate student is considered to be full-time when registered for 12 or more credit hours per semester. The maximum allowable load is 19 credit hours during a particular semester, seven credits during the summer session, and four credits during intersession. A student may be permitted by the appropriate dean, upon recommendation of the student's academic advisor, to carry extra credit hours.

A student on academic probation is limited to an academic load not to exceed 13 semester hours during a regular semester or two consecutive modules.

A student may not be registered simultaneously at Midway University and at another institution.

After matriculation at Midway University, a student may not complete courses at another institution and transfer them to Midway University without prior approval. If approved, transfers are limited to 3 credit hours annually.

Graduate

Graduate load is determined by the specific program. For additional information, refer to the Graduate Program section of this catalog for program requirements.

Independent Study Courses

Independent study courses may be offered in any subject area represented in the catalog. Independent study courses may be taken for one, two, or three semester hours of academic credit.

Learning contract forms for independent study courses are available in the Office of the Registrar. The usual deadline dates for registration must be observed.

Students should keep in mind the following guidelines:

1. Independent study courses are given at the Dean's option. There is no requirement that such courses be given.
2. No course that is already offered regularly in the curriculum may be taken as an independent study course.

Special Topics Courses

Periodically, various programs will offer special topics courses. These courses are designed to allow for study of well-defined areas within the discipline that are not treated in regular course work. Since prerequisites vary among courses, students should refer to each term's schedule of academic offerings before registering for a special topics course.

Undergraduate Student Classification

Students are classified by the University Registrar as:

- Sophomore, 30 credit hours with a cumulative grade point average of 2.0
- Junior, 60 credit hours with a cumulative grade point average of 2.0
- Senior, 90 credit hours with a cumulative grade point average of 2.0

Credit granted by examination or brought in as transfer is included in determining a student's classification but not in the calculation of GPA.

Placement and Proficiency Exams

Credit for Prior Learning

In certain cases, university credit can be earned for knowledge gained through prior work and learning experience depending upon the nature and scope of the experience. It should be noted that credit is not given for experience but for knowledge, so that in the process of requesting credit for prior learning the student must give evidence that knowledge in the area is equivalent to specified university-level student learning outcomes and encompasses knowledge both of theory and of practice. There are various ways in which a student may give proof of such knowledge. For example, a) transfer credit from another educational institution, b) military credit, c) credit by examination, d) portfolio assessment, e) credit from a workshop or program approved by the American Council of Education. Each of these methods is explained below.

A charge is assessed per credit hour awarded for prior life and work experience via portfolio review.

Transfer from Accredited Institutions or Military Credit

In addition to the requirements outlined under the section **Enrollment Management - Admission to Midway University**, transfer students are required to submit official transcripts from all institutions previously attended. After evaluation of the transcripts, Midway University may accept a maximum of 32 semester hours of C or higher work from regionally accredited institutions toward an associate of arts degree or a maximum of 84 semester hours of C or higher work toward a bachelor degree. The total accepted shall include CLEP, DANTES Subject Standardized

Tests (DSST), AP, portfolio assessment, and transfer and may not exceed 80 credit hours. Students pursuing a master's degree may transfer a maximum of six semester hours of B or higher work.

- No courses will be accepted in transfer after matriculation at Midway University unless the proper paperwork is completed and advisor's consent is obtained prior to taking the course. A maximum of three (3) credits per academic year can be taken elsewhere with permission of the academic advisor, department chair, and Registrar after completion of the Permission to Register at Another Institution form.
- Excluded are courses in the major and in General Education that have been specified as having to be completed at Midway University.
- Only students who are in good academic standing at Midway University are eligible to take courses elsewhere.
- Students who drop out for one semester or longer will re-enter as transfer students and are therefore not limited to three credit hours per academic year while not in attendance at Midway University.
- At least half of the major must be completed at Midway University.
- No upper level (300-400) credit will be given for lower level (100-200) courses.

Students who have served in all branches of the military can receive credit for military training, workshops, job experience, etc. To obtain this credit, students need to contact the Midway University Admissions Office for information on how to obtain a military transcript.

Advanced Placement Program (AP)

Midway University recognizes the examinations of the University Board Advanced Placement Program (AP) offered by thousands of high schools across the nation. A high school senior who wishes to have AP scores evaluated for possible credit should have the test scores sent to the Office of Admissions. The code number for Midway University is **1467.**

A student's AP scores may be accepted by Midway University for advanced placement in University courses and for academic credit toward a degree. The student who is interested in investigating this option must notify the Registrar in writing of the desire to have these scores considered for credit.

The scores of the Advanced Placement Examinations for which comparable courses are offered at Midway University will be evaluated in the following manner by the Registrar:

The scores of 3, 4, or 5 will be automatically converted to credit toward the degree and result in the student's advanced placement, if sequenced courses are involved. The student's transcript will reflect credit by AP Exam by a grade of P (Pass). A score lower than three (3) will not be considered for advanced placement or for credit.

College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST)

Midway University recognizes the general and subject examinations of CLEP and DSST and follows the policies noted below in evaluating the results of such examinations.

A student's scores from the general and subject exams of the CLEP and DSST may permit University credit toward the degree when the subject involved is equivalent to a course offered at Midway University. In such cases, the student's transcript will reflect credit by examination with a grade of P (Pass). The credit earned through CLEP or DSST will count toward graduation, but the grade of P does not affect a student's GPA. To receive credit for a CLEP and DSST exam, a student's score must meet the minimum score recommended by the American Council on Education (ACE). The number of credits given for the examination will be based on the recommended guidelines by ACE.

Any student who wishes to take a CLEP or DSST examination should contact the Student Development Center. There is a charge for the administration of these examinations.

Experiential Portfolio Assessment

The determination of competence levels and the number of credits awarded through portfolio assessment are made by designated faculty members and academic experts, as appropriate. Credit is awarded for documenting both breadth and depth of knowledge in a certain area as well as practical application of the learned concepts. Students may earn up to a total of 21 credit hours through portfolio assessment. Six of these hours may be applied toward meeting the residency requirement at Midway University. Credit received through portfolio assessment will be added to the student's transcript with a grade of P (Pass). Portfolio assessment credit at Midway University is awarded only in those academic disciplines represented by the University catalog. For details, contact the Student Development Center.

Workshops or Training Taken for Credit

Credit is awarded for completion of learning evaluated by the American Council of Education (ACE) and the National University Credit Recommendation Services (CCRS) on non-collegiate-sponsored instruction. These organizations evaluate university-level training programs, credentials, and licenses from government agencies, the military, and the private sector. Visit www.acenet.edu and www.nationalccrs.org to further research these options.

Military Science - Reserve Officer Training Program (ROTC)

Midway University participates in a formal arrangement with the United States Army's Reserve Officer Training Corps (ROTC) through the Department of Military Science and also with the Department of Aerospace Studies (Air Force ROTC) with the University of Kentucky, Lexington, Kentucky. Through this agreement, students pursuing a bachelor's degree may participate in ROTC classes.

Air Force ROTC Scholarships

The types of financial assistance available through Air Force ROTC are briefly described below. For further details on eligibility and requirements, contact the Department of Aerospace Studies, 203 Barker Hall, University of Kentucky, Lexington, KY, 40506-0028, (859) 257-7115; or visit **https://afrotc.as.uky.edu/** for more information. Additional information is also listed in this Bulletin under Aerospace Studies.

In College Scholarship Program (ICSP). Scholarships are awarded to students enrolled as cadets currently in the Air Force ROTC program on a competitive basis. Depending on the particular scholarship program, selection may be made on campus by the Air Force ROTC detachment commander or at Air Force ROTC headquarters. Scholarships may be awarded for up to three and a half years of study. Students interested in these scholarships should call (859) 257-7115 for the latest information. (Freshman Students are not eligible for an ICSP until they have completed one full-time semester of college education. Typically, Freshman ICSP scholarships will be given starting Spring Semester of their freshman year, and students in the program could be award a scholarship from Spring Semester freshman status through Spring Semester sophomore status.

Furthermore, the **HQ AFROTC ICSP** is an in college scholarship program available to students pursuing a degree in a critical areas needed by the Air Force. These scholarships can be up to three and a half years. These scholarships are awarded on a competitive basis for those who qualify. ICSP scholarships have historically been awarded to cadets pursuing academic majors in electrical and computer engineering, nursing, and certain foreign language studies. Selections for these particular in college scholarship program are made at Air Force ROTC headquarters. Critical areas are updated every year and are subject to change without notice. For additional information, contact the Air Force ROTC detachment, 203 Barker Hall, University of Kentucky, Lexington, KY 40506-0028, or by phone at (859) 257-7115. Information is current as of January 2015 and is subject to change.

Aerospace Studies (Air Force ROTC)

The Department of Aerospace Studies provides a campus education program through which qualified students can simultaneously earn an Air Force commission and a college degree. Faculty members are experienced, active duty Air Force officers with advanced degrees.

Admission to the Program

- Non-scholarship freshmen and sophomores may register for Air Force Studies (AFS) courses without incurring a military commitment.
- Students with a minimum of five semesters of school remaining in a graduate or undergraduate status may qualify for Air Force ROTC. To obtain additional information, call (859) 257-7115.

Requirements

- An academic major in Aerospace Studies is not offered. However, by successfully completing the Air Force ROTC program, a qualified student may concurrently earn a commission as an active duty Air Force Second Lieutenant while completing requirements for a degree. Students may enroll in some Aerospace Studies courses without joining the Air Force ROTC cadet corps. For additional information, call (859) 257-7115.

AFROTC Curriculum

The AFROTC curriculum consists of both academic classes and leadership laboratory or seminar classes.

- The General Military Course (GMC) is a two-year course normally taken during the freshman and sophomore years.
- The Professional Officer Course (POC) is a two-year course normally taken during the junior and senior years. Along with academic classes each semester, all cadets also take leadership laboratory classes.

In the GMC, there are four academic classes:

Freshman Semesters

- AFS 111 offered in Fall semesters
- AFS 113 offered in Spring semesters

Sophomore Semesters

- AFS 211 offered in Fall semesters
- AFS 213 offered in Spring semesters

These cover two main themes – the development of air power and the contemporary Air Force in the context of the U.S. military organization. The GMC academic classes are open to any UK student.

In the POC, there are four academic classes:

Junior Semesters

- AFS 311 offered in Fall semesters
- AFS 313 offered in Spring semesters

Senior Semesters

- AFS 411 offered in Fall semesters
- AFS 413 offered in Spring semesters

These cover Air Force management and leadership and national security studies.

NOTE: Entry into the POC years is competitive and is based on

- Air Force Officer Qualifying Test scores
- Grade-point average
- Evaluation by the AFROTC Detachment Commander
- Only physically qualified students in good academic standing may compete for entry into the POC.
- Typically, these courses are for those cadets who have already completed the courses in the GMC, but the courses are open to any UK students.

Students enrolled as cadets are required to be involved once a week in a **1-credit-hour course** in the cadet corps training program designed to simulate a typical Air Force organization and its associated functions. This course is known as **Leadership Laboratory**. A cadet (only), UK students taking the courses electively are not required to take Leadership Laboratory but are also welcome, but cadets only are required to take all of the Leadership Laboratories each semester (fall and spring only) concurrent with their AFS courses listed above. If there are questions, please refer to 859-257-7115 for further inquiries on the matter.

GMC Years:

Freshman Semesters
- AFS 112 (Fall)
- AFS 114 (Spring)

Sophomore Semesters
- AFS 212 (Fall)
- AFS 214 (Spring)

POC Years:

Junior Semesters
- AFS 312 (Fall)
- AFS 314 (Spring)

Senior Semesters
- AFS 412 (Fall)
- AFS 414 (Spring)

The leadership laboratories are largely cadet-planned and conducted under the concept that they provide leadership training experiences that will improve the cadets' capabilities as Air Force officers. This also involves three hours of physical training each week. Leadership laboratory is open to students who are members of the Air Force Reserve Officer Training Corps or are eligible to pursue a commission as determined by the Air Force ROTC Detachment Commander.

Field Training

Field training is offered at Maxwell Air Force Base in Alabama. Students receive officer training and leadership development with other students. Simultaneously, the Air Force has an opportunity to evaluate each student as a potential member of its officer corps. Field training courses include cadet orientation, survival training, officer training, aircraft and aircrew orientation, physical training, organizational and functional aspects of an Air Force base, career orientation, small arms familiarization, first aid, and other supplemental training.

Army Officer Commissioning ROTC

Midway University participates in a formal arrangement with the United States Army's Reserve Officer Training Corp (ROTC) through the Department of Military Science and the United States Air Force at the University of Kentucky, Lexington, Kentucky. Through this agreement, Bachelor of Arts and Bachelor of Science in Nursing students may participate in ROTC classes (see courses prefixed AMS in the course description section) following a general military sciences curriculum that is normally completed in four years but which may be completed in two. An academic major in military science is not offered. The program's primary objective is to commission the future leadership of all branches of the active Army, Army Reserve, Army National Guard, or the U.S. Air Force. Students interested in Army ROTC may contact the Office of the Registrar or the department of Military Science at the University of Kentucky, 101 Barker Hall, Lexington, Kentucky 40506, (859) 257-6864/(859) 257-6865. The Army Reserve Officers' Training program at the University of Kentucky is open to men and women and follows a general military science curriculum that is normally completed in four years but which may be completed in two years. An academic major in military science is not offered. The program's primary objective is to commission the future leadership of the line branches of the active Army, Army National Guard, and U.S. Army Reserve.

Scholarships through Army ROTC

For detailed information concerning Army ROTC scholarships, students may contact the Office of the Registrar or the Department of Military Science Army ROTC Admissions Officer at (859) 257-6864/(859) 257-6865; or the Office of Student Financial Aid at the University of Kentucky, 101 Barker Hall, Lexington, Kentucky 40506 (859) 257-6864/(859) 257-6865, www.uky.edu\armyrotc.

Academic Program through Army ROTC

Successful completion of 20 credit hours of military science courses while simultaneously completing undergraduate or graduate degree requirement qualifies a student to be commissioned as a Second Lieutenant in the U.S. Army. Course descriptions for Army ROTC. For complete information concerning the academic program through the Army ROTC, students should contact the Professor of Military Science, ATTN: Admissions Officer, U.S. Army ROTC at (859) 257-6864 at the University of Kentucky, 101 Barker Hall, Lexington, Kentucky 40506 www.uky.edu/armyrotc.

Undeclared Major

Degree-seeking students enrolling at Midway University who are undecided or uncertain about the particular degree they wish to pursue may choose "Undecided" as their academic major designation for a maximum of two semesters.

Visiting Students

Students enrolled at institutions other than Midway University who wish to take one or more courses for transfer back to their home institutions must submit an application and a letter of good standing from the Registrar's Office of the primary institutions.

Registration Information Procedures

The Registrar will publish registration dates for each semester or other terms. Students who have been admitted to the University are eligible to register for courses offered at the University subject to any conditions of admission, class size limitations, and prerequisites established for particular courses.

Registration must be completed by the last day to register or add a class for credit as published in the catalog and class schedules. Students will not receive credit for any courses in which they are not formally registered.

Students who do not **formally** drop a course by the last day (mid-point of course) to drop a class with a grade will have their names carried on that class roll and will receive the grade earned for the course. Students who drop a course before the mid-point of the course will receive a W grade. W grades are not used for GPA calculations. Administrative withdrawals (W grades after the mid-point date) may be granted for extenuating circumstances such as long-term personal illness or family circumstances. These require administrative approval with valid documentation.

It is students' individual responsibility to make certain that they are properly registered for classes and that they officially drop a class.

Registration for Internships

Students who wish to register for an internship are advised to discuss this with the department chair or academic advisor. The student is advised that while registration for an internship may take place at any time in the calendar year when the University is open, the date on which an internship begins and ends may have important consequences for student load and financial aid.

All internships, practicums, student teaching, and PHE courses are graded on a P/F basis. These grades will not be used in GPA computations.

Changes in Registration

A student who finds it necessary or desirable to make changes in the course schedule following registration must submit a written request to the Registrar's Office before the end of the drop/add period as published in the academic calendar. The appropriate dean must approve any addition of courses that will increase the student's semester load to more than 19 semester hours. The Assistant Vice President for Student Affairs must approve and sign any change which would result in a part-time load for a residential student. The most recent edition of the academic calendar can be found in the official catalog on the University website.

Withdrawing from the University

In all instances in which it is necessary to withdraw from the University—regardless of the reason—the student must notify the Registrar's Office in writing. The date on which written notice is received (or post-marked, in the case of a withdrawal received by mail) shall be the official date of withdrawal for purposes of tuition refund, computation and recording of grades, and the date of record for purposes of financial aid refunds. Any student withdrawing from the University must complete a withdrawal form. Students in the Women's College must also participate in an exit interview conducted by the Assistant Vice President for Student Affairs or his or her designee.

Withdrawal forms are located in the Registrar's Office as well as in the Office of Student Affairs and may be faxed, mailed, or emailed to students by one of those offices upon request.

Academic Regulations

Course Delivery

Midway University reserves the right to change program course delivery from in-seat to online or online to in-seat.

Class Attendance

Each student at Midway University is responsible for attending classes. Students are advised that the faculty member in each course has the chief responsibility for deciding the attendance policy for the course. This policy shall appear on the course syllabus.

Academic Honesty

Midway University seeks to promote the highest standards of academic and personal integrity in all members of the campus community. All persons associated with the University's academic community have a responsibility to establish, foster, and maintain academic standards and values. In such an environment, academic dishonesty in any form cannot be tolerated. All members of the University community should report suspected acts of academic dishonesty according to the procedure stipulated below.

Academic dishonesty is regarded as an act of fraud in which a student claims credit for the work or efforts of others without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Academic dishonesty also includes forging academic documents, presenting one's own work for one class in a subsequent course, impeding or damaging the academic work of others, or assisting another in acts of academic dishonesty. Some forms of academic dishonesty can be categorized and defined as follows:

Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic activity. Cheating includes, but is not limited to, wrongfully giving, taking, or receiving aid on any academic exercise.

Fabrication: Falsification or invention of any information or citation in an academic exercise. Fabrication includes, but is not limited to, falsely citing a source that does not exist, knowingly citing a source incorrectly (e.g., improperly citing an article's page numbers, volume number, etc.), and/or the falsification or improper manipulation of data of any kind. This also includes the presentation of one's own work done for another class as if it were work done for a current class.

Plagiarism: Any representation of the words or ideas of another as one's own. A student who submits any exercise that uses someone else's ideas, words, expressions, or pattern of organization without properly citing/acknowledging the author is guilty of plagiarism. Plagiarism also includes reproducing another's work and submitting it as one's own, whether it is an article, pages of a book, a paper from a friend, a file, or any other source including websites. Students who have someone alter or revise work and then submit it as their own are also guilty of plagiarism.

Although students may discuss assignments with each other and with their professors, any work submitted to the professors should be done solely by the students who claim it as their own.

Procedure in Cases of Academic Dishonesty

I. Academic Dishonesty Charge

A. If a faculty member suspects academic dishonesty in an instructional situation for which the faculty member is directly responsible, the faculty member will discuss the matter first with the student concerned. If the faculty member then determines that there are reasonable grounds to believe that academic dishonesty may have occurred, the faculty member will so inform the student and will complete a Report of Academic Dishonesty form which will detail this allegation. If the student does

not wish to contest the allegation, the student may sign the Report of Academic Dishonesty form, acknowledging the truth of the allegation. The form will then be forwarded to the appropriate dean, who may consult with the faculty member and the student in order to determine a just penalty. The appropriate dean will be the final arbiter in all such cases and impose any penalties. The appropriate dean will inform the student and the faculty member of the final disposition of the matter by returning completed copies of the Report of Academic Dishonesty to them. The original copy of the form shall be placed in the student's file according to the guidelines stipulated in IV.

B. If someone other than the faculty member directly responsible for the instructional situation suspects that academic dishonesty has occurred, he or she should report the incident to the responsible faculty member. If it is not possible to determine who the faculty member is, the report should be made to the appropriate dean, who will appoint a person to investigate the allegation in an effort to identify the responsible faculty member. If that is accomplished and there are reasonable grounds for believing that academic dishonesty has occurred, the investigator and the faculty member shall then meet with the student involved and follow the process as stipulated in I.A.

II. Responses to Academic Dishonesty Charges

A. If the student wishes to contest the allegations made in the faculty member's Report of Academic Dishonesty, the student may refuse to sign the Report of Academic Dishonesty. That report will then be forwarded to the appropriate dean. Upon receipt of such a report, the dean will meet with the faculty member bringing the allegations in order to ascertain if sufficient evidence exists to substantiate the allegations. If the dean determines that insufficient evidence exists, the dean will inform the student and the faculty member of the final disposition of the matter by returning completed copies of the Report of Academic Dishonesty to them and the process shall end.

B. If the dean determines that sufficient evidence exists to substantiate the allegations, then the dean will meet with the accused student. The purpose of this meeting shall be to review the policy on academic dishonesty with the student; to discuss the range of penalties that could be imposed if the allegations are upheld; and to make certain that the student understands the two options available at this point in the process. The student may admit the truth of the allegations, or the student may request a formal hearing. The student will have seven (7) calendar days from the time of the meeting to inform the dean, in writing, which option the student wishes to exercise.

C. If the student admits to academic dishonesty, the dean, in consultation with the faculty member bringing the allegations, will impose a penalty. The dean will be the final arbiter in all such cases and impose any penalties. The dean will inform the student and the faculty member of the final disposition of the matter by returning completed copies of the Report of Academic Dishonesty to them. The original copy of the form shall be placed in the student's file according to the guidelines stipulated in IV.

D. If the student fails to request a formal hearing within the stipulated time period, the charges will be deemed admitted and the dean will impose a penalty in consultation with the faculty member. The dean will be the final arbiter in all such cases and impose any penalties. The dean will inform the student and the faculty member of the final disposition of the matter by returning completed copies of the Report of Academic Dishonesty to them. The original copy of the form shall be placed in the student's file according to the guidelines stipulated in IV.

III. Hearing Process

A. If the student requests a formal hearing, the dean shall convene an ad hoc committee made up of three members of the full-time faculty, taking care that no member selected is in any way a party to the case. The committee may hear witnesses requested by any of the parties and/or review records and evidence relevant to the matter. The committee is in charge of the hearing and the committee will direct all discussion. The student is entitled to select a member of the Midway University academic community

(i.e., a member of the administrative staff, the faculty, or the student body) to advise and/or assist at the hearing but not to advocate or present the case. At any time during the hearing process, the student may prepare written questions to be directed by the committee to any other person involved in the procedure. In all cases, the burden of proof lies with the administration to substantiate the charges based upon a preponderance of the evidence.

After thoroughly investigating the allegation of academic dishonesty, the committee will decide either to affirm or deny. This decision of the committee is final and may not be appealed.

B. If the committee denies the charges, it will report its findings in writing to the student, the faculty member, and the appropriate dean and the matter will end.

C. If the committee makes a finding of academic dishonesty, it will determine a penalty. The committee may choose to consult with the student, the faculty member bringing the original allegations, and/or the appropriate dean in order to arrive at a just penalty. The committee is empowered to impose the full range of penalties, including suspension or expulsion from the University. All penalties imposed by the committee are final and may not be appealed. The committee will report its findings by returning a copy of the Report of Academic Dishonesty and a written summary of its findings to the student, the faculty member, the appropriate dean, and the Registrar. The original copy of the form and of the committee's findings shall be placed in the student's permanent academic file in the Office of the Registrar according to the guidelines stipulated in IV.

IV. The records of any determination of academic dishonesty will be placed in the student's permanent academic file. Upon the student's graduation, these records will be destroyed. If the student does not graduate, the records will be kept as sealed records in the student's permanent academic file. If the infraction is serious or constitutes a second offense, a notation will be placed on the student's transcript. In such a case, the records will be kept as sealed records in the student's permanent academic file. After five years, the student may petition the appropriate dean to review the records and request that the records be destroyed. The dean, in consultation with the appropriate faculty members and the Registrar, will make a recommendation to the and Vice President for Academic Affairs, who shall make the final decision.

V. Any student with a record of academic dishonesty will forfeit the right to graduate with honors from Midway University.

Academic Grievances

If a student believes that the final grade awarded in a course is unjust, within seven (7) business days from the date that the instructor's grades were posted the student must contact the professor and try to resolve the issue with the professor. If the professor is not able to resolve the conflict to the student's satisfaction, the next step is for the student to contact the Dean of the School in which the course resides. This must be done within seven (7) business days of having spoken with the professor.

The Dean will contact the faculty member in question and discuss the situation. The Dean must contact the faculty member within seven (7) business days of having been contacted by the student. After having discussed the issue with the faculty member, it is the responsibility of the Dean to communicate his or her decision, in writing, to the student with copies to the faculty member and to the Academic Vice President.

If after having received the Dean's response the student still believes that an injustice has been done, the student must contact the Academic Vice President (AVP) in writing within seven (7) business days from the date of the Dean's written communication and explain clearly why the student still believes that an injustice has been done. The Academic Vice President will then attempt to resolve the issue. If the AVP is unable to resolve the issue within seven (7) business days of having received the student's letter, the AVP will convene an ad hoc Committee on Academic Grievances made up of three members of the full-time faculty, taking care that no member selected is a

party to the case. The AVP sets a hearing date and informs the Dean of the School, the faculty member, persons serving on the Academic Grievance Committee, and the student of the date for the hearing.

At the hearing, which will be private, the Committee may hear witnesses requested by either of the parties and/or review records and evidence relevant to the matter. Only material or allegations previously presented may be discussed at the hearing; no new material may be introduced. The Committee may call witnesses. The Committee oversees the hearing and will direct all discussion, but both the student and the faculty member will have an opportunity to address the matter before the Committee.

The student is entitled to select a member of the Midway University academic community (i.e., a member of the administrative staff or faculty) to advise and/or to assist at the hearing. At any time during the hearing process, the student may prepare written questions to be directed by the Committee to any other person involved in the case.

The Committee will decide either to uphold the grade or modify it, based on the available evidence. The decision of the Committee is final and may not be appealed. Within five (5) business days of the hearing, the Committee will report its decision, in writing, to the Academic Vice President who, in turn, will inform the student and the professor of the decision, in writing, and will assure that the grade is properly reported in the student's record.

The timelines set forth represent due process limits to be followed in normal situations and are in no way meant to impair speedy resolutions when required.

Grading System

The Midway University grading scale is as follows:

A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = below 60%

Nursing courses adhere to a modified grading scale as follows:

ADN Nursing

A = 91% - 100%; B = 83% - 90%; C = 77% - 82%; D = 70% - 76%; F = below 69% and below

BSN Nursing

A = 91% - 100%; B = 83% - 90%; C = 75% - 82%; D = 70% - 74%; F = below 69% and below

In order to arrive at the student's grade point average (GPA), the grades the student has earned are assigned grade point values, known as "quality points." Only quality points for course work completed at Midway University are averaged for computing the GPA. Course work from institutions other than Midway University that is counted toward the degree is accepted only for credit to meet course requirements. Grades for courses at Midway University and their corresponding standards and grade points are the following:

Grade	Standard	Earned Quality Points
A	Represents exceptionally high achievement as a result of aptitude, effort, and intellectual initiative.	4
B	Represents a high achievement resultant from ability and effort.	3
C	Represents average achievement.	2
D	Represents the minimum passing grade in most classes. A grade of "D" is not satisfactory completion of courses required for the major and in some cases of courses required for a degree.	1
F	Represents unsatisfactory performance and indicates failure in the course. A student receiving this grade can obtain credit in the course only by repeating the entire course in a subsequent term. An F is valued at zero credit hours and zero grade points.	0
P	Represents a passing grade in a course taken on a pass-fail basis. A grade of P may earn credit but earns zero grade points.	0

Grade Standard		Earned Quality Points
L	Represents a failing grade in a course taken on a pass-fail basis. A grade of "L" earns zero credit hours and zero grade points.	0
I	Represents a condition rather than a final grade. It signifies the state of being unfinished/incomplete. "I" grades are normally changed to "F" within 30 days of the end of the academic term in which they were earned unless the required work has been satisfactorily completed. Typically, an "I" is given as a temporary grade only for extenuating circumstances in the life of the affected student. Such extenuating circumstances include severe illness, death in the immediate family, and temporary physical disability. In order for a professor to assign an "I" grade to a student, the professor must first request permission in writing from the appropriate dean. In each case, documentation of the situation must be provided to the dean. An "I" is normally used only in cases where a majority of the course work has been completed. An "I" carries zero credit and zero points.	0
AU	Represents the successful completion of an audited class. No credit or grade reports are earned, nor can a student change registration from audit to credit after the last day to register for credit. A student can change from credit to audit until the last date to drop a class without a failing grade; similarly, a change can be made from audit to credit until the last date to register or add a class for credit. An AU carries zero points.	0
W	Represents a withdrawal from a course after the sanctioned drop/add period but not after the last date to drop a class without receiving a failing grade. W grades do appear on the transcript but are not used in grade point average computations. W grades earn 0 grade points.	0

S = Satisfactory Progress

U = Unsatisfactory Progress

All internships, practicums, student teaching, and PHE courses are graded on a Pass/Fail basis.

All major courses must be passed with a grade of C or better.

Grade Reports

Grades are reported to the Registrar at midterm and at the end of each term. Midterm grades are not a part of the student's permanent record.

Repeat Policies

A student may repeat a course a maximum of two attempts (withdrawals count as attempts) with appropriate written approval subject to the following conditions:

1. While the previous grade will not be removed from the student's transcript, only the second grade will be used in the calculation of the student's grade point average—even if it is lower than the first attempt.
2. The student is advised that the act of registration for a repeat option does not guarantee a seat in the class.

Filing of Grades

All grades at the University become official when they have been received by the Registrar from individual members of the faculty and have been duly recorded on the student's official transcript. Once filed with the Registrar in this manner, no grade may be changed except by petition, in writing, via the Grade Change form, from the faculty who instructed in the course, and with the approval of the appropriate dean. Grade reports are available through electronic student records.

Evaluation of Students

Evaluation of students is addressed in the course syllabus. The method of evaluation in each course is determined by the individual faculty member. The final grade in any course is based on the sum of evidence the student gives the professor demonstrating understanding and retention of the material presented and completion of the student learning outcomes stipulated for the course. The faculty member may make use of examinations,

recitations, term papers, written and oral quizzes, class participation, discussions, and other methods to determine the student's grade.

Academic Clemency Policy

Students who have been absent from Midway University for a minimum of one year and currently in their second semester at a regionally accredited educational institution may request academic clemency for up to 16 hours of coursework from previous semesters. To be considered for this exception, students must meet the following criteria:

- Be absent from Midway University for a minimum of one year.
- Have completed 12, or more, semester hours with a minimum GPA of 2.00 in semester following their return to university.
- Complete Academic Clemency Request Form and offer a detailed explanation of why they were unsuccessful in these courses and how they have made changes to ensure appropriate academic progress upon return.
- Have never been granted Academic Clemency.
- Submit the Academic Clemency Request Form within the second semester at a regionally accredited institution.

This is a one-time process and may be given for courses of unsuccessful academic work (grade of D or F). The courses (and grades earned) for which the student is given academic clemency will remain on the transcript, but grades received in those courses will not be used in computation of the student's cumulative grade point average.

Academic Standing

Good Standing, Probation, Suspension, and Expulsion

A student who maintains a cumulative grade point average (GPA) at or above 2.00 is said to be in good standing with the University. Conversely, a student who fails to maintain the specified cumulative GPA will be placed on probation. Students who fail to remove the probationary status from their record in the next semester are subject to suspension. Notations concerning probation and suspension will appear permanently on the academic transcript associated with the term in which that status was assigned.

In order to be in good standing, all students, full- or part-time, are expected to earn and maintain a 2.0 cumulative GPA.

If it becomes necessary to place a student on academic probation, the student will be notified in writing of this decision by the Office of Academic Affairs. Copies of this notification will be sent to the student's academic advisor, the Office of Student Affairs, the Office of Financial Aid, and the Office of the Registrar.

Additionally, the student who is placed on academic probation shall be limited to an academic load of no more than 13 semester hours in the next semester (or two modules) of enrollment. If, by the end of the semester (or two modules), the student is not making reasonable progress toward the degree, the student may be suspended from the University. If suspended, the student may appeal in writing to the Vice President for Academic Affairs. In the letter of appeal, the student can explain any circumstances that might cause reconsideration of the suspension decision.

Students may be considered not to be making reasonable progress toward the degree if they fail to achieve a minimum cumulative GPA of 2.0 each semester.

Individual programs of study may, with the approval of the appropriate dean, develop appropriate regulations for the academic discipline of students enrolled as majors in these programs. Students who fail to meet the requirements to end the probationary status outlined by regulations of the program may be dismissed as a major from the program. This does not, however, automatically lead to the student's academic suspension from the University or to academic probation at the University. Any student dismissed from a program of study has the right

to appeal the dismissal to the appropriate dean within five (5) business days of receiving official written notice of dismissal from the department chair. The decision of the appropriate dean shall be final.

Appeal Procedure

To appeal an academic suspension a student must, within seven (7) business day of notification, submit to the Vice President for Academic Affairs a signed and dated letter of appeal explaining why he or she should not be suspended. A student may appeal due to extraordinary circumstances, which may include, but are not limited to, personal or family illness, tragedy, or other circumstances the student feels have a bearing on the situation. Documentation verifying the situation must be provided. The letter of appeal must also incorporate a plan for success that includes how the student's situation has changed and must detail the specific actions that will allow the student to demonstrate academic progress at the next evaluation. An appeal may be fully approved, approved with conditions set forth in an academic plan, or denied. The Vice President for Academic Affairs will review all appeals, and the student will be notified of the outcome in writing within seven (7) business days of receipt of the student's appeal. The decision of the Vice President for Academic Affairs is final.

Other Causes for Academic Suspension or Expulsion

Suspension is defined as the temporary removal of a student's right to register for academic coursework; expulsion is defined as the permanent loss of student status at Midway University.

A student who consistently fails to attend classes, prepare assignments, or is disruptive in the academic setting and/or campus life may be suspended. In such cases where actions are alleged to have occurred, the appropriate dean shall investigate such incidents upon receiving notice of such behavior.

Inappropriate behavior in the classroom, clinical, or field experience setting which seriously disrupts the learning process, endangers the health and/or safety of others, or involves the destructive use or neglect of facilities, may also lead to suspension or expulsion. In cases where such actions are alleged to have occurred, the appropriate dean shall investigate such incidences upon receiving information from a faculty member or an officer of the University. Upon completion of such investigation, the appropriate dean shall make a ruling in the case. The decision of the dean is final.

Conditions Pertaining to Students under Academic Suspension

A student who is under academic suspension may not register in any course offered by Midway University nor take any examination for University credit at Midway University for a period of one full academic year.

A student who has been academically suspended a second time will not be readmitted to the University except in unusual circumstances and then only upon the recommendation of the chairs of the programs in which the student was enrolled and in which the student plans to enroll, and the approval of the appropriate dean(s) and of the Academic Review Council.

Reinstatement

After remaining out of the University for one full academic year, a student is eligible for reinstatement through the same process as described above. Upon reinstatement into the University, a student who has been academically suspended will be placed on academic probation and will be subject to the probation and suspension policies of the University.

Student Records

The official record of the student's academic work at Midway University is the transcript maintained in the Office of the Registrar. The transcript certifies the record of all course work taken, grades in all courses taken, withdrawals, the program for degree and certificate recipients, identifying personal information, the date of conferral of degree or certificate of study, and other pertinent information.

One certified copy of the transcript is furnished without charge upon graduation when requested in writing by the student. Any additional copies of the official transcript are prepared at the prevailing fee established by the University.

The official transcript is the property of the University, and the University reserves the right to prevent the release of a copy of the transcript if the student has any outstanding obligations to the University.

The transcript and other student records are materials that are confidential to the student and to the University. Therefore, release of student records by the University will be made in accordance with state and federal regulations concerning these kinds of records or with the written consent of the student. These regulations follow.

Maintenance and Disposal of Records

Permanent Records

Records of a permanent nature shall be maintained in perpetuity by the University Registrar. These records include, but are not limited to, the student's academic transcript while at Midway University; copies of previous academic work at the secondary level and, if applicable, the college level; the student's application form and acceptance into Midway University; and the results of any state or national exams used for entry or placement (ACT, CLEP, DSST, SAT, etc.). Other materials maintained permanently include academic petition forms, waivers from physicians or other professionals, letters of academic suspension, and any other information of a specific academic nature. Letters of non-academic discipline cases involving suspension or expulsion will also be included in permanent records.

Non-Permanent Records

In general, records defined as non-permanent include, but are not limited to, the student's original class registration forms; drop/add forms; application for a degree; documentation relative to aptitude/intelligence tests; dean's list letters, probation letters, letters of reference/recommendation; internship approvals; requests for transcripts; Veterans Administration certification forms; and other documents which, because of their nature, cease to have relevance with time.

Records Maintenance

All academic records are housed in the Office of the Registrar with a separate electronic back-up copy of the student's official copy maintained virtually and at an off-campus location.

Disposal of Records

Non-permanent records shall be destroyed by shredding to prevent the possibility of personally identifiable information becoming available to unauthorized individuals.

Residency Requirement

Regardless of the number of hours accepted in transfer, the University has established a residency requirement to provide for suitable and sufficient academic contact between the student and the University.

Toward this end--and regardless of the number of terms the student has been enrolled--a candidate for the associate degree must complete 27 of the last 30 semester hours with Midway University. The candidate for a bachelor degree must complete 36 of the last 40 semester hours with Midway University.

Evening and online students can enroll in a maximum of two courses per semester (not per module) in Women's College classes, day and evening.

Women's College sophomores, juniors, and seniors can enroll in a maximum of two online courses per semester; freshman students are limited to one course per semester.

Graduation Requirements

Undergraduate

To be eligible to receive an undergraduate degree from Midway University, a student must have successfully completed the requirements as approved by the faculty, except that curricular substitutions may be made by the appropriate department chair and dean if such substitutions are consistent with the requirements.

In order for any student at Midway University to graduate, the following minimum conditions must be met:

1. The student must have developed a major in one of the programs of study offered by the University.
2. A minimum grade of C must have been earned in all major courses.
3. All required general education or core courses and all courses in the major must have been completed to meet the standards of the University and the major.
4. The candidate must have met the University's residency requirement: 27 of the last 30 semester hours for the associate degree or 36 of the last 40 semester hours for a baccalaureate degree must have been completed at Midway University.
5. Midway University accepts a maximum of 32 semester hours of C or better work from a regionally accredited institution toward an associate of arts degree or a maximum of 84 semester hours of C or better work toward a bachelor degree. The total accepted shall include CLEP, Dantes Subject Standardized Tests (DSST), AP, portfolio assessment, ACE approved, etc.
6. Students must be recommended for the degree by the faculty and such recommendation must be accepted by the Board of Trustees.
7. The minimum acceptable cumulative grade point average for a graduating student is 2.0.

The exact number of semester hours which must be earned for graduation depends upon the major selected. In order to earn a bachelor's degree in any discipline, no fewer than 120 hours are earned and 36 hours must be at the upper division (300-400 level). The student should consult the section of the catalog on academic programs for specific requirements of individual programs of study.

Graduate

Students should refer to specific program graduation requirements located in the Graduate section of your School.

Changes in Degree Requirements

The University reserves the right to modify its degree requirements, academic offerings, or curricula according to officially established processes.

When requirements for a degree are changed after a student's enrollment as a major in a particular program, the student has the option of fulfilling either the old or the new requirements if the student has been in continuous enrollment. If a particular course is eliminated, the appropriate dean may approve a reasonable substitute course upon the recommendation of the student's advisor and department chair/program coordinator.

If, however, students interrupt work in a major, or in the University, they will be required to meet the requirements in effect at the time of their re-entry into the University and/or major.

Application for a Degree

A student approaching the completion of the requirements specified for a degree or certificate should file an application for a degree with the Office of the Registrar. In the next to last semester, students should meet with their academic advisors and complete the major tracking form to ensure they are meeting all requirements for graduation. Graduation application dates are published in the academic calendar of the catalog and at www.midway.edu.

Commencement

Students who have not yet completed all degree requirements will be eligible to participate in Commencement if they have no more than six credit hours remaining (as verified by the Registrar), which will have been completed before the start of the fall semester.

Students planning to participate must notify the Office of the Registrar of their intent. The degree and diploma will not be awarded until all requirements have been satisfied.

Academic Honors

Dean's List

At the conclusion of the fall and spring semesters of each academic year, the Dean's List for superior academic achievement is issued to undergraduate students. Students eligible for the Dean's List must be classified as full-time and must have achieved a minimum grade point average of 3.60 for the semester. Additionally, the student must have earned no grade below a C for the term, must have met those criteria exclusive of developmental courses completed, and must have no disciplinary proceedings or Incompletes outstanding.

Graduation Honors

Students with distinguished academic records who have met the requirements for graduation in one of the programs of study leading to either the associate or the bachelor's degree may be eligible for certain academic honors at the time of graduation. These honors are based upon students' total cumulative grade point average earned at Midway University and total Midway University hours as follows:

CANDIDATES FOR AN ASSOCIATE DEGREE (Must have earned a minimum of **34** hours with Midway University to be eligible)		**CANDIDATES FOR A BACHELOR'S DEGREE** (Must have earned a minimum of **48** hours with Midway University to be eligible)	
With Honors With High Honors	3.60-3.85 cum GPA 3.86-4.00 cum GPA	Summa Cum Laude Magna Cum Laude Cum Laude	3.90-4.00 cum GPA 3.76-3.89 cum GPA 3.60-3.75 cum GPA

To be considered for academic honors, the student must have completed all degree requirements and have no course for which an official final grade has not been submitted nor any Incomplete. Students with missing grades or Incompletes are not eligible for either Commencement or Commencement honors.

Midway University reserves the right to publish names of students receiving academic honors, including graduation honors and the Dean's List. These recognitions are permanently noted on academic transcripts.

Transcripts

Transcripts of courses and credits will be forwarded to the student or to other educational institutions, agencies or firms by the Registrar upon written request of the student. A fee is charged for transcripts and is payable in advance. The first transcript requested after graduation is free.

The official academic record is the property of the University, and the University reserves the right to withhold the release of that record if the student or former student has a financial obligation to the University.

Academic Programs and Organizations

General Education Program

The General Education program at Midway University supports the institutional mission— *Midway University shapes and inspires the lives of women and men in undergraduate and graduate programs through a student-centered global education that leads to rewarding careers and responsible citizenship. (Adopted May 12, 2016)*-by embedding a liberal arts intellectual environment within all educational programs; providing knowledge of key global, diversity, and gender issues; enhancing the communication and information literacy skills of all students; and integrating experiential knowledge within the curriculum to prepare them for professional and civic lives.

The Midway University General Education program offers students tools for thinking that are foundational to liberal arts education and essential for success in all academic programs, future graduate studies, professional careers, and engaged citizenship. Courses encourage students to think critically, analytically, and reflectively; communicate clearly; and develop ways of thinking and living that demonstrate an understanding and appreciation of a diverse world. Students are empowered to go beyond their own perceived potentials to achieve greater degrees of self-reliance. By examining, questioning, and analyzing contemporary and historical concerns, students exchange and develop perspectives that lead them to awareness of and dedication to the pursuit of our mission at Midway University, in our communities, and in a global marketplace.

Some General Education requirements can be completed by courses in the major provided that these courses fulfill the learning objectives under each area described in this document. These areas are marked with an asterisk (*) below.

Program Curriculum (40)

Contemporary Global/Environmental Issues* 3
Contemporary Women's Issues 3
English – College Writing I 3
English – College Writing II 3
Human Difference* 3
Humanities and Arts* 6
Lifestyle Management 3
Mathematics* 3
Science and lab* 4
Social Sciences* 6
Writing in the Disciplines* 3

Program Outcomes and Learning Objectives

***Contemporary Global/Environmental Issues* (3)**

Demonstrate understanding of social, cultural, political, religious, environmental, and economic issues in the world today and of the forces that shape them.

1. Demonstrate an understanding of environmental issues in the world today and of the forces that shape them.
2. Reveal an awareness of civic and social environmental organizations working in the world community.
3. Use data/information/content related to global environmental issues in order to draw conclusions, propose solutions, and/or make decisions.

Courses: Contemporary Global/Environmental Issues; any courses outside the major that fulfill the objectives listed above. ENV 201 Principles of Environmental Science; BIO 305, Global Ecology; GEO 110, Physical Geography; study abroad.

***Contemporary Women's Issues* (3)**

Demonstrate understanding of the historical forces that have shaped the development of women's roles in society to the present, of how prejudice and discrimination function in everyday life, and of how gender and social issues are affected by public policy and/or law related to the topic under study.

1. Demonstrate an understanding of the historical forces that have shaped the development of women's roles in society to the present.
2. Demonstrate knowledge of how prejudice and discrimination are manifest in everyday life.
3. Use data/information/content related to women's issues in order to draw conclusions, propose solutions, and/or make decisions.

Courses: WST 100 – Contemporary Women's Issues

This course addresses historical and current issues significant to women using an interdisciplinary approach. Perspectives on women's roles in history, politics, culture, race, economics, health, sciences, sports, and the arts will be discussed. The student will become familiar with key issues, questions, and debates facing today's women and develop an understanding of how prejudice, discrimination, and patriarchy play a role in gender inequality and social issues. This course must be completed at Midway University.

***English* (09)**

Speak effectively and appropriately based on audience and purpose; write effectively, shaping discourse to appropriate audience, purpose, and discipline; locate, evaluate, and make efficient and ethical use of information and technology (information literacy); read for understanding and comprehend at the analysis, synthesis, and evaluation levels.

1. Speak effectively and appropriately based on audience and purpose.
2. Write effectively, shaping discourse to appropriate audience, purpose, and discipline.
3. Locate, evaluate, and make well-organized and ethical use of information and technology.
4. Read for understanding, and comprehend at the analysis, synthesis, and evaluation levels.

Courses: English 101 - College Writing I. Introduction to university-level reading and writing practices: learning to compose for university audiences, to read challenging texts actively, to make interpretations and claims, and to collaborate with others. By the end of the course, students should

- Focus on a purpose.
- Respond to the needs of different audiences.
- Respond appropriately to different kinds of rhetorical situations.
- Use conventions of format and structure appropriate to the rhetorical situation.
- Adopt appropriate voice, tone, and level of formality.
- Understand how genres shape reading and writing.
- Write in several genres.
- Learn common formats for different kinds of texts.
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work.
- Understand the collaborative and social aspects of writing processes.
- Learn to critique their own and others' works.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Understand the relationships among language, knowledge, and power.
- Control such surface features as syntax, grammar, punctuation, and spelling.

Courses: English 102 - College Writing II. Study and practice of critical, research-based writing, including research methods, presentation genres, source evaluation, audience analysis, and library/online research. Students complete at least one sustained research project. This course involves multimodal composition and critical thinking. By the end of the course, students should

- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- Integrate their own ideas with those of others.
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources.
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and multimedia composing processes and texts.

Writing in the Disciplines (3)

Courses: ENG 308 - Writing in the Disciplines. Sustained research and writing project in a student's field or area of interest. Analysis of the rhetorics and methodologies of research. This course must be completed at Midway University. The course might also have a discipline-specific prefix. A grade of C or better is required. By the end of the course, students should

- Develop knowledge of and facility employing the main features of writing in their fields.
- Develop knowledge of and facility engaging in the main uses of writing in their fields.
- Learn to anticipate and address the expectations of readers in their fields.
- Understand the relationships among language, knowledge, and power in their fields.
- Apply the technologies commonly used to research and communicate within their fields.
- Learn the conventions of usage, specialized vocabulary, format, and documentation in their fields.

Academic Writing Guidelines

I. Research-based Writing: students will learn to follow the logical progression of research-based composition that emphasizes writing as a process:
    1. Choose viable topics for arguable theses within the scope of the assignment
    2. Locate reference material from academic and scholarly sources (no Wikipedia)
    3. Assess sources for credibility, timeliness, and usefulness to the project (to include annotated bibliography)
    4. Take notes effectively (note cards recommended)
    5. Avoid plagiarism via accurate in-text citation of quote, paraphrase, and summary
    6. Learn and use APA citation methods (may be differentiated by the discipline)
    7. Create the three-point thesis statement (states clearly in one complete sentence the side of the issue being argued, including the main research-backed claims used to explain and support the position)
    8. Organize material to prove thesis (formal outline: T-3-3 Method recommended)
    9. Draft the essay with introduction, main claims and support, and conclusion (multiple drafts required)
    10. Review and revise the essay, including major changes in organization, addition/subtraction of material (via peer review, writing center sessions, and one- on-one professor-student conferences and so forth)
    11. Edit the essay for correct grammar, spelling, punctuation, usage, style
    12. Proofread to correct typographical errors and perfect manuscript format (DS, 12-pt. TNR font, 1" margins)
    13. Tum in the final essay, including: cover, outline, abstract, body (paginated, in-text citations), reference pages-as preferred by instructor in the discipline

II. Writing and Grading Guidelines: all academic essays to be graded using the following guidelines, emphasizing a focus on content, structure, and mechanics:

A. Organization
    1. Compelling introduction to topic and thesis
    2. Clearly stated thesis statement, main points introduced
    3. Main points discussed thoroughly, supported adequately with in-text citation
    4. Smooth, logical transitions between sentences, paragraphs, quotations, ideas
    5. Counter-arguments considered, refuted when possible
    6. Paragraphs well-developed (at least 3 sentences in length), coherent, logical
    7. Logical, well-supported conclusion, ties in with opening but not mere repeat of introduction
B. Support
    1. Logical and credible evidence backs up each point
    2. Logical fallacies avoided, exposed in counter argument
    3. Proper citation method applied with correct punctuation and format
C. Content
    1. Appropriate and viable topic, adequately explained and defined
    2. Argument obvious, not mere discussion of information
    3. Discourse logical, meaningful, focused, coherent, and specific
    4. Original thought and critical examination of secondary material obvious and inter-related
D. Style
    1. Formal, academic voice
    2. Serious and appropriate tone
    3. Third person maintained (first person minimal, when appropriate; no second person used)
    4. Clear awareness of audience
    5. Evidence of individual and independent thinking
E. Diction
    1. Suitable vocabulary (no slang, colloquial, flippant, profane language)
    2. Academic terminology, properly defined
    3. Careful selection of best word
    4. Avoids cliché, redundancies
F. Mechanics - no serious errors in grammar (gr), punctuation (p, wp), spelling (sp);
    1. Standard English usage
        a. Run-on sentences, comma splices (ro, cs)
        b. Fragments (fr)
        c. Subject/verb agreement (agr)
        d. Pronoun/antecedent agreement (vpr = vague pronoun reference)
        e. Tense consistency (t)
        f. Case ©
G. Documentation Techniques
    1. Follows APA documentation style throughout
    2. In-text citations, properly punctuated

3. Demonstrates smooth transitions between quotations and other source material and original discourse
4. Uses all sources on the Reference page
5. Lists all references alphabetically, without numeration
6. Meets required number of sources referenced

H. Manuscript Format

1. Double-spaced throughout
2. 12-point font size
3. Times New Roman font
4. At least 1" margins all around, no more than 1.5"
5. Five-space paragraph indentation
6. Pagination, with identification according to documentation style

Human Difference **(3)**

Demonstrate an understanding of and appreciation for differences among peoples and cultures and of the issues—race, class, gender, socio-economic level, age, ability, education—that affect them.

1. Demonstrate an understanding of and appreciation for differences among peoples and cultures and of the issues—race, class, gender, socio-economic level, age, ability, education—that affect them.
2. Exhibit thoughtful consideration of divergent points of view.
3. Critically analyze cultural issues to recognize tendencies towards bias and stereotyping, understand the implications of bias on societal and individual health.
4. Recognize, appreciate and understand intra-cultural diversity and the cultural practices of historically under-represented groups in the United States as well as the contributions of non- Eurocentric cultures to world civilization or the United States.

Course: DVS 290 - Human Difference. Human difference refers to characteristics and circumstances that identify, categorize, and differentiate individuals based on social and cultural experiences as well as genuinely occurring physical and intellectual challenges and abilities. Attitudes and reactions to human differences influence interactions and relationships among groups and individuals worldwide. This course focuses on enhancing critical thinking about inclusiveness and multicultural issues, examines cultural assumptions within our society, identifies ways to build community, and encourages students to appreciate differences**.** Non-Women's College and Education students may satisfy this requirement with any course outside the major that fulfills the learning objectives listed above. These transfer courses may be prefixed differently based on course content.

Humanities and arts **(6)**

Demonstrate familiarity with the principles, concepts, and terminology in the humanities and/or arts and understanding of major developments and achievements in them.

1. Demonstrate knowledge of the ways in which people through the ages in various cultures have created art.
2. Develop an artistic understanding, or analyze a creative work of art.
3. Create informed aesthetic judgments.

Courses: Any courses in art, music, theatre, humanities, culture, literature, philosophy, history, religion that fulfill the learning objectives listed above. Language courses do not fulfill this requirement. ART 101, Art Appreciation; ART 107, Painting; ART 202, Photoshop; HIS 101-102, World Civilizations 1 & 2; HIS 140, United States to 1865; HIS 141, United States Since 1865; MUS 167, Music Appreciation; MUS 215, Survey of American Pop Music; MUS 315, Songwriting I.

***Lifestyle Management* (1) (1) (1)**

Demonstrate the ability to manage everyday tasks and situations and to make the appropriate and ethical choices regarding wellness, personal finance, social media, sexuality, and others. Develop self-knowledge of interests and abilities to guide exploration of a variety of careers and occupations. This course must be completed at Midway University.

1. Exhibit the ability to manage everyday tasks and situations and to make the appropriate and ethical choices regarding finances, wellness, social media, personal and/or civic choices.
2. Recognize the need for healthy personal relationship and lifestyle with members of their family and community.
3. Develop self-knowledge of interests and abilities to guide exploration of a variety of careers and occupations.
4. Cultivate skills and competencies for effective and competitive workforce performance.

Courses: PHE 100 – Wellness & Lifestyle Management. This course will help students learn to manage everyday tasks and situations and to make the appropriate and ethical choices regarding wellness, nutrition, social media, sexuality, addictive behaviors and career development. Grading is Pass/Fail option only.

- Module 1: Wellness, Nutrition, Addictive Behaviors, and Stress Management
    - Define components of health-related fitness as they contribute to dimensions of wellness.
    - Evaluate the health-related fitness components and how they contribute to the prevention of disease and the dimensions of personal wellness.
    - Implement behavior changes to promote personal fitness improvements which affect wellness.
    - Analyze the interrelatedness of one's personal wellness in the external environment in terms of the political, social, and economic factors.
    - Apply current knowledge of the course to be an independent problem solver in respect to health, fitness and wellness issues.
    - Comprehend basic wellness concepts and facts.
    - Evaluate health information and resources.
- Module 2: Career Development

    The goal of Career Development is to effectively engage the student in the professional world and serve as a bridge for translating acquired knowledge to practical employment skills that contribute to the success of organizations and businesses. Professional development requires the ability to collaborate, to build and sustain personal and professional relationships based on respect, to engage effectively in multicultural teams, to identify meaningful career options and different professional roles, and to build the skills, abilities and knowledge to flourish in a changing job market. These outcomes also include workplace skills such as teamwork, problem solving, positive work ethic, effective use of technology, and understanding workplace culture.

    - Explain career preparation and job acquisition skills required for employment, professionalism and career transitions in their chosen fields.
    - Explore possible life and career options.
    - Utilize competitive job search skills to secure a personally meaningful position.
    - Develop realistic career and professional goals.
    - Translate acquired knowledge to employment skills.
    - Identify strengths and interests and match these to a chosen career path.
    - Build and sustain professional relationships and network.
    - Effectively and ethically use multiple forms of social media to achieve career goals.

- Module 3: Personal Finance

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops students' understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.

- Apply personal finance concepts.
- Apply the student's knowledge gained to their personal financial situation.
- Students will become financially responsible adults who save regularly and use credit wisely.
- Design and understand how to use a personal budget regularly.
- Introduce the student to the basics of financial planning and help them with their personal career strategies.
- Promote student interest in keeping themselves financially healthy, to include effective budget management.
- Develop and evaluate a spending/savings plan.

***Mathematics* (3)**

Demonstrate the ability to reason quantitatively, to solve problems, and to evaluate quantitative information.

1. Analyze/interpret quantitative data verbally, graphically, symbolically and/or numerically.
2. Communicate quantitative data verbally, graphically, symbolically and/or numerically.
3. Appropriately integrate technology into mathematical processes.
4. Use mathematical concepts in problem-solving through integration of new material and modeling.

Courses: MTH 138 – Elementary Statistics or higher, as determined by the major program.

***Science* (4)**

Demonstrate understanding of scientific principles and the ability to apply the scientific method.

1. Demonstrate an understanding of the scientific method and apply it to at least one scientific discipline.
2. Solve introductory problems of a conceptual and/or numerical nature of at least one scientific discipline.
3. Apply the basic vocabulary and concepts of at least one scientific discipline verbally and in writing.

Courses: Any courses with lab in the natural and/or physical sciences that fulfill the objectives listed above. BIO 103-104, General Biology and Lab; BIO 155-156, Exploring Life's Diversity and Lab; BIO 190-191, Anatomy and Physiology I and Lab; ENV 201-202, Principles of Environmental Science and Lab; CHM 150, Principles of Chemistry; CHM 170-171, General Chemistry I and Lab; PSC 105-106, Exploring Dynamic Connections to Earth and Lab.

***Social sciences* (6)**

Demonstrate understanding of individual and/or group behavior and of the forces that shape it. Show an understanding of the method of inquiry used by the social and/or behavioral sciences.

1. Critically evaluate the ways group members act and have acted in response to their societies.
2. Validate an understanding that actions, thinking, and feeling are culturally conditioned.
3. Compare how societies and social subgroups operate.

Courses: Any courses in anthropology, political science/government, psychology, and sociology that fulfill the learning objectives listed above. PSY 180, General Psychology; PSY 260, Human Growth and Development; PSY 312/SOC 312, Social Psychology; SOC 120, Principles of Sociology; SOC 220, Social Problems.

Additional Considerations

Technological proficiency is to be determined by the major programs. Outcomes are to be fulfilled by (a) inclusion in the discipline-based writing course, or (b) by requiring a computer course as an elective.

Associate degree students will fulfill an abbreviated version of the general education requirements: humanities, social sciences, mathematics, science, and communication. The specific courses will be determined by the major programs.

- Writing in the Disciplines will be taught by the major programs to fulfill writing conventions in each discipline.
- Human Difference and Contemporary Global/Environmental Issues must include Disciples of Christ values within the course curriculum.
- Women's College students will be required to complete all the courses within the General Education curriculum as listed here.

Adult evening and online students will be exempted from WST 100 and PHE 100 and will be able to fulfill all other course requirements except Writing in the Disciplines via transfer credits as long as the transferred courses fulfill the course objectives as listed here. Writing in the Disciplines must be completed at Midway University with a grade of C or better.

General Education Requirements for Associate Degree

Humanities and arts....3
Social sciences 3
Mathematics MTH 138 or higher....3
Science and lab....4
English – College Writing I....3
English – College Writing II....3
*Lifestyle Management PHE 100....3
*Total Women's College....22
Total Accelerated/Evening....19

General Education Requirement for Bachelor Degree

Humanities and arts....6
Social sciences 6
Mathematics MTH 138 or higher....3
Life and Physical Science and lab....4
English – College Writing I....3
English – College Writing II....3
Writing in the Disciplines....3
Human Difference 3
Environmental and/or Global Issues 3
*Lifestyle Management PHE 100....3
*Contemporary Women's Issues WST 100....3
*Total Women's College....40
Total Accelerated/Evening....34

Non-Credit Program

English as a Second Language

Gayle Bartilow, M.S., Program Coordinator

Description

The English as a Second Language (ESL) program at Midway University offers two distinct courses of study in English language instruction for students who:

- Want to prepare themselves to enter an American university
- Are professionals who wish to improve specialized areas of proficiency
- Simply want to learn or improve their English

The courses of study are the following:

1. ***College Readiness Program (CRP).*** For the two courses of study, students' English proficiency levels will be assessed upon arrival to the University in order to determine proper placement into the course of study. The test will be administered three times per academic year, at the beginning of the summer, fall, and spring terms. Successful completion of the course of study will be determined by the students' TOEFL score.
2. ***ESL for General Audiences.*** This course of study is for students who wish to learn, practice, or improve their English language skills. Students will learn the important foundations of the English language and practice conversational language and skills. Topics include Writing, Listening/Speaking, Reading, and Grammar. The program length can vary from 3-8 weeks depending on the needs of the cohort. Also included are cultural excursions.

For the two courses of study, students' English proficiency levels will be assessed upon arrival to the University in order to determine proper placement into the course of study. The test will be administered three times per academic year, at the beginning of the summer, fall, and spring terms. Successful completion of the course of study will be determined by the students' TOEFL score.

Admission to the College Readiness Program (CRP)

Students who wish to enter the College Readiness Program (CRP) must apply to the Midway University Office of Admissions. The completed CRP admission packet must include:

- CRP application for admission
- Complete, official academic records, in English, sent directly to the Office of Admissions, Midway University, 512 East Stephens Street, Midway, KY 40347. Records should include courses taken, grades received, and degrees or certificates earned. An explanation of the coding system used to evaluate the student's work should accompany the records. CRP students must have completed their country's equivalent to the American high school diploma.
- Financial guarantee information. United States immigration regulations require that students demonstrate their ability to finance the first year of education before receiving the I-20 AB form. The financial information form must be included with required documentation (bank statements, etc.).

After all the documents are received, the Office of Admissions will make its decision and send the I-20AB form so that the student can apply for the F1 visa.

Admission to ESL for General Audiences

Students who wish to enter this course of study must apply to the Midway University Office of Admissions. The completed packet must include:

- ESL for General Audiences application for admission

- Financial guarantee information. United States immigration regulations require that students demonstrate their ability to finance the first year of education before receiving the I-20 AB form. The financial information form must be included with required documentation (bank statements, etc.).

After all the documents are received, the Office of Admissions will make its decision and send the I-20 AB form so that the student can apply for the F1 visa.

Admission to any of the courses of study within the ESL program does not include admission to Midway University to pursue a degree program. Students who wish to enter the University to pursue a degree program must apply separately to the Office of Admissions and present a qualifying TOEFL or IELTS score. Students who complete the College Readiness Program (CRP) and wish to apply to Midway University must also obtain the recommendation of the ESL Program Coordinator.

The School of Arts and Sciences

Charles H. Roberts, Ph.D., Dean

Programs

Communication, Humanities and Arts
Education
Master of Education
Mathematics and Sciences
Social Sciences
Course Descriptions for the School of Arts and Sciences

Department of Communication, Humanities and Arts

April Gentry, Ph.D., Chair

Programs

Bachelor of Arts in English
Bachelor of Arts in Interdisciplinary Studies and Self-Designed Major
Bachelor of Science in Marketing Communications
Minor in English

Bachelor of Arts in English (120 hours)

Program Description

In support of Midway University's commitment to a professionally-oriented liberal arts education, the department offers the Bachelor of Arts degree in English.

The study of English--with its focus on critical thinking, reading, and writing in response to texts of many varieties--prepares students for further graduate or professional study in English or other fields and for the demands of the contemporary workplace. English majors can assimilate and synthesize information from multiple points of view, research across disciplines, critically examine information and opinion, and write clearly and effectively -- skills requisite for both continuing study and the demands of employers. Employers can be confident that graduates will identify connections between their studies and the world at large, make inferences, draw conclusions, and anticipate consequences for the future. The major is designed to allow students flexibility in designing a program to meet their future needs.

Student Learning Outcomes of Program

- Demonstrate reading competence in British, American, and world literature.
- Identify major literary periods and movements.
- Analyze and evaluate texts in all genres.
- Place texts in relation to key historical events and movements.
- Produce scholarly research within and across disciplines.
- Identify and practice various critical approaches to literature.
- Relate the history of the English language and describe its linguistic features.
- Write accurate, clear, correct prose in styles suited to various audiences.
- Relate the above knowledge and skills to the contemporary world.

Major Course Requirements 36
Introduction to Literature ENG 210 3
Introduction to Literary Criticism ENG 215 3
Linguistics and History of the English Language ENG 300 3
Studies in World Literature ENG 305 3
American Literature Survey I ENG 313 3
American Literature Survey II ENG 315 3
British Literature Survey I ENG 327 3
British Literature Survey II ENG 328 3
Special Topics in Literature ENG 390 6
Shakespeare ENG 405 3
Senior Seminar ENG 498 3
Students who are invested in writing are encouraged to take ENG 220, ENG 310, ENG 312, and ENG 410 as electives

Return to Department of Communication, Humanities, and Arts

Minor in English

A minor in English requires 18 semester hours chosen from the list below. Students must earn a minimum grade of C in each course for successful completion of the minor:

Minor Requirements 18
Introduction to Literature ENG 210 3
Choose 15 credits from among the following: 15
- Introduction to Literary Criticism ENG 215 3
- Creative Writing ENG 220 3
- Linguistics and History of the English Language ENG 300 3
- Studies in World Literature ENG 305 3
- Special Topics in Writing ENG 310 3
- Professional Writing ENG 312 3
- American Literature Survey I ENG 313 3
- American Literature Survey II ENG 315 3
- British Literature Survey I ENG 327 3
- British Literature Survey II ENG 328 3
- Special Topics in Literature ENG 390 3
- Shakespeare ENG 405 3

Return to Department of Communication, Humanities, and Arts

Bachelor of Arts in Interdisciplinary Studies and Self-Designed Major (120 hours)

Program Description

The Midway University Bachelor of Arts in Interdisciplinary Studies emphasize practical, integrative, and collaborative learning while providing students with opportunities to develop their sills in communication, critical and creative thinking, technology and information literacy, and interdisciplinary expertise. The program has two tracks. In the Professional track, students may build their core skills and choose an area of emphasis. In the Self-Designed track, students may combine multiple academic disciplines to customize a unique program of study individually tailored to their goals and interests.

Student Learning Outcomes of Program

- Communicate effectively in writing, presenting, and interpersonal interactions.
- Apply critical and creative thinking to solve problems within their areas of interest.
- Make practical applications of technological tools and information literacy skills.
- Analyze key issues in their areas of interest using cross-disciplinary and interdisciplinary approaches.

Major Degree Requirements

Professional Studies Track:

Area I: Oral and Written Communication 6
Area II: Critical Thinking 6
Area III: Technology and Information Literacy 6
Area IV: Area of Emphasis 18
Area V: Senior Capstone 6
(students may choose either IDS 401: Research Project or IDS 402: Internship as their capstone)
Electives 38

Self-Designed Track:

Introduction to Interdisciplinary Studies IDS 101 3
Experiential/Service Learning IDS 310 3
Experiential/Service Learning IDS 410 3
Interdisciplinary Research IDS 380 3
Senior Capstone IDS 490 3
Concentration Area I 18
Concentration Area II 18
Minor Area 12
Electives 17-23

Return to Department of Communication, Humanities, and Arts

Bachelor of Science in Marketing Communications (120 hours)

Program Description

Due to the increase in communication options available to reach consumers, marketers must have the ability to integrate and coordinate marketing tools. The Midway University Bachelor of Science in Marketing Communications will allow students to create value through the coordination and integration of multiple marketing communication tools, avenues, and sources within a company into a seamless program that maximizes the impact on consumers and other end users at minimal cost. Students complete a core of courses that integrates all aspects of the discipline and then choose one of two concentrations as a Concentration.

Student Learning Outcomes of Program

- Develop Strategic Marketing Communication programs.
- Analyze and optimize an organizations marketing communication approach.
- Produce effective marketing communication deliverables.
- Utilize the technology, terminology, theories and principles of the profession in developing quality work.

Major Course Requirements 39

Photoshop I ART 202 3
Principles of Marketing BUS 255 3
Introduction to Marketing Communications MCO 201 3
Writing for Marketing Communications MCO 210 3
Advertising Principles MCO 220 3
Graphic Design I MCO 230 3
Introduction to Public Relations MCO 301 3
Consumer/Audience Analysis MCO 315 3
Global Brand Management MCO 320 3
Internal Brand Communication MCO 405 3
Digital and Social Media MCO 435 3
Media Sales and Analysis MCO 450 3
Capstone MCO 490 3

Concentration 1: Writing **18**
Introduction to Journalism ENG 211 3
Professional Writing ENG 312 3
Business Communication ENG 313 3
Advertising Writing MCO 318 3
Political Writing MCO 350 3
Applied MCO Writing MCO 410 3
Concentration 2: Graphic Design **18**
Drawing ART 205 3
Photoshop II ART 302 3
Graphic Design II MCO 330 3
Digital Storytelling MCO 325 3
Digital Animation MCO 430 3
Applied Graphic Design MCO 440 3

Return to Department of Communication, Humanities, and Arts

Department of Education

Susan Lasky, Ph.D., Chair

Education Program

Bachelor of Arts in Elementary Education P-5
Bachelor of Arts in Middle School English
Bachelor of Arts in Middle School Math
Bachelor of Arts in Middle School Science
Bachelor of Arts in Middle School Social Studies
Bachelor of Arts in Secondary Biology Education 8-12
Bachelor of Arts in Secondary English Education
Bachelor of Arts in Secondary Mathematics Education
Learning and Behavioral Disorders

Education Studies

Bachelor of Arts English Emphasis
Bachelor of Arts Mathematics Emphasis
Bachelor of Arts Sciences Emphasis
Bachelor of Arts Social Studies Emphasis

Master of Education

Midway University has a long history of preparing educators. Current programs continue this tradition by offering three broad categories of programs: primary through grade five (P-5) Elementary, grades five through nine (5-9) Middle School, and Secondary Education English, Math, and Biology. Special Education Learning and Behavior Disorders (LBD) is an add-on concentration with any of these programs.

The Midway University Education program is delivered in three formats. Not all programs are available in all formats.

1. Traditional semester format for the Women's College
2. Accelerated evening/weekend eight-week format for co-educational adults
3. Online in eight-week segments for co-educational adults, except for EDU 100, methods classes, and student teaching. The LBD concentration is offered online except for student teaching.

Education

All undergraduate Education majors are required to go through three checkpoints prior to graduation:

1. Checkpoint I – Formal admission to the Education program
2. Checkpoint II – Admission to student teaching
3. Checkpoint III – Completion of the Education program following student teaching

Each checkpoint involves a portfolio, an interview, and additional requirements specific to each checkpoint. Candidates are permitted to enroll in a very limited number of EDU classes before being formally admitted to the Education program (EDU 100, 103, 105, 106, 130, 201, and 188, as needed).

Checkpoint requirements are described in the Education Handbook available in the Education Office or online and include:

- State testing requirements for PRAXIS core academic skills for Educators (CORE) tests qualifying scores and PRAXIS II professional testing requirements specific to each certificate area

- Minimum GPA of 2.75
- Two hundred hours of field placement prior to student teaching. As part of this requirement, students must complete EDU 188, 286, 287, and 288, as appropriate.
- Six diversity hours minimum of multicultural field experience
- Local personnel requirements: TB test and criminal records check

Student Learning Outcomes of Program

The Education programs adhere to the accreditation standards required by the Educational Professional Standards Board (EPSB) and the Kentucky Department of Education. The Midway University program is fully accredited by EPSB.

- Demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- Design/plan instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Introduce/implement, manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Assess learning and communicate results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- Reflect on and evaluate specific teaching/learning situations and/or programs.
- Collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
- Evaluate his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refine the skills and processes necessary, and implement a professional development plan.
- Provide professional leadership within the school, community, and education profession to improve student learning and well-being.

Bachelor of Arts in Elementary Education P-5 (120 hours)

Program Description

The Bachelor of Arts program in Elementary Education prepares teachers to work in elementary schools. Graduates will meet the requirements for certification to teach primary through grade five in Kentucky. Graduates wishing to seek certification in other states should contact that state's teacher certification granting agency for information on specific requirements.

Major Course Requirements 60
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1

Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Mathematics for Teachers I EDU 202 3
Teaching and Learning I EDU 210 3
Mathematics for Teachers II EDU 302 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Reading and Language Arts Teaching Methods EDU 405 3
Social Studies Teaching Methods EDU 419 3
Science Teaching Methods EDU 421 3
Mathematics Teaching Methods EDU 425 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
P5 Content Emphasis* 10
Linguistics and History of the English Language ENG 300 3
Principles of Environmental Science ENV 201 3
Principles of Environmental Science Laboratory ENV 202 1
History of the United States Since 1865 HIS 141 3
(*See Teacher Education Department for additional P-5 Content Emphasis General Education requirements and Dual Certification – Elementary/Middle School)

Return to Education Department

Bachelor of Arts in Middle School English (120 hours)

Program Description

The Bachelor of Arts in Middle School Education prepares teachers to teach in grades 5-9. Graduates will meet the requirements for middle school certification in Kentucky. Graduates wishing to seek certification in other states should contact that state's teacher certification granting agency for information on specific requirements.

Each middle school teacher must have one area of academic emphasis. Candidates may be able to meet the requirements for a minor while at the same time meeting the requirements for an area of emphasis. Areas of emphasis can be English, Mathematics, Social Studies, or Science.

Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Reading and Language Arts Teaching Methods EDU 405 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3

Middle School English Requirements 30
Introduction to Literature ENG 210 3
Linguistics and History of the English Language ENG 300 3
Studies in World Literature ENG 305 3
Professional Writing ENG 312 3
American Literature Survey I ENG 313 3
American Literature Survey II ENG 315 3
British Literature Survey I ENG 327 3
British Literature Survey II ENG 328 3
Adolescent Literature ENG 341 3
Shakespeare ENG 405 3

Return to Education Department

Bachelor of Arts in Middle School Math (120 hours)

Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Mathematics Teaching Methods EDU 425 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Middle School Math Requirements 27
College Algebra MTH 140 3
Finite Mathematics MTH 145 3
Mathematics for Teachers I EDU 202 3
Calculus I and Trigonometry MTH 220 5
Calculus II MTH 222 4
College Geometry MTH 230 3
Probability and Statistics MTH 245 3
Mathematics for Teachers II EDU 302 3

Return to Education Department

Bachelor of Arts in Middle School Science (120 hours)

Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3

Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Teaching Science Methods EDU 421 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Middle School Science Requirements 25
General Biology I BIO 103 3
General Biology I Lab BIO 104 1
General Biology II BIO 105 3
General Biology II Lab BIO 106 1
Principles of Environmental Science ENV 201 3
Principles of Environmental Science Lab ENV 202 1
General Chemistry I CHM 170 3
General Chemistry I Lab CHM 171 1
General Chemistry II CHM 175 3
General Chemistry II Lab CHM 176 1
Physics I PSC 240 4
Physics I Lab PSC 241 1

Return to Education Department

Bachelor of Arts in Middle School Social Studies (120 hours)

Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Social Studies Teaching Methods EDU 419 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Middle School Social Studies 24
World Civilization I HIS 101 3
World Civilization II HIS 102 3
History of the United States to 1865 HIS 140 3
History of the United States since 1865 HIS 141 3
Physical Geography GEO 110 3
American Government GOVT 201 3
Microeconomics ECO 217 or Macroeconomics ECO 220 3
Principles of Sociology SOC 120 3

Return to Education Department

Bachelor of Arts in Secondary Biology Education 8-12 (120 hours)

The Bachelor of Arts in Secondary Education prepares students to teach in grades 8-12. Graduates will meet the requirements for secondary education certification in Kentucky. Graduates wishing to seek certification in other states should contact that state's teacher certification granting agency for information on specific requirements. Midway University offers certification in secondary education in Biology, English, and Mathematics. Biology is only available to Women's College students.

Major Course Requirements 48
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Methods in Secondary Science EDU 401 3
Secondary Biology Teaching Methods EDU 410 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Biology Secondary Education 31
General Biology I BIO 103 3
General Biology I Lab BIO 104 1
General Biology II BIO 105 3
General Biology II Lab BIO 106 1
Principles of Botany BIO 230 with lab BIO 231 or General Zoology BIO 304 with lab BIO 305 4
Medical Vocabulary BIO 204 2
Microbiology BIO 225 with lab BIO 226 4
Genetics and Molecular Biology BIO 325 3
Ethical Issues in Science BIO 401 3
Introduction to Biological Research BIO 405 1
Senior Research Data Collection BIO 487 3
Senior Biology Research Project BIO 488 3
Supporting Courses 15
Physics I PSC 240 and Physics I Lab PSC 241 5
General Chemistry I and Lab CHM 170 and CHM 171 5
General Chemistry II and Lab CHM 175 and CHM 176 5

Return to Education Department

Bachelor of Arts in Secondary English Education (120 hours)

Education Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Education Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3

The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Educational Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Secondary Reading and Language Arts Teaching Methods EDU 404 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Secondary English Course Requirements 36
College Writing I ENG 101 3
College Writing II ENG 102 3
Introduction to Literature ENG 210 3
Linguistics and History of the English Language ENG 300 3
Studies in World Literature ENG 305 3
Professional Writing ENG 312 3
American Literature Survey I and II ENG 313 and ENG 315 6
British Literature Survey I and II ENG 327 and ENG 328 6
Adolescent Literature ENG 341 3
Shakespeare ENG 405 3

Return to Education Department

Bachelor of Arts in Secondary Mathematics Education (120 hours)

Major Course Requirements 45
Introduction to the Teaching Profession EDU 100 1
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Teaching and Learning I EDU 210 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Education Evaluation Techniques EDU 332 3
Foundations of Literacy EDU 338 3
Teaching and Learning II EDU 360 3
Secondary Mathematics Teaching Methods EDU 420 3
Student Teaching EDU 498 12
Human Growth and Development PSY 260 3
Mathematics Secondary Education Course Requirements 30
College Algebra MTH 140 3
Finite Mathematics MTH 145 3
Mathematics for Teachers I EDU 202 3
Calculus I and Trigonometry MTH 220 5
Calculus II MTH 222 4
College Geometry MTH 230 3
Probability and Statistics MTH 245 3
Mathematics for Teachers II EDU 302 3
Upper level Math elective* 3

*See Teacher Education Department for possible Math elective courses.

Return to Education Department

Learning and Behavior Disorders (21 hours)

LBD is an add-on concentration to any other Education degree concentration (P-5, 5-9, P-5/5-9, or 9-12). The LBD concentration cannot be the only concentration for an Education degree. In order to take the LBD program, students must have successfully completed Checkpoint I and EDU 315 as well as have the LBD concentration listed on their academic records.

Learning and Behavior Disorders P-12 21
Characteristics of Children and Youth with Learning and Behavior Disorders EDU 321 3
Educational Programming for Secondary LBD Students EDU 329 3
Educational Evaluation Techniques EDU 332 3
Classroom and Behavior Management for Children/Youth with LBD EDU 340 3
Instructional Technology, Materials, and Community Resources for Children and Youth with LBD EDU 350.....3
Educational Programming for Elementary Students with Learning and Behavior Disorders EDU 380 3
Children and Youth with Exceptionalities in Regular Education EDU 390 3

Return to Education Department

Education Studies

The Education Studies major is designed for students who do not need teacher certification because they do not intend to teach in the United States, or whose career goal is to hold a paraprofessional position in a school, or who intend to go directly into an MAT program.

The program does not require completion of PRAXIS I, PRAXIS II, student teaching, or the methods courses.

Student Learning Outcomes of Program

The Education programs adhere to the accreditation standards required by the Educational Professional Standards Board (EPSB) and the Kentucky Department of Education. The Midway University program is fully accredited by EPSB.

- Demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- Design/plan instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Introduce/implement, manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Assess learning and communicate results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- Reflect on and evaluate specific teaching/learning situations and/or programs.
- Collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Evaluate his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refine the skills and processes necessary, and implement a professional development plan.
- Provide professional leadership within the school, community, and education profession to improve student learning and well-being.

Bachelor of Arts in Education Studies – English Emphasis (120 hours)

Major Education requirements 29
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Classroom Management and Theory EDU 305 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Foundations of Literacy EDU 338 3
Studies in Education Field Experience Practicum EDU 499 6
Human Growth and Development PSY 260 3
English Emphasis 36
College Writing I ENG 101 3
College Writing II ENG 102 3
Introduction to Literature ENG 210 3
Linguistics and History of the English Language ENG 300 3
Studies in World Literature ENG 305 3
Professional Writing ENG 312 3
American Literature Survey I ENG 313 3
American Literature Survey II ENG 315 3
British Literature Survey I ENG 327 3
British Literature Survey II ENG 328 3
Adolescent Literature ENG 341 3
Shakespeare ENG 405 3

Return to Education Department

Bachelor of Arts in Education Studies – Mathematics Emphasis (120 hours)

Major Education requirements 29
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Classroom Management and Theory EDU 305 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Foundations of Literacy EDU 338 3
Studies in Education Field Experience Practicum EDU 499 6
Human Growth and Development PSY 260 3
Mathematics Emphasis 27
College Algebra MTH 140 3
Finite Mathematics MTH 145 3
Mathematics for Teachers I EDU 202 3
Calculus I and Trigonometry MTH 220 5

Calculus II MTH 222 4
College Geometry MTH 230 3
Probability and Statistics MTH 245 3
Mathematics for Teachers II EDU 302 3

Return to Education Department

Bachelor of Arts in Education Studies – Science Emphasis (120 hours)

Major Education requirements 29
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Classroom Management and Theory EDU 305 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Foundations of Literacy EDU 338 3
Studies in Education Field Experience Practicum EDU 499 6
Human Growth and Development PSY 260 3
Science Emphasis 27
General Biology I BIO 103 3
General Biology I Lab BIO 104 1
General Biology II BIO 105 3
General Biology II Lab BIO 106 1
Principles of Environmental Science ENV 201 3
Principles of Environmental Science Lab ENV 202 1
General Chemistry I CHM 170 4
General Chemistry I Lab CHM 171 1
General Chemistry II CHM 175 4
General Chemistry II Lab CHM 176 1
Physics I PSC 240 4
Physics I Lab PSC 241 1

Return to Education Department

Bachelor of Arts in Education Studies – Social Studies Emphasis (120 hours)

Major Education requirements 29
Introduction to Education EDU 103 2
Introduction to Elementary Education EDU 105 1
Introduction to Middle School Education EDU 106 1
Introduction to Secondary Education EDU 130 1
Technology in the Educational Setting EDU 201 3
Classroom Management and Theory EDU 305 3
Multicultural Education EDU 314 3
The Exceptional Child and Legal Aspects of Special Education EDU 315 3
Foundations of Literacy EDU 338 3
Studies in Education Field Experience Practicum EDU 499 6
Human Growth and Development PSY 260 3
Social Studies Emphasis 24
World Civilization I HIS 101 3
World Civilization II HIS 102 3
History of the United States to 1865 HIS 140 3
History of the United States since 1865 HIS 141 3
Physical Geography GEO 110 3

American Government GOVT 201 3
Introduction to Economics ECO 225 3
Principles of Sociology SOC 120 3

Return to Education Department

Master of Education

Program

Teacher Leader Program

Environmental Education P-12 Endorsement

Academic Policies

No more than six credit hours from a regionally accredited institution will be accepted in transfer into a graduate program.

Students must have a cumulative GPA of 3.00 in order to graduate from a graduate program.

The grading scale for graduate programs is as follows:

- AHigh achievement
- BSatisfactory achievement
- CMinimum passing grade
- FFailure

Graduate courses may not be taken on a Pass/Fail basis.

A C grade can be repeated with approval of the dean, with only one attempt at a repeat allowed in each course. Withdrawals count as attempts. Only the grade earned on the second attempt will be used to compute the GPA, but both grades will appear on the student's transcript.

Students may not earn more than two C's. Students who earn a third C will be dismissed from the program.

A student whose term GPA falls below 3.00 will be placed on academic probation for the subsequent term (4-week, 8-week, or 16-week). If at the end of the subsequent term the cumulative GPA has not reached 3.00, the student will be dismissed from the program.

Teacher Leader Program

Teacher leader programs focus on preparing teachers to use student performance data to make curricular, instructional, and assessment decisions to improve curriculum, instruction, and assessment practices in their schools. The programs also prepare candidates to serve as change agents who improve student performance as well as school culture and climate. The Midway University M.Ed. program is designed for teachers desiring to continue to serve in teaching positions while utilizing leadership skills to help themselves and others become effective teachers and create positive learning environments.

Students completing the Master of Education program will:

1. demonstrate the ability to think critically, solve problems, and act decisively
2. demonstrate a deepening knowledge and appreciation of self and others
3. demonstrate a commitment to diversity
4. demonstrate professionalism

Student Learning Outcomes of Program

The Master of Education programs adhere to the advanced level accreditation standards required by the Educational Professional Standards Board (EPSB) and the Kentucky Department of Education. The Midway University program is fully accredited by EPSB.

- Demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- Designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- Reflects on and evaluates specific teaching/learning situations and/or programs.
- Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
- Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refine the skills and processes necessary, and implement a professional development plan.
- Provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Each candidate must also demonstrate proficiency in the appropriate Specialty Professional Association (SPA) standard. The specialty professional associations standards used in the development of the conceptual framework and programs at Midway University are those of the National Council of Teachers of English (NCTE), the North American Association for Environmental Education (NAAEE), and the International Literacy Association (ILA).

Admission Requirements for the M.Ed.

- Recommendation form from school principal
- Official transcripts from each college or university attended
- Minimum 3.0 cumulative GPA

Graduation Requirements

To graduate, a student must have completed a minimum of 30 credit hours with a cumulative GPA of at least 3.0. No more than six of these credit hours may be transferred from another institution.

Program Individualization

All candidates in the program are required to successfully complete all courses (EDU 501, EDU 502, EDU 503, EDU 504, EDU 511, and EDU 531 = 18 credit hours) within the teacher leader core courses of the program. Although more specialization area endorsements (12 additional credit hours) are planned and will be rolled out in the near

future, at this time, candidates may elect to take the advanced teacher leader Concentration courses (EDU 506, EDU 507, EDU 508 and EDU 509 = 12 credit hours) in order to complete the M.Ed. Thus, there are two pathways that candidates may take toward completing the M.Ed.:

***M.Ed. with a Concentration in Teacher Leadership* 30**
Teachers as Professional Leaders EDU 501 3
Closing the Achievement Gap through Assessment, Evaluation and Data Analysis EDU 502 3
Action Research for Teacher Leaders I EDU 503 3
Content Area Literacy Instruction and Leadership EDU 504 3
Teaching for Equity and Justice in Schools through Leadership EDU 511 3
Educational Policy and Law for Teacher Leaders EDU 506 3
Teacher Leadership: Collaborating, Coaching and Mentoring with Teachers EDU 507 3
Professional Growth and Development in Teacher Leadership EDU 508 3
Topics and Trends in P-12 Schools EDU 509 3
Action Research for Teacher Leaders II EDU 531 3

***M.Ed. with an endorsement (4 three-credit hour courses in endorsement area)* 12**
Teachers as Professional Leaders EDU 501 3
Closing the Achievement Gap through Assessment, Evaluation and Data Analysis EDU 502 3
Action Research for Teacher Leaders I EDU 503 3
Content Area Literacy Instruction and Leadership EDU 504 3
Teaching for Equity and Justice in Schools through Leadership EDU 511 3
Action Research for Teacher Leaders II EDU 531 3

Environmental Education P—12 Endorsement

There are two pathways for completing this endorsement:

a) Candidates who are teaching at the elementary level or who are teaching content areas other than science are encouraged (but not required) to pursue environmental education *across the curriculum*, as follows (12 credit hours):
   - EDU 611 Foundations of Environmental Education (Fall)
   - EDU 633 Environmental Ethics (Fall)
   - EDU 637 Teaching Environmental Education (Spring)
   - EDU 631 Case Studies in Environmental Education (Summer)

b) Candidates who are teaching science at the middle school or high school levels are encouraged to pursue the *environmental science* pathway, as follows (12 credit hours):
   - EDU 611 Foundations of Environmental Education (Fall)
   - ENV 515 Conservation Biology (Fall)
   - EDU 637 Teaching Environmental Education (Spring)
   - ENV 517 Investigating and Evaluating Environmental Issues (Summer – 2 week, on-campus program, 8 AM until noon. On campus housing is available.)

Candidates pursuing the Environmental Education P-12 Endorsement are required to complete four field hours at each level: elementary, middle and high school. This can easily be done in the context of field trips and other special events at one's school or other schools, museums, KEEC (Kentucky Environmental Education Council) or KAEE (Kentucky Association for Environmental Education) events, etc.

All candidates in all areas of specialization should take EDU 531 Action Research for Teacher Leaders II. This should occur in the last semester of the candidate's program.

Individualization in the program is provided for through the Teacher Research Project (TRP), course assignments, and individual program portfolios.

Return to Department of Education

Department of Mathematics and Sciences

Joel L. Jones, Ph.D., Chair

Bachelor of Science in Biology
Bachelor of Science in Environmental Science
Bachelor of Arts in Mathematics
Minor in Biology
Minor in Chemistry
Minor in Environmental Science
Minor in Mathematics

Bachelor of Science in Biology (120 hours)

Program Description

Midway University offers a Bachelor of Science in Biology as well as a minor in biology. The program provides preparation in the following areas: general biology; zoology; ecology and evolution; microbiology, genetics, and molecular biology; and pre-professional programs in medical, dental, pharmacy, physical and occupational therapy, and veterinary sciences. Numerous other career opportunities are available to students of biology.

Our faculty advisors assist students in tailoring an academic program for a specific career objective or for postgraduate study. Scientific literacy is promoted through field and laboratory experiences, classroom activities, our Tri-Beta National Biology Honor Society, and presenting scholarly research at state and regional meetings. Our faculty engage with students in scholarly pursuits in their sub-disciplines. These activities provide students with the opportunity to become actively involved in current research. Students at Midway University complete capstone research projects suitable to their scientific interests.

Students in the program will gain field, analytical, and laboratory skills that prepare them for diverse entry-level positions in biology-related areas.

Student Learning Outcomes of Program

Upon completion of the curriculum, students will:

- Demonstrate knowledge of how cell organization and function are determined by genetics and biochemistry.
- Explain how the diversity of life is generated and perpetuated through evolutionary processes.
- Describe the molecular and structural unity among diverse organisms in the three domains of life.
- Provide explanations and examples of how organisms across all phylogenetic taxa develop and function within specific niches in their environments.
- Function as researchers in laboratory and/or field settings using appropriate basic equipment by conducting original research in a biological sub-discipline and communicating scientific data in both written theses and public presentations.
- Practice professional ethics in the conduct of their own scientific research.
- Evaluate the ethical basis for a variety of scientific endeavors by critically evaluating scientific information from a variety of sources.

Major Course Requirements 26
(Courses in the major require a grade of C or better)
General Biology I and Lab BIO 103/BIO 104 4
General Biology II and Lab BIO 105/BIO 106 4
Microbiology BIO 225 or Cell Biology BIO 241 3
Global Ecology BIO 305 or General Ecology BIO 312 3

Genetics and Molecular Biology BIO 325 3
Ethical Issues in Science BIO 401 3
Introduction to Biological Research BIO 405 3
Senior Research Data Collection BIO 487 0
Senior Research Project BIO 488 3
Supporting Courses 35
General Chemistry I and Lab CHM 170/CHM 171 (Requires a C or better) 5
General Chemistry II and Lab CHM 175/CHM 176 (Requires a C or better) 5
Organic Chemistry I and Lab CHM 330/CHM 331 (Requires a C or better) 5
Organic Chemistry II and Lab CHM 335/CHM 336 (Requires a C or better) 5
Calculus I and Trigonometry MTH 220 (Requires a C or better) 5
Physics I and Lab PSC 240/PSC 241 5
Physics II and Lab PSC 245/PSC 246 5
Choose 15 additional hours in Major Electives 15
(**Students must complete at least two 300- or 400-level laboratories as part of these 15 hours. Courses as major elective require a C or better)**
Anatomy and Physiology I and Lab BIO 190/BIO 191 4
Anatomy and Physiology II and Lab BIO 198/BIO 199 4
Medical Vocabulary BIO 204 2
Microbiology and Lab BIO 225/BIO 226 4
Principles of Botany and Lab BIO 230/BIO 231 4
Cell Biology BIO 241 3
General Zoology and Lab BIO 304/BIO 306 4
Global Ecology BIO 305 3
Topics in Biology BIO 310 3
General Ecology and Lab BIO 312/BIO 313 4
Vertebrate Zoology and Lab BIO 314/BIO 315 4
Vertebrate Embryology and Lab BIO 318/BIO 319 4
Histology and Lab BIO 320/BIO 321 3
Immunology and Lab BIO 326/BIO 327 4
Biochemistry and Lab BIO 420/BIO 421 4
Internship BIO 485 3

Return to Department of Math and Sciences

Minor in Biology

The minor in biology requires a minimum of 18 semester hours selected from courses prefixed BIO. At least 10 hours must be selected from courses numbered 300 or higher.

Required Courses 8
(Courses in the minor require a grade of C or better)
General Biology II and Lab BIO 105/BIO 106 4
Genetics and Molecular Biology BIO 325 4
Choose additional hours from among the following 10-11
(Courses require a grade of C or better)
Anatomy and Physiology II and Lab BIO 198/BIO 199 4
Medical Vocabulary BIO 204 2
Microbiology and Lab BIO 225/BIO 226 4
Principles of Botany and Lab BIO 230/BIO 231 4
General Zoology and Lab BIO 304/BIO 306 4
Global Ecology BIO 305 3
Topics in Biology BIO 310 3
Cell Biology BIO 241 3

General Ecology and Lab BIO 312/313 4
Vertebrate Zoology and Lab BIO 314/BIO 315 4
Vertebrate Embryology and Lab BIO 318/BIO 319 4
Histology and Lab BIO 320/BIO 321....3
Immunology and Lab BIO 326/BIO 327 4
Biochemistry and Lab BIO 420/BIO 421....4

Return to Department of Math and Sciences

Bachelor of Science in Environmental Science (120 hours)

Program Description

Midway University offers a Bachelor of Science in Environmental Science. Environmental concerns are among the most pressing and controversial issues confronting today's society. Environmental concerns such as hazardous and toxic waste management and disposal, acid rain, global climate change, the maintenance of a safe water quality, deforestation, and biological diversity are areas of challenge in environmental science. The degree was developed in response to a growing need for people who can critically evaluate and reasonably formulate solutions to complex local, regional, national, and global environmental problems.

Student Learning Outcomes of Program

Upon completion of the curriculum, students will:

- Demonstrate an in-depth understanding of foundational ecological concepts on levels of organismal biology, autecology, population dynamics, community interactions, ecosystems, and the biosphere.
- Evaluate diverse environmental issues, identifying the events, problems, players and stakeholders, positions and values, and the cost-benefit analyses of proposed resolutions.
- Utilize observational, critical thinking skills while employing appropriate field and laboratory instrumentation and technologies to study environmental phenomena scientifically and analyze data through mathematical and statistical applications.
- Produce a relevant, actionable, strategic plan for conservation of biodiversity, systems resilience, and/or environmental human health using applications of current scientific consensus and compliance with environmental policies including the Endangered Species Act (ESA) and National Environmental Policy Act (NEPA).
- Possess the intellectual and practical skills of the natural scientist to enable them to understand interrelated biological, chemical, and physical processes in the atmosphere, biosphere, geosphere, and hydrosphere.
- Acquire skills of the social scientist to allow them to understand the social, political, cultural, and economic impacts of environmental changes caused by human activities.

Students who are non-majors in Environmental Science service courses will be able to:

- Demonstrate an understanding of basic ecological relationships which include reciprocal impacts from human activities.
- Identify the events, problems, issues, players, positions and values in varied environmental scenarios.
- Evaluate alternative resolutions for varied environmental issues and outline a preferred action strategy that is consistent with current scientific consensus and environmental policies.

Job placement of graduates in fields related to environmental science is promising. Examples of areas in which graduates will be employable include environmental policy and regulation, conservation and natural resources, environmental communication and advocacy (i.e., media and public relations), and environmental research and education. Graduates should also be well prepared for entrance to graduate school in the sciences.

Major Course Requirements 35
(Courses in the major require a grade of C or better)
General Biology I and Lab BIO 103/BIO 104 4
General Biology II BIO 105 and Lab BIO 105/BIO 106 4
Principles of Botany and Lab BIO 230/BIO 231 4
General Zoology and Lab BIO 304/BIO 306 4
Environmental Science Methods and Lab ENV 308/ENV 309 4
General Ecology BIO/ENV 312 or Global Ecology ENV 305 3
Ethical Issues in Science BIO/ENV 401 3
Environmental Law and Policy ENV 402 3
Conservation Biology ENV 415 or Natural Resource Management in Diverse Cultural Contexts ENV 421 3
Environmental Science Capstone/Practicum ENV 495 3
Supporting Courses Required 19
General Chemistry I and Lab CHM 170/CHM 171 5
General Chemistry II and Lab CHM 175/CHM 176 5
Physical Geography GEO 110 3
College Algebra MTH 140 3
Probability and Statistics MTH 245 3
Choose at least 6 additional hours in Major 6
Microbiology and Lab BIO 225/BIO 226 4
General Ecology BIO/ENV 312 or Global Ecology ENV 305 3
Vertebrate Zoology and Lab BIO 314/BIO 315 4
Biochemistry and Lab BIO 420/BIO 421 4
Organic Chemistry I and Lab CHM 330/CHM 331 5
Organic Chemistry II and Lab CHM 335/CHM 336 5
Investigating and Evaluating Environmental Issues ENV 417 3
Physics I and Lab PSC 240/PSC 241 5
Physics II and Lab PSC 245/PSC 246 5

Return to Department of Math and Sciences

Minor in Environmental Science

The minor in environmental science requires a minimum of 18 semester hours. At least 10 semester hours must be selected from courses numbered 300 or higher. A minimum grade of C in all courses is required for the minor.

Required Courses 8
General Biology II and Lab BIO 105/BIO 106 4
Environmental Science Methods and Lab ENV 308/ENV 309 4
Environmental Science Minor Electives 10
Principles of Botany and Lab BIO 230/BIO 231 4
General Zoology Lab BIO 304/BIO 306 4
General Ecology ENV 312 or ENV 305 3
Ethical Issues in Science ENV 401 3
Environmental Law and Policy ENV 402 3
Conservation Biology ENV 415 3
Investigating and Evaluating Environmental Issues ENV 417 3
Natural Resource Management in Diverse Cultural Contexts ENV 421 3

Return to Department of Math and Sciences

Bachelor of Arts in Mathematics (120 hours)

Program Description

The Bachelor of Arts in Mathematics provides an opportunity for students to fulfill their potential and become contributing members of society in fields that are becoming increasingly important and in which there is growing demand. Students who complete this program will have the skills in logic, problem-solving and data analysis and the familiarity with mathematical concepts necessary for success in such fields as actuarial science, engineering, operations research, data processing, computer science, and Education. In addition, a broad-based background in mathematics has applicability for study or employment in fields outside of mathematics and science, e.g., banking, law, and economics.

Student Learning Outcomes of Program

- Students will be able to effectively apply critical thinking skills to mathematically model and solve problems.
- Students will be able to critically interpret numerical and graphical data.
- Students will be able to read and construct mathematical arguments and proofs.
- Students will be able to effectively use computer technology to solve problems and create models.
- Students will be able to demonstrate effective oral and written communication of mathematical concepts and applications.
- Students will be able to demonstrate applications of mathematical knowledge to a mathematically-related career or post-baccalaureate studies.

Students who are non-majors in Mathematics will be able to:

- Effectively apply appropriate quantitative tools and logic to analyze and synthesize information for problem solving in specific career fields as well as common life experiences.

Major Course Requirements 34
Calculus I and Trigonometry MTH 220 5
Calculus II MTH 222 4
Calculus III MTH 223 4
Probability and Statistics MTH 245 3
Mathematical Reasoning and Proofs MTH 305 3
Linear Algebra MTH 310 3
Discrete Mathematics MTH 320 3
Abstract Algebra I MTH 401 3
Real Analysis I MTH 405 3
Choose **one** of the following: 3
- Abstract Algebra II MTH 402 3
- Real Analysis II MTH 406 3
- Number Theory MTH 408 3
- Senior Seminar MTH 498 3

Return to Department of Math and Sciences

Minor in Mathematics

The minor in mathematics requires a minimum of 19 semester hours. At least 9 semester hours must be selected from courses numbered 300 or higher.

Mathematics Minor Requirements 19
Calculus I and Trigonometry MTH 220 5
Calculus II MTH 222 4
Calculus III MTH 223 4
Any two of the following 6
- Differential Equations MTH 301 3
- Math Reasoning and Proofs MTH 305 3

Linear Algebra MTH 310 3
Mathematical Statistics I MTH 315 3
Mathematical Statistics II MTH 316 3
Abstract Algebra I MTH 401 3
Abstract Algebra II MTH 402 3
Real Analysis I MTH 405 3
Real Analysis II MTH 406 3
Number Theory MTH 408 3
Senior Seminar MTH 498 3

Return to Department of Math and Sciences

Minor in Chemistry

The minor in chemistry requires a minimum of 23 semester hours.

Required Courses 23
General Chemistry I and Lab CHM 170/CHM 171 5
General Chemistry II and Lab CHM 175/CHM 176 5
Organic Chemistry I and Lab CHM 330/CHM 331 5
Organic Chemistry II and Lab CHM 335/CHM 336 5
Biochemistry CHM 420 3

Return to Department of Math and Sciences

Department of Social Sciences

Edie McClellan, Ph.D., Chair

Bachelor of Science in Criminal Justice
Bachelor of Arts in Psychology
Concentration in Alcohol and Drug Counseling
Minor in Criminal Justice
Minor in Psychology

Bachelor of Science in Criminal Justice (120 hours)

Program Description

The Bachelor of Science Criminal Justices introduces students to the field of criminal justice by examining the major disciplines in the field of criminal justice. Students will be introduced to law enforcement, courts, corrections, and contemporary challenges in criminal justice with discussion of the high ethical standards expected of criminal justice professionals. Areas emphasized include criminal investigation, criminal behavior, and kinesic interviewing, along with an understanding of social, abnormal and forensic psychology. The course work for this program affords the student an opportunity for hands-on experience with many law enforcement, courts and corrections programs.

Student Learning Outcomes of Program

Upon successful completion of this program, students will be able to:

- Analyze criminal conduct as it relates to one of the main theories of criminal behavior.
- Assess the varying roles in the criminal justice system.
- Match the facts of a crime to a given statute or case law precedent.
- Describe the court system in prosecuting and defending criminal acts.
- Distinguish between methods of punishment and correction.

Major Course Requirements 45

Introduction to Criminal Justice CRJ 101 3
Corrections CRJ 201 3
Criminal Acts CRJ 301 3
Criminal Procedure CRJ 305 3
Kinesic Interviewing CRJ 307 3
Criminal Organizations CRJ 310 3
Psychological, Historical and Societal Issues of Terrorism CRJ 315 3
Police Ethics CRJ 405 3
Courts and Court Procedures CRJ 410 3
Criminal Investigation CRJ 420 3
Capstone CRJ 496 3

Psychology Course Requirements

Social Psychology PSY 312 3
Abnormal Psychology PSY 320 3
Forensic Psychology PSY 350 3
Psychopharmacology P)SY 360 3

Return to Department of Social Sciences

Minor in Criminal Justice

The minor in Criminal Justice requires 18 hours.

Minor Course Requirements 18
Introduction to Criminal Justice CRJ 101 3
Criminal Acts CRJ 301 3
Criminal Procedure CRJ 305 3
Police Ethics CRJ 405 3
Courts and Court Procedures CRJ 410 3
Forensic Psychology PSY 350 3

Return to Department of Social Sciences

Bachelor of Arts in Psychology (120 hours)

Program Description

Psychology involves the scientific study of individual behavior and mental processes. The Bachelor of Arts in Psychology is a generalist program emphasizing the breadth of the field of psychology. Completion of this degree program provides education for students who wish to pursue graduate study in the subfields of psychology, e.g., counseling, child development, or educational psychology. Students are also prepared for entry-level occupations in human services including therapeutic, industrial, educational, or governmental positions. Unique aspects of the Psychology degree program include a three-part capstone experience in which the student learns about the psychology profession, participates in community service to develop leadership skills, and produces an original project that explores an area of personal interest.

Student Learning Outcomes of Program

- Develop a foundation of knowledge to support core studies in psychology, including basic knowledge of research methods and statistics.
- Demonstrate a broad knowledge of the core areas of psychology following the Guidelines for the Psychology Major established by the American Psychological Association, which establishes best practices by four-year colleges and universities.
- Demonstrate knowledge in specific areas of interest outside of the psychology core.

Students will explore the psychology profession through a capstone experience that integrates theory and practice, emphasizes leadership, and provides opportunities to evaluate future directions.

Major Course Requirements 39
General Psychology PSY 180 3
Human Growth and Development PSY 260 3
Social Psychology PSY 312 3
Physiological Psychology PSY 315 3
Abnormal Psychology PSY 320 3
Personality and Adjustment PSY 330 3
Counseling Theory and Techniques PSY 337 3
Research Methods PSY 355 3
History and Systems of Psychology PSY 401 3
The Psychology Profession PSY 405 3
Community Service Practicum PSY 410 3
Senior Project Demonstrating Excellence PSY 415 3
Probability and Statistics MTH 245 3
Choose two from among the following 6
Multicultural Psychology PSY 265 3
Patterns of Human Sexuality PSY 301 3
Kinesic Interviewing PSY 307 3

Psychology of Gender PSY 321 3
Learning and Cognition PSY 336 3
Forensic Psychology PSY 350 3

Return to Department of Social Sciences

Concentration in Alcohol and Drug Counseling

The Bachelor of Arts in Psychology with an Alcohol and Drug Counseling concentration will provide training in the special skills and techniques required in the profession of addiction counseling. Courses in the program will cover the 12 core functions (screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping, consultation) of addiction counseling. In addition to these core functions, courses will also provide training on confidentiality, ethics, and practice in the form of in-class case presentations, in-class demonstration of individual and group therapy techniques, and supervised practicum experiences with licensed community mental health providers. Courses will be taught during the evenings and Saturdays.

Practicum placements, work contracts, and work with a community mental health provider must have faculty approval. The concentration in Alcohol and Drug Counseling will take the place of a minor for students enrolled in the BA degree program in Psychology. The goal of this program is to assist the student in acquiring necessary training and hours towards the required amount of practice experience needed for certification as an Alcohol and Drug Counselor in the State of Kentucky. Additional hours will be required beyond what is offered through the program and will be the student's responsibility. For students who already have a bachelor's degree, the program can serve as a standalone certification opportunity in preparation for certification as an Alcohol and Drug Counselor. During the last two semesters in this program, students will have to complete full-time practicum placements that will require approved supervision by licensed or certified mental health providers. Students earning this degree will complete all academic and curriculum requirements needed for certification as an Alcohol and Drug Counselor in the State of Kentucky. In addition, students in the concentration will be able to accumulate a portion of the required supervised, clinical hours needed for certification through supervised practicum opportunities.

Concentration Requirements 21
ADC Counseling Techniques PSY 270 3
Case Management PSY 280 3
Psychopharmacology PSY 360 3
Individual and Group Therapy PSY 362 3
Diagnosis and Assessment PSY 364 3
Beginning Practicum in ADC PSY 370 3
Advanced Practicum in ADC PSY 470 3

Return to Department of Social Sciences

Minor in Psychology

The minor in Psychology requires 18 hours: three specified courses and three courses selected from the list below.

Minor Course Requirements 18
General Psychology PSY 180 3
Human Growth and Development PSY 260 3
History and Systems of Psychology PSY 401 3
Choose three from among the following:
Multicultural Psychology PSY 265 3
Patterns of Human Sexuality PSY 301 3
Social Psychology PSY 312 3
Physiological Psychology PSY 315 3
Abnormal Psychology PSY 320 3

Psychology of Gender PSY 321 3
Personality and Adjustment PSY 330 3
Learning and Cognition PSY 336 3
Counseling Theory and Techniques PSY 337 3
Forensic Psychology PSY 350 3

Return to Department of Social Sciences

Course Descriptions for the School of Arts and Sciences

Art
Biological Studies
Chemistry
Criminal Justice
Diversity
Education
English
Environmental Science
Geography
Government
History
Interdisciplinary Studies
Marketing Communications
Mathematics
Music
Philosophy
Physical Education
Physical Science
Psychology
Reading
Religion
Sociology
Spanish
Student Academic Success
Women's Studies

Return to School of Arts and Sciences

ART

ART 101 Art Appreciation 3
Art Appreciation introduces art history from BCE through the present time period. The course introduces standard modes of inquiry in art history.

ART 107 Painting 3
A studio course on the fundamentals of painting. Emphasis is on acquiring basic skills with painting media, materials and techniques. Some exploration into individual style and content.

ART 202 Photoshop I 3
Students will learn how to design and create digital images and illustrations for web and print publication.

ART 205 Drawing 3
This is a studio course on the fundamentals of drawing. Emphasis will be placed on acquiring basic skills with drawing media, materials and techniques, along with exploration into individual styles and content. Required art materials are the responsibility of the student.

ART 302 Photoshop II 3
Students will learn how to design and create digital images, illustrations for web and artistic/commercial print and digital publications to be utilized within an integrated marketing communication campaign. Prerequisite: ART 202 Photoshop I.

Return to Course Descriptions

BIOLOGICAL SCIENCES

BIO 103 General Biology I 3
Introductory course in general biology. Emphasis on fundamental principles in the scientific method, biochemistry, cell structure and function, energy pathways, genetics, taxonomy, the study of anatomy and physiology of the plant. Three lecture hours per week. A student will not receive credit toward graduation requirements for both BIO 103 and BIO 155.

BIO 104 General Biology I Laboratory 1
An introductory laboratory providing studies in the scientific method, microscopy, structure and function of animal and plant cells; morphology, physiology, and taxonomy of plants; heredity. Two laboratory hours per week. Animal dissection not required. A student will not receive credit towards graduation requirements for both BIO 104 and BIO 156. Prerequisite or Corequisite: BIO 103.

BIO 105 General Biology II 3
A course designed to follow BIO 103 and BIO 104. The course will place emphasis on basic taxonomy, anatomy and physiology of animals, ecology, evolution, etiology and biogeography. Three lecture hours per week. Prerequisite: BIO 103 and BIO 104.

BIO 106 General Biology II Laboratory 1
An introductory laboratory investigating evolutionary relationships among organisms; identifying members of the Kingdoms of living organisms; studying structure and function relationships at the cell, tissue, organ, and organism level

of organization. Two laboratory hours per week. Animal dissection is required. Prerequisite: BIO 103 and BIO 104. Prerequisite or corequisite: BIO 105. Designed critical thinking course.

BIO 155 Exploring Life's Diversity 3

This is an introductory lecture course to the science of life which offers an overview of biological principles, cell structure and function, genetics, evolution, ecology, a survey of the domains and kingdoms of living organisms, and the importance of biology to human society. Three hours lecture each week. A student will not receive credit toward graduation requirements for both BIO 103 and BIO 155. This course is designed for the non-science major.

BIO 156 Exploring Life's Diversity Laboratory 1

This is a laboratory study to accompany Exploring Life's Diversity. Lab activities include scientific methods, microscope use, homeostasis, genetics, evolution, and a survey of plants and animals. Prerequisite or concurrent enrollment in BIO 155, Exploring Life's Diversity. This course is designed for the non-science major. Two hours laboratory per week. A student will not receive credit toward graduation requirements for both BIO 104 and BIO 156.

BIO 190 Anatomy and Physiology I 3

This course is a detailed study of the structure and function of the systems of the human body. Emphasis will be placed on cell biology; histology; and the integumentary, skeletal, muscular and nervous systems. Designated critical thinking course.

BIO 191 Anatomy and Physiology I Laboratory 1

This course is a hands-on detailed study of anatomical terminology, microscopic examination of tissues, detailed study of the skeletal, muscular and nervous systems and the senses. (Animal dissection required.) Requires two laboratory hours per week. Prerequisite or Corequisite: BIO 190. Designated critical thinking.

BIO 198 Anatomy and Physiology II 3

This course is a continuation of BIO 190 Anatomy and Physiology I offering a detailed study of the structure and function of the systems of the human body. Emphasis will be on endocrine, cardio-vascular, lymphatic, respiratory, digestive, urinary and reproductive systems, with work also on metabolism, development, and inheritance. Prerequisite: BIO 190 and BIO 191. Prerequisite or Corequisite: BIO 199.

BIO 199 Anatomy and Physiology II Laboratory 1

This course is a continuation of BIO 191 Anatomy and Physiology I Laboratory. Emphasis will be on endocrine, cardio-vascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Work on inheritance is included. Animal dissection is required. Requires two laboratory hours per week. Prerequisite: BIO 190, BIO 191. Prerequisite or Corequisite: BIO 198.

BIO 204 Medical Vocabulary 2

This course is a study of the basic linguistic principles inherent in the specialized vocabulary of medical and scientific fields.

BIO 225 Microbiology 3

This course introduces basic microbiological principles and techniques. The course focuses on the fundamental nature of bacteria and other microorganisms; their morphology, physiology, and relationship to disease. Course consists of three lecture hours per week. Prerequisite: One University level biology course with laboratory.

BIO 226 Microbiology Laboratory 1

This course introduces basic microbiological principles and laboratory techniques for manipulation, growth, and identification of microorganisms, especially bacteria. Course consist of two laboratory hour each week. Prerequisite: One University level biology course with laboratory. Pre or Corequisite: BIO 225.

BIO 230 Principles of Botany 3

This course examines the basic principles of plant biology, with emphasis on ecology; morphology; anatomy, physiology and taxonomy. Three hours of lecture per week. Prerequisite: BIO 103 and BIO 104.

BIO 231 Principles of Botany Laboratory 1

This course is the companion laboratory course to BIO 230 Principles of Botany (lecture). Includes field and laboratory work examining the basic principles of plant biology, with emphasis on ecology; morphology; anatomy, physiology and taxonomy. Two laboratory hours per week. Prerequisite: BIO 103 and BIO 104; Prerequisite or corequisite BIO 230.

BIO 241 Cell Biology 3

A study of the relationship of cell structures to specialized cell functions, including growth, differentiation, biochemical activities and physiological behavior. Three hours lecture per week. Prerequisite: BIO 105 and BIO 106; CHM 175 and CHM 176; Pre or Corequisite: CHM 330 and CHM 331.

BIO 304 General Zoology.....3

This course is a survey of the invertebrate and vertebrate phyla with emphasis on taxonomy, anatomy and physiology, behavior, ecology, life histories and phylogeny. Three lecture hours per week. Prerequisite: BIO 103, BIO 104, BIO 105, and BIO 106.

BIO 305 Global Ecology 3

This course examines the global environmental problems associated with human population, species loss, soil erosion and desertification, air and water pollution, acid precipitation, ozone layer depletion, waste management, and a sustainable society. These issues are examined from a scientific viewpoint and placed in context of the cultural, religious, gender and socio-economic aspects that influence these issues. This course asks the student to identify possible solutions after careful study of environmental problems and to involve the student in some of these solutions.

(This course should meet Global/Environmental general education requirements for all majors). Course meets diversity requirement. Prerequisite: Any university level 3-hour Biology; Physical Science, or Environmental Science course. Also listed as ENV 305.

BIO 306 General Zoology Laboratory 1

A survey of the invertebrate and vertebrate fauna with emphasis on taxonomy and identification. Special emphasis is upon dissection detailing morphological relationships. Two laboratory hours per week. Prerequisite: BIO 103, BIO 104, BIO 105 and BIO 106. Pre or Corequisite: BIO 304.

BIO 310 Topics in Biology 3

Topics courses are designed to allow for study of well-defined areas within the discipline that are not treated in regular coursework. Since prerequisites will vary among courses, students should refer to each semester's Schedule of Academic Offerings before registering for a topics course.

BIO 312 General Ecology 3

Basic concepts concerning the interrelationships of organisms and their environment. Topics: adaptations of plants and animals to their environments; species interactions; population, community, and ecosystem structure and dynamics; food webs; energy and nutrient flow. Three hours of lecture per week. Prerequisite: BIO 103, BIO 104, BIO 105, and BIO 106. Also listed as ENV 312. Designated interdisciplinary studies.

BIO 313 General Ecology Lab 1

This course provides an introduction to laboratory and field work in ecology. Exercises will be performed to acquaint students with sampling techniques used to gather both qualitative and quantitative data at the population, community, and ecosystem levels. Analyses of data will be performed. Two laboratory hours per week. Prerequisite: BIO 103, BIO 104, BIO 105, and BIO 106. Prerequisite or Corequisite: BIO 312. Designated interdisciplinary studies. Also listed as ENV 313.

BIO 314 Vertebrate Zoology 3

This course is a survey of the vertebrate classes. Emphasis is placed on taxonomy, anatomy and physiology, behavior, ecology, life histories, and evolutionary relationships. Three lecture hours per week. Prerequisite: BIO 103, BIO 104, BIO 105 and BIO 106.

BIO 315 Vertebrate Zoology Laboratory 1

An intensive survey of the vertebrate classes of Kentucky fauna. Emphasis is placed on taxonomy identification. Special emphasis is upon dissection detailing morphological relationships. Two laboratory hours per week. Prerequisite: BIO 103, BIO 104, BIO 105, and BIO 106. Prerequisite or Corequisite: BIO 314.

BIO 318 Vertebrate Embryology 3

This course is an examination of patterns and mechanisms of the first weeks of vertebrate life with emphasis on the molecular, cellular and genetic aspects of these developmental processes. Prerequisites: BIO 103, BIO 104, BIO 105, and BIO 106 **OR** BIO 190, BIO 191, BIO 198 and BIO 199. Corequisite: BIO 319 or consent of instructor.

BIO 319 Vertebrate Embryology Laboratory 1

This course is the companion laboratory course to BIO 318 Vertebrate Embryology. This course is an examination of patterns and mechanisms of the first eight weeks of vertebrate life which emphasis on the molecular, cellular and genetic aspects of these developmental processes. Laboratory exercises focus on identification of organ systems' formation in the frog, chick and pig embryos. Corequisite: BIO 318 or consent of instructor. Requires two laboratory hours per week.

BIO 320 Histology 2

This course is the study of the characteristics of normal vertebrate cells, tissue and organs as applied to the human body. Prerequisite: BIO 103, BIO 104, BIO 105, BIO 106 or BIO 190, BIO 191, BIO 198 and BIO 199; corequisite BIO 321.

BIO 321 Histology Laboratory 1

This course concentrates on the microscopic study of the characteristics of normal vertebrate cells, tissues, and organs through study of prepared slides. Prerequisite: BIO 103, BIO 104, BIO 105, BIO 106 or BIO 190, BIO 191, BIO 198 and BIO 199; corequisite BIO 320.

BIO 325 Genetics and Molecular Biology 3

An introduction to the principles of heredity, molecular mechanisms of gene expression, replication, transcription and translation and an overview of molecular techniques and biotechnology using microbial, plant, and animal systems. Prerequisites: BIO 103, BIO 104, BIO 105, BIO 106 or CHM 170, CHM 171, CHM 175 and CHM 176; Pre or Corequisite: CHM 330 and CHM 331.

BIO 326 Immunology 3

This course concentrates on the basic principles of immunological principles and their applications in the medical/veterinary field including antigen/antibody reactions laboratory methodology, autoimmune disorders, allergic reactions and tumor immunology. Three hours of lecture per week. Prerequisites: BIO 225, BIO 226, and CHM 170.

BIO 327 Immunology Laboratory 1

This course concentrates on the basic laboratory procedures and their principles used in immunology testing and diagnosis of diseases. Two hours of laboratory per week. Prerequisites: BIO 225, BIO 226, and CHM 170; Prerequisite or Corequisite: BIO 326.

BIO 401 Ethical Issues in Science 3

Course assists the students in values clarification and identification and problem solving involving ethical dimensions of everyday practice in scientific research, health and environmental related professions. Prerequisite: Junior standing and 12 hours of biology. Also listed as ENV 401. Designated critical thinking.

BIO 405 Introduction to Biological Research 3

This course is an introduction to methods of biological research and writing. The topic for a senior research project is chosen, a literature search is started and a formal proposal is made; each of these must be approved by the professor and the research director. The research director may be a Midway University faculty member or a scientist at another facility, subject to professor's approval. Prerequisite: Junior standing and a minimum of 12 hours each of biology and chemistry.

BIO 415 Conservation Biology 3

As an interdisciplinary science, the focus of this course is the conservation of biodiversity at the levels of genetics, reproductive populations, species, communities, ecosystems, watersheds and air sheds, and the global biosphere. This course covers causative factors for the loss of biodiversity and the consequences for the future of systems stability and resilience. Current applications of evolutionary and ecological theory form the foundation for strategies and skills aimed at developing and implementing sound management policies. While human dimensions are important in natural resource management, this course emphasizes critical thinking and science-based problem solving. Also listed as ENV 415. **Offered online only.**

BIO 420 Biochemistry.....3

This course is a study of biochemical compounds and their role in intermediary metabolism. Special topics include biochemical energies and coenzyme mechanics. Prerequisites: CHM 330, and Pre or Corequisite BIO 325 and BIO 421. Also listed as CHM 420.

BIO 421 Biochemistry Laboratory.....1

Biochemistry Lab is a hands-on study of biochemical and molecular techniques used in various fields of biology. Two laboratory hours per week. CHM 330, and Pre or Corequisite BIO 325 and BIO 420. Also listed as CHM 421.

BIO 485 Internship 3

This internship is an application of classroom skills and knowledge through biology-related job experience. An individually planned program allows students to gain work experience under the supervision of an intern director and a field supervisor. Prerequisites: junior or senior standing and 12 semester hours of biology and approval of instructor. Also listed as ENV 485.

BIO 487 Senior Research Data Collection 0

Under the supervision of a scientist, students will conduct research during the summer to gather data for projects to be completed in BIO 488. Prerequisite: Senior standing and satisfactory completion of BIO 405.

BIO 488 Senior Biology Research.....3

The student will, under scientist supervision, carry to completion an independent scientific research project of a biological nature. The data collected from this research will be used to write a scientific paper which will be edited and formatted into a document suitable for publication in a peer reviewed journal. Additionally, the student will present this work to faculty and students in a manner appropriate for presentation at a research conference. the project will be written in a scientific style suitable for publication and presented to faculty and students at completion. Prerequisite: Senior standing and satisfactory completion of BIO 405.

Return to Course Descriptions

CHEMISTRY

CHM 150 Principles of Chemistry 3

This course provides a working knowledge of the principles, measurements and calculations basic to chemistry. Topics include the scientific method, energy, atoms, periodic table, bonding, names and formulas, equations, stoichiometry, states of matter, solutions, acids and bases, oxidation and biochemistry. Prerequisite: Grade of C or better in MTH 135 or equivalent skills. A student will not receive credit toward graduation requirements for both CHM 150 and CHM 170. This course is designed for the non-science major.

CHM 170 General Chemistry I 4

This course is the systematic study of the principles of chemistry. Topics include chemical measurement, elements, compounds, reactions, stoichiometry, thermochemistry, gas, liquids, solids, atomic structure, bonding, and descriptive chemistry of important elements and compounds. Prerequisite or Corequisite: MTH 140 or MTH 145 or equivalent. A student will not receive credit toward graduation for both CHM 150 and CHM 170.

CHM 171 General Chemistry Laboratory I 1

Laboratory experiments to accompany General Chemistry I (CHM 170). Two hours per week are required. Concurrent enrollment in or previous completion of CHM 170 required. A student will not receive credit toward graduation for both CHM 151 and CHM 171.

CHM 175 General Chemistry II 4
A continuation of CHM 170; topics include equilibrium, kinetics, acids, bases, solutions, oxidation, reduction, thermodynamics, coordination chemistry, qualitative analysis, nuclear chemistry and an introduction to organic chemistry. Prerequisites: CHM 170 and MTH 140 or MTH 145 or equivalent.

CHM 176 General Chemistry Laboratory II 1
Course includes laboratory experiments to accompany General Chemistry II (CHM 175). Two hours per week are required. Concurrent enrollment in or previous completion of CHM 175 required. Prerequisite: CHM 171 or permission of instructor.

CHM 330 Organic Chemistry I 4
This course explores the fundamentals of organic chemistry, including the nomenclature, reactions, stereochemistry, and spectroscopy of hydrocarbons, alkenes, alkynes, and alkyl halides. Prerequisites: CHM 175 and CHM 176 or equivalent.

CHM 331 Organic Chemistry Laboratory I 1
Laboratory experiments to accompany Organic Chemistry I (CHM 330). Two hours per week are required. Concurrent enrollment in or previous completion of CHM 330 required.

CHM 335 Organic Chemistry II 4
A continuation of the fundamentals of organic chemistry through ethers, carboxylic acids, aldehydes, ketones, alcohols, amines, aromatic compounds and other selected topics. Prerequisite: CHM 330.

CHM 336 Organic Chemistry Laboratory II 1
Laboratory experiments to accompany Organic Chemistry II (CHM 335). Two hours per week are required. Concurrent enrollment in or previous completion of CHM 335 required. Prerequisite: CHM 331 or consent of instructor.

CHM 420 Biochemistry 3
This course is a study of biochemical compounds and their role in intermediary metabolism. Special topics include biochemical energies and coenzyme mechanics. Prerequisites: CHM 330, and Pre or co- requisite BIO 325. Also listed as BIO 420.

CHM 421 Biochemistry Laboratory 1
Biochemistry Lab is a hands-on study of biochemical and molecular techniques used in various fields of biology. Two laboratory hours per week. CHM 330, and Pre or corequisite BIO 325 and BIO 420. Also listed as BIO 421.

Return to Course Descriptions

CRIMINAL JUSTICE

CRJ 101 Introduction to Criminal Justice 3
This course introduces the learner to the field of criminal justice by examining the major disciplines in the field of criminal justice. Students will be introduced to law enforcement, courts, corrections, and contemporary challenges in criminal justice.

CRJ 201 Corrections 3
As one of its three main components, along with law enforcement and the courts, the field of corrections is fundamental to the study of criminal justice. This course will provide an introduction to the history and background of corrections and the fundamental theories of punishment and rehabilitation. Emphasis will be placed on the policies, practices, and issues within the correctional system, the incarceration of criminal populations in jails and prisons, and the expansion of community-based corrections. Included in the course will be an examination of the cultural, social, and theoretical contexts from which these developed.

CRJ 301 Criminal Acts 3
This course will help the learner develop a working knowledge of the concepts of crimes and the steps in the successful investigation of criminal acts. Defenses and other legal remedies are explored to help the learner understand the ethical and moral obligations of managing an investigation.

CRJ 305 Criminal Procedure 3
This course examines the legal implications of obtaining evidence directly from the suspect. The Fourth, Fifth, and Sixth Amendments, and the rules of evidence are discussed as they relate to the investigation of criminal acts.

CRJ 307 Kinesic Interview 3
Information from witnesses, victims, subjects and other parties connect physical evidence and other statements as part of the criminal investigation process. Witnesses, victims and subjects may not always tell the truth or the whole truth in providing information. An understanding of what to look and listen for will help the investigator in assessing the information provided, which helps determine the line of questioning and possibly a shift of the investigation to another party. Also listed as PSY 307.

CRJ 310 Criminal Organizations 3
This course will provide students with the framework for studying organized crime to identify public safety needs to control organized illegal activities. Learners will examine the evolution of criminal organizations, focusing primarily on organizations operating in the United States.

CRJ 312 Social Psychology 3

This course involves increasing the understanding of the individual in group situations, including cooperative group interactions. Principles of scientific psychology are applied to the individual in a social situation. Topics include social attitudes, aggression, altruism, conformity, attribution, and understanding self and others. Prerequisite: PSY 180. Also listed as PSY 312.

CRJ 315 Psychological, Historical and Societal Issues of Terrorism 3

Students in this course will explore the psychological motivations for violence, examine historical and governmental factors that provide a breeding ground of terrorist activity; and examine social and religious factors used to justify terrorist actions. The course will examine domestic and international terrorist groups to gain an understanding of how and why terrorists act in order to evaluate methods for identifying, deterring, and stopping terrorist organizations and activities.

CRJ 360 Psychopharmacology 3

This course will provide learners with an overview of the pharmacology related to various psychoactive drugs. The course will focus on biological, neurological, and physiological aspects of various substances and how different substances impact the body's functioning. Other areas of examination will include the genetic predisposition to addictions, the classification of drugs based on their effects on behavior, the metabolism of substances, and the treatment of physical dependency and withdrawal. Prerequisite: PSY 180. Also listed as PSY 360.

CRJ 405 Police Ethics 3

This course explores a wide-range of ethical leadership skills applicable to all levels of a police department. Using problem-oriented, intelligence-led policing, this course integrates ethics and leadership concepts. Case studies, examples and applications help students learn essential ethical leadership competencies.

CRJ 410 Courts and Court Procedures 3

This course looks at the role of courts in the criminal justice process. Jurisdiction and the legal process are examined for an understanding of the legal system. The rules of evidence are explored in how they provide fairness to court proceedings.

CRJ 420 Criminal Investigation 3

This course will take the learner through the steps of an investigation as it applies specifically to criminal acts. A continuous thread scenario will take the student through the steps for an effective investigation.

CRJ 496 Criminal Justice Capstone 3

This course is the culmination of the student's learning during the program, applying that knowledge to specific areas of interest in criminal justice.

Return to Course Descriptions

DIVERSITY

DVS 290 Human Difference 3

Human difference refers to characteristics and circumstances that identify, categorize, and differentiate individuals based on social and cultural experiences as well as genuinely occurring physical and intellectual challenges and abilities. Attitudes and reactions to human differences influence interactions and relationships among groups and individuals worldwide. This course focuses on enhancing critical thinking about inclusiveness and multicultural issues, examines cultural assumptions within our society, identifies ways to build community, and encourages students to appreciate differences.

Return to Course Descriptions

EDUCATION

Students must be accepted into the Education Program before being allowed to take most courses with an EDU prefix. Some education courses are only offered annually. Exceptions may be determined by need sufficient to create a class.

EDU 100 Introduction to the Teaching Profession 1

This course will be an introduction to the Education program at Midway University and the Kentucky Department of Education. The course will lay the foundation for students to have an understanding of the requirements for the Education program at Midway University. It will also show the relationship that the Education program has to the state requirements for becoming a teacher. The course is meant to set the direction for a student to embark on his/her journey through the program and to be a leader in the field of education.

EDU 103 Introduction to Education 2

This course is an introduction to teaching. The role of education in contemporary society, the history of education, and the nature of teaching is explored.

EDU 105 Introduction to Elementary Education 1

This course is a survey of the philosophies and objectives of elementary school education. Points of high-quality primary education are examined.

EDU 106 Introduction to Middle School Education 1
This course is a study of the philosophies and objectives of middle school education. A variety of models is reviewed and critiqued.

EDU 130 Introduction to Secondary Education 1
This course is an introduction to secondary school teaching. The role of secondary education in contemporary society, the history of secondary education, the philosophy of secondary school teaching, the nature of the secondary school learner, and the goals and academic expectations and curriculum of secondary schools are studied in this course.

EDU 188 Field Experience Practicum: Initial (20 hours) 0
Candidates in Education are required to complete 200 field experience hours prior to graduation. This course represents the initial twenty field hours towards this requirement.

EDU 201 Technology in the Educational Setting 3
The course will explore the expanding use of technology in the educational setting. While major emphasis will be placed on the microcomputer in both the stand-alone or network setting and the laboratory or distributed environment, other technologies such as calculators, CD-ROM, television and interactive video, and digital cameras will be considered. Technology will be approached from both the aspect of assisting the educator with the instruction of students and in preparation of presentation materials, recordkeeping, etc.

EDU 202 Mathematics for Teachers I.....3
Mathematics for Teachers I is the first of a two-semester sequence in the theory and practice of mathematics used in teaching children preschool through grade twelve.

EDU 210 Teaching and Learning I 3
This course is a study of the theories of learning and motivation. Learning styles and appropriate corresponding teaching styles and techniques are examined. Admission to the Education program usually occurs simultaneously while taking this course. Prerequisites: EDU 100, EDU 103.

EDU 286 Field Experience Practicum: Elementary School (60 hours) 0
Candidates in the Education are required to complete 200 field experience hours prior to graduation. This course represents the forty elementary school field hours towards this requirement.

EDU 287 Field Experience Practicum: Middle School (60 hours) 0
Candidates in the Education are required to complete 200 field experience hours prior to graduation. This course represents the forty middle school field hours towards this requirement.

EDU 288 Field Experience Practicum: High School (60 hours) 0
Candidates in the Education are required to complete 200 field experience hours prior to graduation. This course represents the forty high school field hours towards this requirement.

EDU 302 Mathematics for Teachers II.....3
Mathematics for Teachers II is the second of a two-semester sequence in the theory and practice of mathematics used in teaching children preschool through grade twelve.

EDU 305 Classroom Management and Theory.....3
Students will examine theories of development that impact the child and the development of developmentally appropriate curriculum. Additional topics include planning differentiated instruction, learning outcomes, and the effective use of assessment strategies. Research-based strategies will be examined that enable teachers to understand, manage, and respond effectively to classroom behavior. Students will explore classroom environments that meet the cognitive, social, emotional, and physical needs to the child. Required for Education Studies majors only.

EDU 314 Multicultural Education 3
This course focuses on integration as a vital method of incorporating art, diversity, literature, music and movement education. Students will gain an understanding of how to work with art, music, and physical education specialists as well as how to include fine arts, humanities, multiculturalism, and movement activities in their teaching. Prerequisites: EDU 210 and EDU 360.

EDU 315 The Exceptional Child and Legal Aspects of Special Education 3
This course is designed to provide a cross-categorical survey of knowledge concerning the identification, evaluation, education, learning characteristics, and academic/social needs of exceptional children and youth. Course content will review the categories of exceptional individuals in terms of mental, physical, and emotional characteristics. Major emphasis will be focused upon current trends, issues, legislation, and educational procedures as they relate to the integration of exceptional students in regular classroom settings. Prerequisites: EDU 100, EDU 103, EDU 210.

EDU 321 Characteristics of Children and Youth with Learning and Behavior Disorders 3
This course provides an in-depth study of characteristics of children and youth with learning and/or behavior problems. Course content will also include a review of recent brain research, the concept of multiple intelligences, different learning styles, and differentiated instruction relative to the planning and provision of an appropriate educational program for children/youth with learning/behavior problems. Prerequisites: EDU 315 and Admission to the Education program.

EDU 329 Characteristics and Educational Programming for Secondary and Learning Behavior Disorder Students 3
This course provides an in-depth study of specific characteristics and needs of secondary students who experience learning and/or behavior problems. Course content will emphasize factors to consider in planning and providing appropriate educational programs for students integrated into regular classroom settings. Activities will include

evaluation, design, and implementation of alternative approaches/strategies for LBD students in basic skill areas of reading, writing, and mathematics. Discussion will also include preparation of LBD secondary students into the work world. Prerequisites: EDU 315 and admission to the Education program.

EDU 332 Educational Evaluation Techniques 3

This course is a study of evaluation principles relative to academic, social, and personal characteristics of children and youth. Formal/informal evaluation and diagnosis as a basis for writing Individual Education Programs (IEPs) will be emphasized. Applied behavior analysis will be contrasted with alternative evaluation techniques. Prerequisites: EDU 315 and admission to the Education program.

EDU 338 Foundations of Literacy 3

This course includes the foundational knowledge of literacy. Emphasis is on reading research, historical background, theories, and key vocabulary in the field of literacy, as well as, the influences of cultural and linguistic diversity on reading and language development.

EDU 340 Classroom and Behavior Management for Children and Youth with Learning and Behavior Disorders 3

This course emphasizes the integration of theory, research, and practice necessary for understanding, influencing, and impacting positive behavior changes in children and youth. Emphasis is placed on identification of observable behaviors, performing task analysis, structuring learning environments, selecting and implementing behavior management strategies, and utilizing methods for monitoring behavior changes. Prerequisites: Completion of EDU 360 and EDU 315 and admission to the Education Program.

EDU 350 Instructional Technology, Materials, and Community Resources for Children and Youth with Learning and Behavior Problems 3

The focus of this course is the utilization of instructional technology, appropriate materials, and community resources available for remediating/reinforcing skills and influencing positive behavior changes. Students will have ample opportunities to analyze appropriateness of materials, adapt, and create materials for use with children/youth experiencing learning and/or behavior problems. Opportunities will also be provided for students to operate technology hardware and make software decisions. Prerequisites: Completion of EDU 201 and EDU 315 and admission to the Education Program.

EDU 360 Teaching and Learning II 3

This course is a study of the techniques of classroom management and discipline. The student develops space and time management skills, report writing skills, and testing and assessment strategies. Prerequisites: EDU 103 and EDU 210.

EDU 380 Educational Programming for Elementary Students with Learning & Behavior Disorders 3

This course emphasizes educational programming in academic areas of reading, writing, language, and math for elementary students experiencing learning and behavior problems. Course content activities will include reviewing skill sequences, analyzing evaluation data, writing academic objectives for IEPs, constructing lesson plans, utilizing alternative teaching strategies, and planning effective management of classroom time, space, and instruction. This course will also prepare students to interact with parents, conduct successful parent conferences, and design appropriate interventions for parents to implement at home. Prerequisites: EDU 315 and admission to the Education program.

EDU 388 Field Experience (other) 3

Candidates in teacher education are required to complete 200 field experience hours prior to graduation. This course is for those students who have already completed the 200 field hours replacement who did not pass Checkpoint II. Please see Teacher Education department for details.

EDU 390 Children and Youth with Exceptionalities in Regular Education 3

The focus of this course is a review of the rationale, practice, and dynamics of the inclusion approach for exceptional children and youth in regular class settings. Emphasis will be on special needs of students with learning/behavior problems, alternative teaching strategies, and procedures for collaborating with regular classroom teachers. Prerequisites: EDU 315 and admission to the Education program.

EDU 404 Secondary Reading and Language Arts Teaching Methods 3

This course focuses on methods and materials for teaching language arts and reading at the Secondary level and includes instruction and assessment to prepare English language arts teachers who are knowledgeable about language, an extensive range of literature, oral and written composition. Includes an examination of ways students respond to literature and read for different purposes. Literacy programs and the importance, processes, and skills of reading will also be addressed. Prerequisites: EDU 210, EDU 360, and admission to the Education Program.

EDU 405 Reading and Language Arts Teaching Methods 3

Methods and materials for teaching reading and language arts to elementary and middle school students. Emphasis will be on language development and the integration of reading, listening, talking, writing, viewing, and visual representation skills in the language arts/reading classroom and across the curriculum. Students will explore the writing process and writing workshop. Prerequisites: EDU 210, EDU 360, and admission to the Education Program.

EDU 410 Secondary Biology Teaching Methods 3

This course focuses on methods and materials for teaching science secondary levels. Included is a variety of instructional strategies, curricula, and methods for designing and implementing laboratory and field-based learning activities. The course will also teach students essential elements of science unit planning. Prerequisites: EDU 210 and EDU 360 and admission to the Education program.

EDU 419 Social Studies Teaching Methods 3

This course focuses on methods and materials for teaching social studies to elementary and middle school children. Students will demonstrate an understanding of historical perspective, geography, economics, government and civics, and culture and society as they relate to the classroom. Prerequisites: EDU 210, EDU 360, and admission to the Education Program.

EDU 420 Secondary Math Teaching Methods 3

This course focuses on methods and materials for teaching math at the secondary level. Included is a variety of instructional strategies, math curricula, and plans for designing and implementing laboratory and field based learning activities.

EDU 421 Science Teaching Methods 3

This course will prepare students to acquire the knowledge base to be effective teachers in the content area of science. The course includes instructional practices that will give the students the understanding of the elements in designing units of study in science. Attention will be given to practical experiences and assignments that will have a direct impact on the teaching of science. Prerequisites: EDU 210, EDU 360, and admission to the Education Program.

EDU 425 Mathematics Teaching Methods 3

This course offers an overview of math teaching methods for elementary and middle school education majors. The course includes emphasis on the research that underlies current best practices in methodology, on theoretical foundations of teaching math, and on practical applications of theory. Prerequisites: EDU 210, EDU 360, and admission to the Education Program.

EDU 498 Student Teaching/Seminar 12

The student is assigned to an appropriate program or educational setting for one semester. The student will spend eight weeks in each of two separate environments. Early elementary placements must span not less than three age levels. Prerequisites: senior standing, completion of professional education requirements, and formal application for student teaching.

EDU 499 Education Field Experience Practicum 6

The student will be assigned to an appropriate regular education program or educational setting for a half-semester (sixteen weeks). This practicum is designed for non-certification majors.

EDU 501 Teachers as Professional Leaders 3

This course is designed to provide candidates with the materials, knowledge and information to be able to perform their role as a teacher leader effectively. Topics covered include evidence-based characteristics of effective teacher leadership, confidence, communication, collaboration, improving teaching, and continuous improvement.

EDU 502 Closing the Achievement Gap through Assessment, Evaluation and Data Analysis 3

This course provides candidates with opportunities to examine student data from their current school setting and collaborate with school personnel while assuming a leadership role in their professional learning community or other collaborative team in order to make instructional and assessment decisions which impact P-12 student learning. In this course, candidates learn to analyze student data and use the findings to identify achievement gaps, research applicable methods to address these gaps, and finally develop a plan to address the learning needs of an underserved population in their school.

EDU 503 Action Research for Teacher Leaders I.....3

This course is designed as a guide to conduct research in classrooms. It provides candidates with an understanding of the nature, procedures, and applications of action research. Qualitative and quantitative methods are included.

EDU 504 Content Area Literacy Instruction and Leadership 3

This course examines research-based teaching methods, study strategies, and technology focusing on the abilities to use reading and writing to learn subject matter across the curriculum. The course addresses key issues and challenges concerning the teaching of literacy and content to learners from culturally and linguistically diverse backgrounds. Candidates will apply knowledge of content literacy in a teacher leadership role.

EDU 506 Educational Policy and Law for Teacher Leader 3

This course is specifically designed for classroom teachers in the public schools. Candidates will examine the legal system, the role it plays in the educational setting, and the practical application of legal concepts and how they apply to the numerous daily decisions teachers make. Primary attention is devoted to federal and state laws which serve to define the legal rights and responsibilities of teachers.

EDU 507 Teacher Leadership: Collaborating, Coaching and Mentoring with Teachers 3

This course is designed to provide the teacher leader with the fundamental knowledge and dispositions to implement best practices in professional learning community activities; collaborating, coaching, and mentoring with teachers in job-embedded experiences to successfully improve student achievement; and teach the fundamental tenets of professional development and presentation skills. This course will also provide candidates with leadership skills for working in schools with students, colleagues, and the community.

EDU 508 Professional Growth and Development in Teacher Leadership 3

This course offers an examination of professional development as embedded in the daily practice of teaching and leadership and essential to the establishment of a learning community. Through job-embedded professional development opportunities aligned with individual needs, students will develop the knowledge, skills, and dispositions of a teacher leader. This course provides opportunities for the student, the faculty mentor, and other professionals to

work collaboratively with local school districts on programming, instruction, and skills as they relate to teacher leadership development and assessment for student learning.

EDU 509 Topics and Trends in P-12 Schools 3

This course is a study of issues presently impacting the educational environment. All age perspectives (P-12) and all levels (local, regional, state, and national) are explored in this class. Students are asked to research and explore the past, present, and future of selected topics through an examination of current media sources, professional journals and books, and field practices. Through critical reflection and research, students are challenged to make direct applications into what is best for education. The content of the course will change as political, legal and educational perspectives change.

EDU 511 Teaching for Equity and Justice in Schools through Leadership 3

This course focuses on characteristics of diversity, equity, and social justice as they impact the classroom, school, and community. Teacher leaders will explore current trends and practices, developmentally appropriate assessment and instruction, and accommodating differences in learners.

EDU 531 Action Research for Teacher Leaders II 3

This course is the culminating action research project (Teacher Research Project) on a pre-approved topic, combining the candidate's Professional Growth Plan with the School Improvement Plan.

EDU 611 Foundations of Environmental Education 3

This course explores the philosophical, historical, and cultural foundations of environmental education as well as the professional responsibilities of the environmental educator, and situates this knowledge in a local, place-based praxis. In doing so, it calls us to think deeply and relationally about issues of environmental literacy, justice, diversity, democracy, class, race, globalization, and indigenous and sustainable communities. We will explore methodologies, resources, and current issues and trends for environmental educators in formal or informal settings.

EDU 629 Special Topics in Environmental Education 3

An independent research project supervised by a faculty member in an appropriate discipline or a course by arrangement, in response to specific student needs or requests.

EDU 631 Case Studies in Environmental Education 3

In this course we will engage Integral Ecology's interdisciplinary model as a framework and methodology for organizing and integrating many different perspectives and content areas in order to cultivate systemic understandings of environmental problems and their solutions. Using this methodology, we will map and reflect upon an environmental concern in Kentucky. We will also consider theories of change to see what they may offer us in terms of fostering constructive conversations, cultivating innovation, and preparing young people to solve environmental problems. With these frameworks, methods and theories in mind, we translate our findings into a curriculum map that is aligned with KCAS.

EDU 633 Environmental Ethics 3

Science and Religion represent two distinct ways of knowing, each of which is deeply embedded in the collective psyche of western culture. Although some might consider these ways of knowing to be incompatible, Albert Einstein asserted that "Science without religion is lame, religion without science is blind" (Science, Philosophy and Religion: a Symposium, 1941). This course seeks to bring the fields of environmental science, ethics and religion together in rich conversation in order to discern how they might speak to and inform one another on issues relating to ecologically just and socially responsible living. Candidates will explore the promises and problems of the Judeo-Christian and other religious traditions in relationship to environmental ethics within and outside of the classroom. They will deeply examine their own faith traditions in light of what they teach regarding environmentalism in order to critically examine how their own beliefs influence their practice as educators. Finally, candidates will design a KCAS-based service learning project related to environmental education.

EDU 637 Teaching Environmental Education 3

This course addresses materials, resources, planning, implementation, assessment and evaluation of environmental education across the curriculum and applies them to one's own site-based setting and culture. Students will learn NAAEE guidelines as well as state standards for teaching environmental education in K-12 schools. The course will culminate in the creation of a KCAS-based learning unit in which environmental literacy is integrated with traditional content areas.

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ENGLISH

ENG 100 Introduction to College English 3

English 100 is a required course for all day college students whose ACT score or other evaluation indicates a need for preparatory instruction in the areas of reading comprehension and writing skills. This course can be used as an elective but does not satisfy the ENG 101, ENG 102 graduation requirement. Completion with a grade of C or higher required before enrolling in ENG 101.

ENG 101 College Writing I 3

Introduction to University-level reading and writing practices: learning to compose for University audiences, to read challenging texts actively, to make interpretations and claims, and to collaborate with others.

ENG 102 College Writing II 3

Study and practice of critical, research-based writing, including research methods, presentation genres, source evaluation, audience analysis, and library/online research. Students complete at least one sustained research project with focus on argument. This course involves multimodal composition and critical thinking. Prerequisite ENG 101.

ENG 210 Introduction to Literature 3

English 210 is a general introduction to literary study, focusing on the critical reading, interpretation and analysis of fiction, poetry and drama. Students will learn to read and respond to the literary genres by writing essays which are informative, appreciative and evaluative. The students will be introduced to the elements of fiction, poetry, drama, and nonfiction, and will learn to respond critically in writing to these works.

ENG 211 Introduction to Journalism 3

In ENG 211 students learn the elements of print news and feature writing, the history of journalism, and journalistic ethics. Students will write according to Associated Press (AP) Style.

ENG 215 Introduction to Literary Criticism 3

English 215 introduces students to the history of literary criticism and to major literary-critical approaches. Students will apply these literary-critical approaches to a variety of genres.

ENG 220 Creative Writing 3

This course will introduce students to a variety of genres in creative writing: fiction, non-fiction, poetry, drama. Students will study examples of each genre and create short pieces of their own in each area. Students will receive feedback from their peers and professor as they develop drafts of original work. The course is intended to generate interest in more advanced and focused creative writing courses, as well as to allow beginning writers to explore where their interest may lie. Publication of a student-produced literary journal may provide an opportunity, as well, for students to see their work in print. An introduction to the world of editing and publishing may be covered as time and interest permit. Pre-requisites: English 101 and 102 (Composition I and II) and English 210 (Introduction to Literature) or permission of instructor.

ENG 300 Linguistics and History of the English Language 3

English 300 is designed to provide an overview of current theories of language and current issues in social uses of language (e.g., registers and dialects), an understanding of the grammar of the English language, and a brief introduction to the history of British and American English.

ENG 305 Studies in World Literature 3

English 305 focuses on major writers, periods, and literary movements in world literature from the ancient world to the modern period. Before each semester the course is offered, the area of focus — the periods, movements and/or writers to be studied will be designated. The course may be repeated if it focuses on different subject matter.

ENG 310 Special Topics in Writing 3

English 310 focuses on a specific type or genre of writing, at the discretion of the instructor. Student will produce and comment on original manuscripts in a workshop atmosphere. May be repeated under different topics. Prerequisite: ENG 102.

ENG 312 Professional Writing 3

English 312 emphasizes specific audiences. Students will write in a variety of modes within a collaborative process. The course emphasizes writing to different audiences within the academic and professional worlds. Assignments require intense topic exploration, collaboration and audience analysis. Prerequisite: ENG 102.

ENG 313 American Literature Survey I 3

English 313 focuses on master works from the Colonial Era, through the Romantic and Realism periods.

ENG 315 American Literature Survey II 3

English 315 focuses on master works from the Civil War through the present. Includes Naturalistic, Modern, and Contemporary authors.

ENG 325 Writing Center Theory and Practice 3

This course is designed to examine the theoretical practices and practical components of writing center work. Students will be expected to complete a research project and a teaching presentation. The practicum component of the course requires a minimum of 30 hours of writing center work including observation and tutoring. Open to all majors. Prerequisites: completion of ENG 101 and ENG 102 with a B or better; or the instructor's permission based upon submission of a writing sample.

ENG 327 British Literature Survey I 3

English 327 introduces students to British epic, fiction, poetry and drama from the Anglo-Saxon period through Restoration. Includes Chaucer, Shakespeare, Milton, Donne and other major writers.

ENG 328 British Literature Survey II 3

English 328 introduces students to British poetry, fiction and drama from the Restoration to the present. Focuses on major authors.

ENG 341 Adolescent Literature 3

English 341 is a study of the history, development and characteristics of literature for adolescent readers. Focuses on evaluation, appreciation, and interpretation, including the understanding of classroom use. More intense literary/critical writing for English majors. Prerequisite: ENG 210 or consent of instructor.

ENG 380 Writing in the Disciplines 3

Sustained research and writing project in a student's field or area of interest. Analysis of the rhetoric and methodologies of research. **This course must be completed at Midway University.** The course might also have a discipline-specific prefix. A grade of C or higher is required.

ENG 390 Special Topics in Literature 3

Special Topics is a flexible course to offer various topics determined by instructor/student preferences. Students may repeat the course as long as the sub-topic is different for each course.

ENG 405 Shakespeare 3

English 405 focuses on Shakespeare's plays and sonnets, with attention to conventions of the Elizabethan and modern theatres. Students will become familiar with Shakespearean criticism and will view dramatic productions of several plays. Prerequisite: ENG 210 or consent of instructor.

ENG 410 Topics in Writing.....3

Topics in Writing will focus on a specific type or genre of writing at the discretion of the instructor. Students will produce and comment on original manuscripts in a workshop atmosphere. May be repeated under different topics. Prerequisites: ENG 220, ENG 310, or permission of instructor.

ENG 420 Internship for English Majors 3

This course is designed to give students practical experience related to the field of English through working, researching, and/or studying in a public or private agency. Students will be supervised by the sponsoring agency as well as a faculty advisor; all parties will work together to designate individual goals and responsibilities for each student at the outset of the internship, resulting in an Individual Internship Plan that will serve as part of the syllabus for the course. Intern positions may be obtained in a broad range of relevant organizations. Prerequisites: English major; ENG 380; junior or senior standing; overall GPA of 2.5 or higher

ENG 498 Senior Seminar 3

In a culminating seminar, each student, in consultation with the seminar leader and advisor, will conduct intensive research and write a paper. The objective of each student's work is to communicate the distinctive contribution of her perspective to the understanding of the topic. Prerequisite: senior standing.

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ENVIRONMENTAL SCIENCE

ENV 201 Principles of Environmental Science 3

This is an introductory course to the field of environmental science with an overview of the scientific method, basic principles of ecology, environmental ethics, and some of the environmental problems confronting our world. This course is designed for the non-Science major. Three hours lecture.

ENV 202 Principles of Environmental Science Laboratory 1

This is an introductory course to the techniques and measurements used in the field of environmental science including use of the scientific method, basic principles of laboratory techniques and measurements, application of the principles of ecosystems and biomes, and confrontation of some of the environmental problems confronting our world.

ENV 305 Global Ecology 3

This course will examine the global environmental problems associated with human population, species loss, soil erosion and desertification, air and water pollution, acid precipitation, ozone layer depletion, waste management, and a sustainable society. These issues will be examined from a scientific viewpoint and placed in context of the cultural, religious, gender and socio-economic aspects that influence these issues. This course will ask the student to identify possible solutions after careful study of environmental problems and to involve the student in some of these solutions. (This course should meet Global/Environmental general education requirements for all majors). Course meets diversity requirement. Prerequisite: Any university level 3-hour Biology; Physical Science, or Environmental Science course. Also listed as BIO 305.

ENV 308 Environmental Science Methods 3

This course will review modern methods and instrumentation for measuring both abiotic and biotic environmental parameters. Techniques learned will include measurements of climatic, atmospheric, hydrographic, and edaphic factors. Methods employed for monitoring populations of flora and fauna will include setting priorities and scale, sampling design, field collection, and data analysis. This course is a hands-on study of field techniques. This class will involve outdoor work in every climatic condition. Local field trips may be included. Prerequisites: BIO 103, BIO 104, BIO 105, BIO 106, CHM 170, CHM 171, CHM 175, and CHM 176. **Corequisite: ENV 309**. Students are encouraged to complete BIO 312-313 prior to enrolling.

ENV 309 Environmental Science Methods Laboratory 1

This course is a hands-on application of the studies of lab and field techniques discussed in ENV 308. This class will involve outdoor work in every climatic condition. Local field trips may be included. Prerequisites: BIO 103, BIO 104, BIO 105, BIO 106, CHM 170, CHM 171, CHM 175, and CHM 176; **Corequisite: ENV 308**. Students are encouraged to complete BIO 312 and BIO 313 prior to enrolling. Pre or Corequisite: CHM 175-176.

ENV 312 General Ecology 3

Basic concepts concerning the interrelationships of organisms and their environment. Topics: adaptations of plants and animals to their environments; species interactions; population, community, and ecosystem structure and dynamics; food webs; energy and nutrient flow. Three hours of lecture per week. Prerequisite: BIO 103, BIO 104, BIO 105, Bio 106. Also listed as BIO 312. Designated interdisciplinary studies.

ENV 401 Ethical Issues in Science 3

This course assists the students in values clarification and identification and problem solving involving ethical dimensions of everyday practice in scientific research, health, and environmental related professions. Also listed as BIO 401.

ENV 402 Environmental Law and Policy 3

This course is an introduction to the legal issues and concerns involving the environment. Topics include federal and Kentucky state laws, administrative rules and regulations, NEPA and ESA guidelines, corporate obligations, and liability issues.

ENV 415/515 Conservation Biology 3

As an interdisciplinary science, the focus of this course is the conservation of biodiversity at the levels of genetics, reproductive populations, species, communities, ecosystems, watersheds and air sheds, and the global biosphere. This course covers causative factors for the loss of biodiversity and the consequences for the future of systems stability and resilience. Current applications of evolutionary and ecological theory form the foundation for strategies and skills aimed at developing and implementing sound management policies. While human dimensions are important in natural resource management, this course emphasizes critical thinking and science-based problem solving. Also listed as BIO 415. **Offered online only.**

ENV 417/517 Investigating and Evaluating Environmental Issues 3

This course provides the problem-solving skills to understand and tackle controversial issues using the environment as an integrating theme. Higher order thinking skills are used for a critical investigation of community and regional environmental issues. IEEIA uses a value-fair process to understand the beliefs and values of key players in any controversy. Participants will learn how to start issue investigations, use surveys, questionnaires and opinionnaires, and how to interpret data in environmental issue investigations. Research-supported methods for teaching issues investigations will also be demonstrated. This course will include a toolbox of environmental action strategies. Offered only as 2-week summer workshop.

ENV 421/521 Natural Resource Management in Diverse Cultural Contexts 3

In this course, students focus on the human dimensions biodiversity conservation. The balance between human consumption of resources and the limits of the environment to perform all other ecological services serves as a foundation. Topics include accountability, governance, stewardship, and conflict. Socio-political and cultural influences on management strategies permeates the discussions. Students will develop community-based management plans specific to the economic, political and cultural dynamics of selected regions. Offered online only.

ENV 450 Topics in International Environmental Issues 3

Study of major topics affecting the environment globally: population, pollution, energy, food, and others.

ENV 485 Internship 3

This internship is an application of classroom skills and knowledge through environmentally-related job experience. An individually planned program allows students to gain work experience under the supervision of an intern director and a field supervisor. Prerequisites: junior or senior standing and 12 semester hours of biology and approval of instructor. Also listed as BIO 485.

ENV 495 Environmental Science Capstone/Practicum 3

The Capstone/Practicum pairs small groups of students with community partners to investigate a particular environmental issue or problem. Students collaborate to address the problem, develop their project, overcome obstacles, and present their results to a public audience. These group projects require integration of knowledge across disciplines; independent work; oral and written communication; group leadership; research skills; and collaboration with faculty, staff, community members, and fellow students. May be substituted by taking BIO 405, BIO 487, and BIO 488.

ENV 515 Conservation Biology 3

As an interdisciplinary science, the focus of this course is the conservation of biodiversity at the levels of genetics, reproductive populations, species, communities, ecosystems, watersheds and air sheds, and the global biosphere. This course covers causative factors for the loss of biodiversity and the consequences for the future of systems stability and resilience. Current applications of evolutionary and ecological theory form the foundation for strategies and skills aimed at developing and implementing sound management policies. While human dimensions are important in natural resource management, this course emphasizes critical thinking and science-based problem solving. The course will culminate in the creation of a cross-curricular unit that is aligned with the KCAS for Science, the Kentucky Teacher

Standards, and the Midway College Education Department Conceptual Frameworks. The format of the course includes lectures, assigned readings, literature research, various writing exercises, and in-class discussion. **(Recommended especially for middle school and secondary science teachers.)**

ENV 517 Investigating and Evaluating Environmental Issues 3

This course will be offered at Midway University's campus in conjunction with a two-week summer camp for children, thus teachers will be able to engage directly with children on all levels. The course provides the problem-solving skills to understand and tackle controversial issues using the environment as an integrating theme. Teachers (both formal and non-formal) will be expected to learn and then implement the program in their classrooms. Higher order thinking skills are used for a critical investigation of community and regional environmental issues. IEEIA uses a value-fair process to understand the beliefs and values of key players in any controversy. Participants will learn how to start issue investigations, use surveys, questionnaires and opinionnaires, and how to interpret data in environmental issue investigations. Teaching strategies incorporating research-supported methods will be demonstrated. This course will include a toolbox of environmental action strategies. **(Recommended especially for middle school and secondary science teachers.)**

ENV 619 Special Topics in Environmental Science: Independent Study/Course by Arrangement 3

An independent research project supervised by a faculty member in an appropriate discipline or a course by arrangement, in response to specific student needs or requests. **(Recommended especially for middle school and secondary science teachers.)**

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GEOGRAPHY

GEO 110 Physical Geography 3

This course is a comprehensive study of various areas of the world. Each region is studied as a topographic land base and as an economic society influenced by geographic features.

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GOVERNMENT

GOVT 201 American Government 3

This course is an introduction to principles, functions and basic political roles and processes of the American system of government.

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HISTORY

HIS 101 World Civilization I 3

This course is designed to provide the student with a basic understanding of social and political structures, scientific and technological developments, and the artistic achievements of the ancient civilizations of Africa, Asia and Europe.

HIS 102 World Civilization II 3

This course is designed to provide the student with a basic understanding of the world view, the social and political structures, the scientific and technological developments, and the artistic achievements of the Western world during the periods of Absolutism and Enlightenment, Revolution and Romanticism, and the twentieth century.

HIS 140 History of the United States to 1865 3

This course is a general survey of the development of the American nation from the discovery of the new world to the end of the Civil War. The course encompasses the nation's constitutional, political, economic, and social development.

HIS 141 History of the United States since 1865 3

This course is a general survey of the development of the American nation since 1865. The course emphasizes Reconstruction, American influence in the world, and changing race relations and sex role relations in American society.

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INTERDISCIPLINARY STUDIES

IDS 101 Introduction to Interdisciplinary Studies 3

This introductory course provides a foundation in interdisciplinary concepts and techniques that are used to analyze complex problems using various disciplinary approaches to problem solving.

IDS 310 Experiential/Service Learning III 3

Supervised internship/experimental learning program where students will integrate theory with duties at a public or private organization that are relevant to the student's academic/professional goal. Students will participate in conducting research informational interview with key organization within selected disciplines to create an internship opportunity for IDS 410.

IDS 380 Interdisciplinary Research 3

This course is designed to draw insights from multiple perspectives and to integrate them into an inclusive understanding of interdisciplinary studies. Each student will develop a research proposal for the senior capstone project.

IDS 410 Experiential/Service Learning IV 3

Supervised internship/experimental learning program where students will integrate theory with duties at a public or private organization that are relevant to the student's academic/professional goal. Students will participate in approved internship from IDS 310.

IDS 490 Senior Capstone 3

Development of a senior level interdisciplinary research paper that demonstrates mastery of the interdisciplinary process.

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MARKETING COMMUNICATIONS

MCO 201 Introduction to Marketing Communications 3

Provides a broad introduction to marketing communications (IMC). Students learn the elements of a strategic marketing communications plan.

MCO 210 Writing for Marketing Communications 3

Within this course students, will develop a toolkit of effective and efficient writings for a comprehensive marketing communication strategy Prerequisites: ENG 101, ENG 102 and MCO 201.

MCO 220 Advertising Principles 3

This course provides students with an understanding of the fundamental concepts of modern advertising and marketing communications plans within the current business environment. Prerequisite: MCO 201.

MCO 230 Graphic Design I 3

This course will introduce graphic design as the foundation upon which effective visual communication within a marketing communications plan. Prerequisite: MCO 201.

MCO 301 Introduction to Public Relation 3

This course will introduce the PR function within an organization and give them a solid understanding of PR as a process and its place in a company's overall marketing mix. Prerequisite: BUS 255 and MCO 201.

MCO 315 Consumer/Audience Analysis 3

This course is an introduction to the world of consumer behavior. Interdisciplinary approach to explaining consumer behavior in the marketplace. Prerequisite: MCO 201 and MCO 220.

MCO 318 Advertising Writing 3

This course explores the principles and practices of writing advertising copy in all marketing communications media. Prerequisites: MCO 201, MCO 220 or consent of chair of the department.

MCO 320 Global Brand Management 3

This course provides an understanding of branding from a global perspective.

MCO 325 Digital Storytelling 3

This course prepares students to analyze, create and design effective messages within the digital environment by utilizing engaging storytelling methods within a marketing communications strategy. Prerequisites: MCO 201, MCO 230, and MCO 330.

MCO 330 Graphic Design II 3

This course expands the skills and knowledge acquired in MCO 230, with a focus on practical assignments and applied problem solving for effective visual communication. Prerequisite: MCO 230.

MCO 350 Political Writing 3

This course prepares students to develop an effective message within the fields of politics, government and media. Students will analyze current national and international political situations, as well as trends in public opinion and become prepared for public reaction by developing effective responses via speeches, commentaries and editorials. Prerequisite: MCO 201.

MCO 405 Internal Brand Communication 3

This course explores the impact of understand and utilizing internal communication options to ensure a successful marketing communication message to an organization's stakeholders. Prerequisites: BUS 255, MCO 201, MCO 210, and MCO 301.

MCO 410 Applied Marketing Communications Writing 3

This course provides an interdisciplinary approach for creating profitable relationships with customers and publics by strategically developing and managing communication. Emphasis on practical application and real-world experience. Prerequisite: MCO 210.

MCO 430 Digital Animation 3

This course utilizes animation in the creation of interactive digital media art within a marketing communications strategy. Prerequisites: MCO 201, MCO 230, and MCO 330.

MCO 435 Digital and Social Media 3

This course covers the fundamentals of contemporary online and social media marketing channels. Includes audience building, content development, brand promotion, site traffic management, and customer engagement.

MCO 440 Applied Graphic Design 3

This course focuses on relevant professional project-based assignments for local business owners. Students will provide innovative strategic solutions for sustainable results for local business owners. In addition, students will create an electronic portfolio highlighting works within an effective marketing communications plan. Prerequisites- MCO 201, MCO 230, and MCO 330.

MCO 450 Media Sales and Analysis 3

This course is an introduction to strategic media planning, the process used to place messages in media in order to reach particular audiences. Prerequisite: BUS 320, MCO 201, MCO 220, and MCO 315.

MCO 490 Capstone 3

Marketing communications (MCO) is an interdisciplinary approach for creating profitable relationships with customers and publics by strategically developing and managing all messages sent to target markets and stakeholders to encourage an ongoing dialogue and relationship. Prerequisite: Senior standing.

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MATHEMATICS

MTH 106 Math for Meds 3

Math for Meds is designed to provide practical application of math skills to real-life situations such as calculating medication dosages. Students will develop critical thinking skills to apply to medication dosage calculation. The course will include a review of basic mathematics and systems of measurement used in dosage calculation. Students will use real-life examples to become proficient in all types of dosage problems including oral medications, injectable medications, intravenous drips, and weight-based dosing. Hands-on demonstration will be provided by Nursing faculty. Students will find the course useful as an example of practical application of mathematics to real-life situations. Prerequisites: MTH 135 or higher or consent of instructor.

MTH 120 Basic Mathematics 3

Basic Mathematics is designed to prepare the student for MTH 145 Finite Mathematics. Topics include: various classes of numbers (rational, real, etc.); the PEMDAS rule; solving linear equations; percentages; ratios; conversions between the metric and U.S. Customary systems; elementary geometry; simple and compound interest. Minimum grade of C required for successful completion. This course counts as an elective for graduation, but may not be used to meet specific program requirements.

MTH 135 Intermediate Algebra 3

Intermediate Algebra is designed to prepare the student for MTH 140 University Algebra. Topics include: solving linear equations in one variable; equations of straight lines in the two-dimensional Cartesian plane; solving systems of linear equations in two or three variables; laws of exponents; factorization of polynomials; manipulating rational and radical expressions. Prerequisites: ACT math score of 16 (minimum), or CRE score of 22 (minimum), or MTH 120 (formerly MTH 137) with a grade of C or better. This course counts as an elective for graduation, but may not be used to meet specific program requirements. Minimum grade of C required for successful completion.

MTH 138 Elementary Statistics 3

Demonstrate the ability to reason quantitatively, to solve problems, and to evaluate quantitative information.

MTH 139 Introduction to Quantitative Analysis 3

Application of quantitative reasoning and technology to model and solve real-world business problems. Topics include: Data-based techniques of graphical display, grouping of data, measures of central tendency and dispersion, probability of concepts and distributions, sampling statistical estimation, hypothesis testing, and time series analysis.

MTH 140 College Algebra 3

This is a standard university Algebra course. Topics include: linear equations and inequalities; complex numbers; quadratic equations; equations of a straight line; finding the implicit domains of functions; the algebra and composition of functions; inverse functions; quadratic functions and their graphs; exponential and logarithmic functions; solving systems of linear equations in several variables. Prerequisites: ACT Math score of 18 (minimum); or a MAPP Math score of 111 (minimum); or CAE score of 14 (minimum); or a SAT Math score of 490; or MTH 135 with a minimum grade of C. Minimum grade of C required for successful completion.

MTH 145 Finite Mathematics 3

Finite Mathematics is a course in non-calculus mathematical techniques and their applications in problem- solving. Topics include: set theory and Venn diagrams, Boolean algebra, linear modeling, matrices, linear programming, and the mathematics of finance. Prerequisites: ACT Math score of 18 (minimum); or a MAPP Math score of 111 (minimum); or a SAT Math score of 490; or CAE score of 14 (minimum); or MTH 120 with a minimum grade of C. Minimum grade of C required for successful completion.

MTH 220 Calculus I and Trigonometry 5

Calculus I is a standard introductory calculus course. Topics include: Fundamentals of trigonometry; limits and continuity; differentiation; applications of derivatives in a variety of situations; definite and indefinite integration; applications of integrals in a variety of situations; derivatives and integrals of certain transcendental functions. Prerequisites: MTH 140 with a minimum grade of C.

MTH 222 Calculus II 4

Calculus II covers techniques and applications of integration and the calculus of transcendental functions. Prerequisite: MTH 220.

MTH 223 Calculus III 4

Calculus III covers topics in polar coordinates, vector calculus, partial differentiation and multiple integrals. Prerequisite: MTH 222.

MTH 230 College Geometry 3

College Geometry is a study of the concepts of geometry in two and three dimensions. Topics include geometric constructions, congruency and similarity, coordinate geometry, tessellations and an introduction to non-Euclidean geometries. The deductive methods and logic of geometric proofs are emphasized. Prerequisite: MTH 140.

MTH 245 Probability and Statistics 3

This is a standard introductory course in probability and statistics. Topics include: working with random samples; organizing data into frequency distributions and histograms; computing various measures of central tendency and variation; elementary probability theory including compound events and conditional probability; working with random variables; the normal distribution; the sampling distribution of the mean; testing hypotheses using the sampling distribution of the mean. Prerequisite: MTH 140.

MTH 301 Differential Equations 3

An investigation into the solution of ordinary equations including, but not limited to, the following: equations of order one via separation of variables, homogeneous coefficients, integrating factors, and substitution; linear equations via matrix methods and differential operators; transform methods; and series solutions. Both analytic and numerical solutions will be considered. Application of methods to the fields of science and mathematics will be an important part of this course. Prerequisite: MTH 222.

MTH 305 Mathematical Reasoning and Proofs 3

Transition to advanced mathematics is designed to help students learn the principles of mathematical reasoning and the writing of proofs. It is designed for students planning to take advanced mathematics courses. Topics include active reading of mathematics, problem-solving, logical reasoning and communication of mathematics, direct and indirect proofs, and proof by induction. Corequisite or prerequisite: MTH 222.

MTH 310 Linear Algebra 3

This first course in abstract mathematics also covers topics which have powerful practical applications. Linear algebra is a study of linear equations and systems of linear equations. A variety of types of examples of equations and systems is considered for the development of concepts, theory and computation skills (solving systems of linear equations), matrices and vector spaces as abstract expressions of equations. Systems are studied in depth as they relate to linear equations. Prerequisite: MTH 140 with a minimum grade of C.

MTH 315 Mathematical Statistics I 3

Mathematical Statistics is a calculus-based treatment of probability, random variables, discrete and continuous distributions, conditional probability, independence, moment generating functions, limit theorems, and estimation. Prerequisite: MTH 223.

MTH 316 Mathematical Statistics II 3

Transformations, order statistics, point estimation, sufficient statistics, Rao-Blackwell Theorem, delta method, confidence intervals, likelihood ratio tests, applications. Prerequisite: MTH 315.

MTH 320 Discrete Mathematics 3

This course studies the mathematical elements of computer science including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, relations, algorithms, matrices, graphs, trees, Boolean logic, and algebraic structure, with applications. As a beginning course in abstract thinking, this course will lay a basic foundation for mathematical proofs. During the course of the semester, students will learn to recognize and express mathematical ideas graphically, numerically, symbolically, and in writing. Prerequisite: MTH 140 with a minimum grade of C.

MTH 401 Abstract Algebra I 3

This course offers a study algebraic structures, beginning with groups. Group theory topics include permutation groups, cyclic groups, subgroups, normal subgroups, co-sets, quotient groups, group homomorphisms, Cayley's and Sylow's Theorems. The course includes an introduction to the algebraic structure of rings, including the topics of subrings, ideals, ring homomorphisms, and polynomial rings. This course emphasizes proof and connecting the abstract back to the concrete. Prerequisite: MTH 305 with a minimum grade of C.

MTH 402 Abstract Algebra II 3

This course is a continuation of MTH 401 focusing on internal domains and fields. Topics include integral domains, ordered integral domains, vector spaces, quotient fields, finite fields, real and complex numbers, field extensions, constructability, and roots of polynomials. Prerequisite: MTH 401.

MTH 405 Real Analysis I 3

This course introduces the student to a rigorous development of the real number system and theory of calculus. Topics include the real number system, sequences and series, limits and continuity, the derivative, properties of continuous functions and some theorems of calculus. Prerequisites: MTH 223 and MTH 305 with a minimum grade of C.

MTH 406 Real Analysis II 3

This course is a continuation of MTH 405. Topics include infinite series, sequences and series of functions, uniform convergence, and the theory of integration. Prerequisites: MTH 405.

MTH 408 Number Theory 3

Classical number theory which includes divisibility, prime numbers, congruencies, primitive roots, Diophantine equations, theorems of Fermat, and quadratic reciprocity, along with historical background for various problems are studied. Prerequisite: MTH 305 with a minimum grade of C.

MTH 498 Senior Seminar 3

A capstone experience for mathematics majors in which students develop an individual research project. Each student in conversation with the seminar leader and other faculty members will present the research project to the campus community. Prerequisite: senior standing.

Return to Course Descriptions

MUSIC

MUS 111 College Chorale 1

A choral ensemble designed to provide interested students with an opportunity to perform the best of choral literature, develop vocal and musical skills, and promote artistic growth. The course may be repeated for a maximum of 8 credit hours.

MUS 140 Piano Class 1

This course is designed to provide students an opportunity to learn the rudiments of playing the piano/keyboard. Students will develop beginning piano skills such as technique and scales, begin to read music, work on rhythms, and play chords for harmonizing and reading chord charts.

MUS 167 Music Appreciation 3

This course examines the place of music in civilization and stresses listening in the structural and historical context of the art from the Middle Ages into the twentieth century. The development of the chief forms of musical expression are emphasized.

MUS 215 Survey of Pop Music-Dynasty of the Divas 3

MUS 215 is a survey of popular music in America that will examine the growth, evolution, and documentation of many styles and stylistic influences inherent in American “popular” music. The course will span a time period from the turn of the 20th century to the present and will examine the music and lives of women in various musical settings within the realm of popular music in the United States as well as gender, global, and socio-economic aspects. The course examines women's roles and contributions as singers, performers, instrumentalists, and composers as well as the challenges facing women as professional musicians. These are viewed within the context of society's perception of women at the time. Listening and analytical skills are developed through listening and analysis of the music itself. The class is designed for all students, with no musical background necessary, and issues raised are relevant to both men and women.

MUS 311 Midway Singers 0

A vocal ensemble of three to six members performing mostly popular music styles is intended to provide advanced performance experience. Open by audition only.

MUS 315 Songwriting I 3

MUS 315 is an initial study of popular music songs and song styles in America. The course will span analysis of various songs/styles to creation of song art forms. Analytical skills are developed through listening and analysis of the music itself. Writing a song is very high level of human artistic creativity. Certain skills can be taught, but will require basic musicianship at the least. The ability to read music, though, is not required. This course will also be available to those who wish to focus on lyric writing, as well as those who choose to develop more from the compositional aspect of songwriting.

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PHILOSOPHY

PHI 301 Ethics 3

This course allows the student to exam and analyze ethical questions raised by social, political, technological and other developments in today’s world. The course aids students in refining critical skills in value analysis and increase awareness of current events demanding ethical responses. Prerequisite: ENG 101.

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PHYSICAL EDUCATION (P/F Grading Option Only)

PHE 100 Lifestyle Management 1, 1, 1

This course will help students learn to manage everyday tasks and situations such as finances and public speaking and to make the appropriate and ethical choices regarding wellness, nutrition, social media, sexuality, addictive behaviors, and career development. Students must take three modules to satisfy the general education requirements

100A Career and Budget – This course will help students learn to manage everyday tasks and situations and to make the appropriate and ethical choices regarding wellness, nutrition, social media, sexuality, addictive behaviors and career development.

100B Public Speaking – This course will provide students with the framework for writing and presenting a speech.

100C Wellness – Interactive learning and laboratory experiences for individual assessment practice of exercise systems and improvement of body function. This course offers a comprehensive discussion of the critical areas of health, physical fitness, and wellness.

PHE 102 Yoga 1

Topics in this course will be presented in a seminar and applied learning format including movement. The course topics may include, but are not limited to, intensive applied experienced related to history, philosophy and science of yoga. Instruction into the health benefits of yoga and asanas (yoga postures) will involve dynamic balance of breath with vigorous static and dynamic postures. Attire allowing movement is required.

PHE 104 Tennis 1

This is an introductory course teaching the fundamental skills of tennis. Basic strokes the forehand and the backhand, the flat serve, volley, lob and smash, history, rules, scoring, and court etiquette will all be discussed. Basic singles and doubles court play and game strategies will also be introduced. In addition, warm-up and cool down procedures will be covered.

PHE 105 Fitness Walking 1

This course is designed for all levels of fitness. It emphasizes body mechanics and identifies concepts so the student may have a lifetime of walking enjoyment. It involves weekly goal setting incentives and focuses on a variety of walking experiences for fun and cardiovascular improvement.

PHE 112 Badminton 1

The purpose of this class is to improve badminton skills for the beginning player. The course focuses on skill improvement, strategy and enhancing tournament competition in both singles and doubles.

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PHYSICAL SCIENCE

PSC 105 Exploring Dynamic Connections on Earth 3

This course is a study of the connections among processes in different Earth systems. Students will explore the complex interactions among the atmosphere, oceans, freshwater systems, land surfaces and extraterrestrial influences as well as the physical forces driving these interactions.

PSC 106 Exploring Dynamic Connections on Earth Laboratory 1

This course provides laboratory experiments to accompany PSC 105. Two hours per week are required. Concurrent enrollment in or previous completion of PSC 105 required.

PSC 240 Physics I 4

Course is the first of a two-semester sequence in general physics, including mechanics, heat, thermodynamics, sound and wave motion. Four hours lecture/recitation per week is required. Prerequisite: MTH 140 or MTH 220.

PSC 241 Physics Laboratory I 1

Course provides laboratory experiments to accompany Physics I PSC 240). Two hours per week are required. Concurrent enrollment in or previous completion of PSC 240 required.

PSC 245 Physics II 4

This course is a continuation of general physics, including electricity, magnetism, optics, relativity, quantum mechanics, the nucleus and elementary particles. Four hours lecture/recitation per week are required. Prerequisite: PSC 240.

PSC 246 Physics Laboratory II 1

Lab experiments to accompany Physics II PSC 245). Two hours per week are required. Concurrent enrollment in or previous completion of PSC 245 required.

PSC 250 Physics for Engineers I 4

Analytical and quantitative development of principles of mechanics. Emphasis on consequence of the same. Pre-requisite: MTH 220.

PSC 251 Physics for Engineers I Lab 1

Lab experiments to accompany PSC 250. Pre-requisites: concurrent PSC 250.

PSC 252 Physics for Engineers II 4

Continuation of PSC 250, including electricity, magnetism, optics, etc. Pre-requisites: PSC 240-241; concurrent MTH 223.

PSC 253 Physics for Engineers II Lab 1

Lab experiments to accompany PSC 252. Pre-requisite: concurrent PSC 252.

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PSYCHOLOGY

PSY 180 General Psychology 3

This course is designed as an introduction to major concepts and principles in the field of psychology and does not assume prior background in the discipline. This course will survey the range of major topics studied by psychologists, including neuroscience, lifespan development, social interaction, personality, cognition, learning and mental health issues. Emphasis is placed on practical illustrations and on integrating aspects of these sub-areas into a coherent understanding of human behavior.

PSY 260 Human Growth and Development 3

Study of the theories and research related to human development from conception through adulthood, including the developmental stages of infancy, childhood, adolescence, young adulthood, middle adulthood, and late adulthood. The interaction among the physical, cognitive and social aspects of development as well as the major theories of development and current research are discussed.

PSY 265 Multicultural Psychology 3

This course provides an evaluation of multicultural psychology and culturally appropriate practice with an emphasis on multicultural theories of personality and behavior beyond conventional Eurocentric perspectives. Topics within the course will include cultural sensitivity to human diversity, identity development, culturally appropriate assessment, as well as social justice issues, including discussions and personal growth activities focused on privilege and marginalization, oppression, racism, cultural bias, dominance in mainstream systems and systemic practices, advocacy, ethics, and intervention strategies.

PSY 270 ADC Counseling Techniques 3

This course introduces the learner to the basic concepts and techniques of counseling in the field of substance abuse. The course also includes the study of the roles and responsibilities of an effective counselor as well as on the ethics involved in counseling. Focus will also be on behavioral-cognitive, family, interpersonal, social-cultural, and developmental theories of addiction, as well as their contributions in understanding a person's motivation for behavior change, denial, resistance, and relapse risk. Students will be presented with opportunities to demonstrate, practice, and develop skills in active listening, building a collaborative relationship with clients, self-reflections, and the use of challenges in the counseling process. Prerequisite: PSY 180.

PSY 280 Case Management 3

This course will provide an overview of case management practices, including coordination of care, continuation of care, screening, intake, client orientation, referral, recordkeeping, and consultation. Students will be introduced to considerations to make in the course of case management that are relevant to recovery and potential relapse of diverse clients with substance abuse disorders. Prerequisite: PSY 180.

PSY 301 Patterns of Human Sexuality 3

This course is an introduction to sexual behavior and the individual and social forces that influence it. Study of how a heterogeneous society creates different values, perceptions, and practices concerning sexuality as well as the role of social institutions in generating rules governing sexuality. Topics include childhood, adolescence, and adult sexuality; coupling, sexual identity and orientation, sexual coercion, sexual variation, sex as business, and sexual variation behavior and the law. Prerequisite: PSY 180.

PSY 307 Kinesic Interviewing 3

Information from witnesses, victims, subjects and other parties connect physical evidence and other statements as part of the criminal investigation process. Witnesses, victims and subjects may not always tell the truth, or the whole truth in providing information. An understanding of what to look and listen for will help the investigator in assessing the information provided, which helps determine the line of questioning and possibly a shift of the investigation to another party. Prerequisite: PSY 180. Also listed as CRJ 307.

PSY 312 Social Psychology 3

This course involves increasing the understanding of the individual in group situations, including cooperative group interactions. Principles of scientific psychology are applied to the individual in a social situation. Topics include social attitudes, aggression, altruism, conformity, attribution, and understanding self and others. Prerequisite: PSY 180. Also listed as CRJ 312.

PSY 315 Physiological Psychology 3

As an examination of the biological bases for control of human behavior, this course includes considerations of the structure and functions of the nervous systems. A review of the biological bases of several areas of behavior including learning, emotions, eating and sexual behavior is included. Prerequisite: PSY 180.

PSY 320 Abnormal Psychology 3

This course surveys a range of psychological disorders describing mental, emotional, and behavioral symptoms along with an emphasis on discussing the continuum of "normal" to "abnormal" in human behavior. Symptoms, nature and

causes of psychological disorders are considered in addition to classification systems used to understand these abnormalities. Some attention will also be given to an overview of major psychological tests and measurements of the clinical interview and to major theories and techniques of therapeutic intervention. Prerequisite: PSY 180.

PSY 321 Psychology of Gender 3

This course overviews current research and theories on gender development, socialization, gender comparisons, sexuality, reproduction, work, and other major impacts on men's and women's psychological experiences throughout the lifespan. Prerequisite: PSY 180.

PSY 325 Learning 3

This course covers facts and principles of human and animal learning, theories that provide a general framework of understanding about learning and the variety of circumstances under which learning takes place. Prerequisite: PSY 180.

PSY 330 Personality and Adjustment 3

This course addresses the development of personality through various theoretical perspectives and current research, including examination of the mentally healthy personality. Theoretical facets of the course focus on the assumptions, basic principles and implications of selected theories of personality, including a treatment of the psychodynamic, social learning and humanistic-phenomenological perspectives. Course material is grounded in reference to our own lives by examining issues of the "normal" personality problems of adjustment and notions of positive mental health. Prerequisite: PSY 180.

PSY 335 Cognition 3

This course is an introduction to theories explaining human cognitive processes, including attention, memory, and psycholinguistics, problem solving and thinking processes. Prerequisite: PSY 180.

PSY 336 Learning and Cognition 3

This course is an introduction to theories and empirical research explaining human and animal learning and cognitive processes, including attention, memory, language, perception, problem-solving, and information processing. Prerequisites: PSY 180.

PSY 337 Counseling Theory and Techniques 3

This course is designed to introduce students to the major schools of counseling and psychotherapy with an emphasis on theory and associated techniques. Through various modalities, students will learn the historical development of each major theoretical approach, including psychoanalytic, neo-analytic, person-centered, humanistic and affective, behavioral, cognitive, and family systems therapies. Students will also gain an understanding of the dynamics and complexity associated with counseling diverse populations in various settings. This includes cultivating an appreciation for the roles that diversity and personal values play in the counseling process. Prerequisite: PSY 180.

PSY 350 Forensic Psychology 3

This course is designed to expand students' knowledge of general psychology into the interface of psychology and law, with a specific focus on forensic psychology. Students will be introduced to the various responsibilities of forensic psychologists including risk assessment, forensic evaluation, offender treatment, profiling, and expert testimony, as well as the different intercept points of psychology and the criminal justice system – including police, courts, and corrections. Students will also learn about history and development of forensic psychology as a field. Prerequisite: PSY 180.

PSY 355 Research Methods 3

This course covers research methods related to ethics, literature review, and both descriptive and experimental research. Students will learn to design experiments, gather and analyze data, interpret findings, and test hypotheses. Prerequisites: PSY 180 and MTH 245.

PSY 360 Psychopharmacology 3

This course will provide learners with an overview of the pharmacology related to various psychoactive drugs. The course will focus on biological, neurological, and physiological aspects of various substances and how different substances impact the body's functioning. A specific focus will also be on the transmission control, and treatment of the human immunodeficiency virus. Other areas of examination will include the genetic predisposition to addictions, the classification of drugs based on their effects on behavior, the metabolism of substances, and the treatment of physical dependency and withdrawal. Prerequisite: PSY 180. Also listed as CRJ 360.

PSY 362 Individual and Group Therapy 3

This course will examine the theoretical and practical aspects of the individual and group therapy processes for persons from diverse cultural groups. Focus will be on exploring theories and techniques used in group therapy for substance addictions counseling. Students will examine individual and group processes and dynamics and be presented with opportunities to practice strategies in small in-class groups. Prerequisite: PSY 180.

PSY 364 Diagnosis and Assessment 3

This course will introduce learners to various physiological, psychological, and social variables to consider in formulating a diagnosis of substance use and abuse in accordance with DSM-V diagnostic criteria. Focus will also be on examining current assessment measures used to test for substance abuse disorders. Students will be introduced to developing evaluation reports that integrate assessment and diagnostic formulations, treatment planning, and referral plans. Prerequisite: PSY 180.

PSY 370 Beginning Practicum in ADC 3

This course provides an opportunity for students to apply training and gain clinical training in theoretical practices, techniques, and treatment interventions in an agency setting with clinical supervision. Prerequisite: PSY 180.

PSY 401 History and Systems of Psychology 3

This course will cover the major theoretical paradigms in the history of psychology, illustrating the nature and development of psychology as a science. Emphasis will be on understanding and evaluating psychological theory and texts in their historical context and appreciating the intercommunications among paradigms and the diversity of psychology. Prerequisite: PSY 180.

PSY 405 The Psychology Profession 3

This course is one of the three senior capstone courses for psychology majors, which are designed to provide a final, intensive learning experience to assist graduating seniors with further exploration in several areas of psychology or a more in-depth immersion in a single area of interest. In this course, students will be given an overview of the numerous academic and professional aspects of the field of psychology, including the various options for careers related to psychology at each level of study (e.g., bachelor, master and doctoral levels). Professional associations, networking, and the costs and benefits of graduate study will also be addressed.

PSY 410 Community Service Practicum 3

This course is one of the three senior capstone courses for psychology majors, which are designed to provide a final, intensive learning experience to assist graduating seniors with further exploration in several areas of psychology or a more in-depth immersion in a single area of interest. In this course, students are involved with their community in a way that applies their knowledge of psychology and allows them to learn related skills. This may be done through placement in a community agency or other work setting to gain "real-world" experience in the field of psychology while working under the supervision of a psychology professional. Alternatively, it may also be completed through community service or volunteer projects at one or more sites in which students may integrate their academic knowledge with practical experience. Practicum sites are chosen in consultation with the course instructor.

PSY 415 Senior Project Demonstrating Excellence 3

This course is one of the three senior capstone courses for psychology majors, which are designed to provide a final, intensive learning experience to assist graduating seniors with further exploration in several areas of psychology or a more in-depth immersion in a single area of interest. In this course, each student will outline, develop, and complete a detailed senior project. The project may be an original empirical study designed and carried out by the student with the results written up as a scholarly research paper or poster. Alternatively, students may complete an in-depth research-based paper, as a literature review/critique in an area relevant to the field of psychology. Such a paper would explore the past, present, and future of an area of psychology in which they have an interest and would be based on a review of at least 20 empirical journal articles. Prerequisites: PSY 180 and PSY 355 and Junior Standing.

PSY 470 Advanced Practicum in ADC 3

This course provides an opportunity for advanced students to apply and gain additional clinical training in theoretical practices, techniques, and treatment interventions in an agency setting with clinical supervision. Prerequisite: PSY 180.

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READING

RDG 100 Introduction to College Reading.....3

This course is designed for students who need to develop the crucial reading skills that will enable them to achieve academic success in their college courses. The primary purpose of this course is to increase comprehension and vocabulary, to develop critical thinking skills and to increase reading proficiency and study skills. Concurrent requirement: ENG 100. Course counts as a general elective only.

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RELIGION

REL 285 World Religions 3

This course is a selective introduction to the religious traditions of the world, examining their historical development and their fundamental teachings and rituals as well as the role of women in the tradition. The course also studies how beliefs and attitudes affect the way individuals understand the religions of other people.

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SOCIOLOGY

SOC 120 Principles of Sociology 3

This course is an introduction to the elements and concepts of culture, groups, collective behavior, institutions and social change. Contemporary social issues are explored.

SOC 220 Social Problems 3

This course is a sociological survey of major modern social problems and their origin, significance, solution or prevention. Problems examined include poverty racism, sexism, crime and population issues. Specific social problems are considered separately. However, interrelated causes and typical problem patterns are emphasized.

Return to Course Descriptions

SPANISH

SPA 125 Conversational Spanish I 3

This course class offers students the opportunity to learn introductory Spanish with an emphasis on everyday speaking and listening comprehension. The course has been designed with the full range of students in mind, from the student who desires personal development and enrichment to the student who is motivated to learn Spanish for employment or job benefits.

SPA 126 Conversational Spanish II 3

This course class offers students the continuing opportunity to build on what they learned in SPA 125 as well as to further develop and advance their Spanish vocabulary and structures base. While assignments will integrate more reading and writing components, everyday speaking and listening comprehension skills remain the backbone of the class. The course has been designed with the full range of students in mind, from the student who desires personal development and enrichment to the student who is motivated to learn Spanish for employment or job benefits. Prerequisite: SPAN 125 Conversational Spanish I with a grade of C or higher.

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STUDENT ACADEMIC SUCCESS

SAS 101 Student Academic Success 1

This course is designed to assist undergraduate Midway College students in developing the skills needed to succeed in both college coursework and for future professional pursuits. Utilizing discussions, in-class exercise and out-of-class assignments, students will develop both an understanding and skill sets needed for academic success. Focus will be given on both academic and social issues common to the first year student experience.

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WOMEN'S STUDIES

WST 100 Contemporary Women's Issues 3

This course addresses historical and current issues significant to women using an interdisciplinary approach. Perspectives on women's roles in history, politics, culture, race, economics, health, sciences, sports, and the arts will be discussed. The student will become familiar with key issues, questions, and debates facing today's women and develop an understanding of how prejudice, discrimination, and patriarchy play a role in gender inequality and social issues. The course must be completed at Midway University.

WST 200 Introduction to Women's Studies 3

Students develop an understanding of gender and its social construction as it affects the personal and professional lives of women and their impact on the world through the exploration of the theoretical framework of Interdisciplinary Women's Studies.

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The School of Business, Equine, and Sport Studies

Charles H. Roberts, Ph.D., Interim Dean

Programs

Business Administration
Equine Studies
Health Care Administration
Sport Management
Course Descriptions for the School of Business, Equine, and Sport Studies

Department of Business

Bachelor of Science in Business Administration
Bachelor of Science in Health Care Administration
Concentration in Accounting
Associate of Science in Business Administration
Minor in Business
Minor in Bourbon Studies
Master of Business Administration
Concentration in Equine Studies
Concentration in Health Care Management
Concentration in Sport Management
Concentration in Tourism and Event Management

Bachelor of Science in Business Administration (120 hours)

The School of Business, Equine, and Sports Studies seeks to prepare undergraduate students for careers in business, business-related, computer-related, and nonprofit organizations providing students with the academic preparation necessary to undertake study in various graduate and professional degree programs. The School strives to instill values in its students and to develop individuals who are committed to the ethical and moral standards in business. The School places emphasis on quality teaching and is committed to supporting activities that help advance the economic development of the primary geographical area that the School serves.

Student Learning Outcomes of Program

- Knowledge…Demonstrate an understanding of the theoretical framework of leadership, team building and human relations;
- Knowledge…Apply comprehensive management approaches to perceive, assess, and formulate competent business and organizational decisions;
- Knowledge…Demonstrate a working knowledge of the intricacy of the impact of interpersonal relationships in business communication, and motivation;
- Problem Solving…Demonstrate the ability to analyze financial conditions of businesses utilizing accounting, economic, and financial principles to create managerial plans, make decisions and develop solutions to business problems;
- Problem Solving…Apply, interpret, and use mathematical analysis to evaluate operational decisions;
- Problem Solving…Apply an understanding of various business software application programs and their use and impact in business;

- Communication…Demonstrate an understanding of the theoretical framework of human resource management and the importance of employees as a significant resource to an organization structure;
- Communication…Demonstrate a comprehensive understanding of consumer behavior in order to successfully provide goods and services to meet consumers' internal and external needs, wants, and desires;
- Global Professional…Demonstrate the ability to think critically while creating actionable solutions to business problems;
- Global Professional…Demonstrate the ability to communicate successfully, verbally and in writing in a business environment.

Major Course Requirements 45
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3
Business and Organizational Communication BUS 313 3
Business Research Methods BUS 319 3
Managerial Finance BUS 321 3
Legal Environment of Business BUS 340 3
Global Business BUS 390 3
Business Capstone BUS 490 3
Principles of Accounting I ACC 210 3
Principles of Accounting II ACC 215 3
Application Software CIS 235 3
Introduction to Management Information Systems CIS 330 3
Principles of Micro Economics ECO 217 3
Principles of Macro Economics ECO 220 3
Introduction to Quantitative Analysis MTH 139 3

Bachelor of Science in Business Administration with a Concentration in Accounting (120 hours)

Midway University's Business Administration program with a Concentration in Accounting is designed to prepare learners for responsible and leadership positions in the fast growing and challenging field of accounting. Kentucky, along with most other states, requires candidates who sit for the CPA exam to have completed 150 hours of course work including a baccalaureate degree. Students interested in sitting for the CPA exam complete three additional accounting courses: ACC 409, ACC 444, and BUS 490.

Major Course Requirements 45
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3
Business and Organizational Communication BUS 313 3
Business Research Methods BUS 319 3
Managerial Finance BUS 321 3
Legal Environment of Business BUS 340 3
Global Business BUS 390 3
Business Capstone BUS 490 3
Principles of Accounting I ACC 210 3
Principles of Accounting II ACC 215 3
Application Software CIS 235 3
Introduction to Management Information Systems CIS 330 3
Principles of Micro Economics ECO 217 3
Principles of Macro Economics ECO 220 3
Introduction to Quantitative Analysis MTH 139 3

Accounting Concentration Requirements 18
Intermediate Accounting I ACC 370 3
Intermediate Accounting II ACC 371 3
Cost Accounting I ACC 380 3
Federal Tax I ACC 408 3
Auditing Theory ACC 425 3
Advanced Accounting ACC 435 3

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Business Minor 18

Principles of Accounting I ACC 210 3
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3
Principles of Micro Economics ECO 217 3
Principles of Macro Economics ECO 220 3
Choose any one course from the list below: 3
- Principles of Accounting II ACC 215 3
- Managerial Finance BUS 321 3
- Legal Environment of Business BUS 340 3
- Global Business BUS 390 3
- Introduction to Management Information Systems CIS 330 3

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Bourbon Studies Minor 18

The Bourbon Studies programs serves as non-branded education that supports the full scope of the bourbon industry.

The History and Evolution of Bourbon TEM 470 3
The Bourbon Experience and Hospitality TEM 476 3
Choose 12 hours from the following: 12
- Bourbon Women: Craft to Consumption TEM 472 3
- Bourbon Distillery and Visitor Center Operations TEM 474 3
- Fermentation, Distillation and Maturation Science TEM 475 3
- Scotland's Malt Whisky Trail and Tourism TEM 478 3
- Special Topics TEM 480 3
- Independent Study TEM 485 3

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Bachelor of Science in Health Care Administration (120 hours)

Program Description

The Bachelor of Science in Health Care Administration is designed as a degree program for students who have some background in the health care area. Building on general education courses, the curriculum provides students with broad knowledge of health care policy and financing, including leadership and management skills needed to function in a health care delivery system. The degree is designed for students with a background in direct patient care who wish to extend their career options beyond clinical practice, although students without a specific background in health care will not be excluded from the program.

Student Learning Outcomes of Program

- Understand the theoretical framework of leadership, team building and human relations.
- Apply comprehensive management approaches to perceive, assess, and formulate competent business and organizational decisions in the health care industry.
- Exhibit a working knowledge of the intricacy of the impact of interpersonal relationships in business communication, and motivation.
- Analyze financial conditions within the health care industry utilizing accounting, economic, and financial principles to create managerial plans, make decisions and develop solutions to business problems.
- Apply, interpret, and use mathematical analysis to evaluate operational decisions.
- Understand the theoretical framework of human resource management and the importance of employees as a significant resource to an organization structure.
- Develop a comprehensive understanding of consumer behavior in order to successfully provide goods and services to meet consumers' internal and external needs, wants, and desires.
- Apply an understanding of various business software application programs and their use and impact in business.
- Think critically while creating actionable solutions to business problems.
- Communicate successfully, verbally and in writing in a business environment.

Major Course Requirements 33
Health Care Economics HCA 300 3
Ethics in Health Care HCA 301 3
Management Information Systems HCA 305 3
Health Insurance Claims Management HCA 307 3
Health and Medical Care Delivery Systems HCA 312 3
Legal Issues in Health Care HCA 400 3
Management and Planning in Health Care HCA 405 3
Health Care Policy HCA 412 3
Financial Management of Health Care Organizations HCA 418 3
Health Care Seminar III HCA 492 3
Health and Communities PHL 170 3
Supporting Courses 27
Principles of Accounting I ACC 210 3
Principles of Accounting II ACC 215 3
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3
Business and Organizational Communication BUS 313 3
Application Software CIS 235 3
Principles of Micro Economics ECO 217 3
Principles of Macro Economics ECO 220 3
Introduction to Quantitative Analysis MTH 139 3

Return to School of Business, Equine and Sport Studies

Associate of Science in Business Administration (60 hours)

Program Description

Employers often list good written and oral communication skills, the ability to analyze and solve problems, facility in mathematics, and knowledge of individual historical and cultural background as necessary for success in most fields. The Business Administration major offers students this combination of a liberal arts background and a solid foundation in Business Administration.

Students graduating with an Associate of Science degree in Business Administration find many opportunities open to them. They will have the general business background that enables them to find an entry-level job in a variety of fields.

Students wishing to continue at Midway University to earn a bachelor's in Business Administration will find an almost exact articulation between the associate and baccalaureate degrees in Business.

Student Learning Outcomes of Program

- Correlate the basic functions of business financial operations.
- Interpret basic financial statements and reconciling accounts.
- Apply basic management theories to reach appropriate business decisions.
- Use basic marketing theories to reach appropriate business decisions.
- Appraise basic economic theories to reach appropriate business decisions.
- Develop effective persuasive oral and written communication for a business environment.
- Integrate analytical reasoning and problem solving.
- Apply global citizenship and multicultural understanding.
- Connect cultural expression, values, ethics, and social responsibility.

Major Course Requirements 21

Principles of Accounting I ACC 210 3
Principles of Accounting II ACC 215 3
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3
Application Software CIS 235 3
Principles of Micro Economics ECO 217 3
Introduction to Quantitative Analysis MTH 139 3

Return to School of Business, Equine and Sport Studies

Master of Business Administration Degree

Academic Policies

No more than six credit hours from a regionally accredited institution will be accepted in transfer into a graduate program.

Students must have a cumulative GPA of 3.00 in order to graduate from a graduate program.

The grading scale for graduate programs is as follows:

A High achievement

B Satisfactory achievement

C Minimum passing grade

F Failure

Graduate courses may not be taken on a Pass/Fail basis.

A C grade can be repeated with approval of the dean, with only one attempt at a repeat allowed in each course. Withdrawals count as attempts. Only the grade earned on the second attempt will be used to compute the GPA, but both grades will appear on the student's transcript.

A C grade can be repeated with approval of the dean, with only one attempt at a repeat allowed in each course. Withdrawals count as attempts. Only the grade earned on the second attempt will be used to compute the GPA, but both grades will appear on the student's transcript.

Students may not earn more than two C's. Students who earn a third C will be dismissed from the program.

A student whose term GPA falls below 3.00 will be placed on academic probation for the subsequent term (8-week or 16-week). If at the end of the subsequent term the cumulative GPA has not reached 3.00, the student will be dismissed from the program.

Midway University's MBA is designed for adult learners interested in moving their careers forward, meeting the demands of a challenging workplace by increasing their level of competence and resolving increasingly complex business issues. A graduate of the program is a critical thinker who has the business acumen and the leadership and interpersonal skills necessary to identify, analyze and solve problems in a global business environment.

The program has a practice-to-theory-to-practice orientation. Students are taught to go beyond the logic of analysis and planning to include discussion of the nuances of management actions and experiences.

Student Learning Outcomes of Program

- Business acumen: students will analyze problems by applying generally accepted theory, best practices, and leadership/management skills in the business environment.
- Critical thinking, analysis, problem solving, and communication skills: students will have the ability to think critically and apply conclusions to real-life situations as well as be able to communicate in speech and in writing at a level which reflects competency.
- Leadership potential: students will understand the principles of leadership, team building, and human relations.
- Awareness of the global business environment: students will be able to identify and analyze economic, multicultural, national, and international issues in the global business environment.
- Legal, ethical and social responsibility: students will be aware of legal, ethical, and social responsibilities and will be able to translate them into effective corporate policies.

The selection process for Midway's MBA students will emphasize strong academic ability and personal qualities and characteristics. Admission eligibility will be assessed via:

Academic records

- Work experience and references

Admission Requirements - MBA

- Earned bachelor degree from an accredited college or university
- If the applicant's degree is not in the area of business, the student must have successfully completed BUSM 501 Foundations of Graduate Business within the first term of enrollment in the MBA program.
- GPA of 3.0 on a 4.0 scale is recommended
- If English is not the first language, a TOEFL score of 550 (paper based), 213 (computer-based), or 79-80 (Internet-based)

Enrollment Status

Six credits per semester is considered full-time enrollment. A student enrolled in a minimum of three credits per semester is considered to be enrolled half-time.

Graduation Requirements

Prior to graduation, graduate students will be required to complete the "Business Major Field Test." This test is anonymous in the sense that the results are not recorded in a student's academic file but the results are aggregated to help the University have a record of how well the learning process is succeeding.

To graduate, a student must complete a minimum of 30 course credits with a cumulative GPA of at least 3.0. No more than six of these credit hours may be transferred from another institution.

Major Course Requirements 30
Strategic Management BUSM 500 3
**Foundation Graduate Business BUSM 501 (non-business undergrads)..... (3)*
Economic Analysis for Business Decision-Making BUSM 510.....3
Leadership and Effective Decision-Making BUSM 520 3
Management Issues BUSM 530 3
Organizational Behavior BUSM 540.....3
Business Law BUSM 550 3
Strategic Marketing Management BUSM 600 3
Global Business BUSM 620 3
Financial Management BUSM 630 3
Operations Management BUSM 640.....3

Return to School of Business, Equine and Sport Studies

Concentration in Equine Studies

The Equine Studies specialty in the MBA provides an educational experience preparing students to participate effectively, professionally, and ethically within the equine industry. The program will provide authentic experiences through hands-on applied skills and industry involvement, interdisciplinary learning experiences, exploration of the human/equine bond, creative and professional development, and technological competency.

Student Learning Outcomes of Program

- Students will demonstrate proficiency in the knowledge and application of proper management of the domestic horse.
- Students will demonstrate written and oral communication skills appropriate for the equine industry.
- Students will demonstrate decision-making and personal conduct consistent with best practices in the equine industry.
- Students will demonstrate success at team activities by contributing equally in a team project, communicating with peers, and demonstrating a team attitude.

Major Course Requirements **18**
Strategic Management BUSM 500 3
**Foundation Graduate Business BUSM 501 (non-business undergrads)* ..... *(3)*
Economic Analysis for Business Decision-Making BUSM 510 3
Business Law BUSM 550 3
Strategic Marketing Management BUSM 600 3
Global Business BUSM 620 3
Financial Management BUSM 630 3
Concentration Requirements **18**
Equine Entrepreneurship EQS 602 3
Legal Issues and Risk Management in the Equine Industry EQS 612 3
Ethics and the Equine Industry EQS 622 3
Marketing and Promotion EQS 632 3
Equine Studies Capstone EQS 642 6

Return to School of Business, Equine and Sport Studies

Concentration in Health Care Administration

The Health Care Administration Specialty prepares healthcare leaders who create and apply evidence-based knowledge to enhance the health care of individuals and communities.

Student Learning Outcomes of Program

- Students are able to describe the nature of health care services, social, political, economic, technological, legal, ethical, professional and historic factors that influence the present and future direction of health care.
- Students are able to describe the nature and function of health care organizations.
- Students are able to describe the distribution and determinants of health and disease including the influences of individual behavior, the environment, and health care technology in the prevention and progression of disease as well as the restoration of health.
- Students are able to describe managerial knowledge and skills of health care organization change, design, performance, strategic planning, marketing, problem solving, decision-making and leadership.
- Students are able to apply basic quantitative abilities in health care financial management, computer literacy, operations analysis, management information systems, statistics, and research methods.
- Students are able to demonstrate the ability to integrate theory with practices of health care administration in the practice setting through a faculty-supervised practicum.

Major Course Requirements **18**
Strategic Management BUSM 500 3
**Foundation Graduate Business BUSM 501 (non-business undergrads)* ..... *(3)*
Economic Analysis for Business Decision-Making BUSM 510 3
Business Law BUSM 550 3
Strategic Marketing Management BUSM 600 3
Global Business BUSM 620 3
Financial Management BUSM 630 3
Concentration Requirements **18**
Advanced Health Care Financial Management HCA 602 3
Health Care Politics and Policy HCA 612 3
Advanced Health Care Management HCA 622 3
Ethics and Management Dilemmas in Health Care HCA 632 3
Capstone in Health Care HCA 642 6

Return to School of Business, Equine and Sport Studies

Concentration in Sport Management

The Sport Management specialty within the MBA at Midway University seeks to develop in the global spectator sport industry by providing an interdisciplinary approach to critically analyzing and providing solutions for challenges facing industry.

Student Learning Outcomes of Program

- Plan, develop, implement and evaluate sport management service programs designed to meet community needs at the local, state, regional, national and international levels.
- Manage various sport and fitness management services.
- Apply sport and fitness management principles and expected outcomes of service.
- Be innovators and leaders in the profession, applying sport and fitness management knowledge to the solution of complex sport and fitness managerial issues and health problems.
- Demonstrate creative thinking, critical analysis and problem solving while interpreting research studies and applying research results to sport and fitness management practices.
- Contribute to the research and knowledge in sport management.

Major Course Requirements 18
Strategic Management BUSM 500 3
**Foundation Graduate Business BUSM 501 (non-business undergrads)* ..... *(3)*
Economic Analysis for Business Decision-Making BUSM 510 3
Business Law BUSM 550 3
Strategic Marketing Management BUSM 600 3
Global Business BUSM 620 3
Financial Management BUSM 630 3
Concentration Requirements 18
Sports Law SPM 602 3
Sports Organization Finance SPM 612 3
Sport Marketing SPM 622 3
Organizational Behavior in Sports SPM 632 3
Capstone in Sport Management SPM 642 6

Return to School of Business, Equine and Sport Studies

Concentration in Tourism and Event Management

This Concentration prepares students to work in the Bourbon Tourism industry. This program focuses on consumer education, interpretation and sensory evaluation. Its serves as a non-branded education that supports the entire bourbon industry, not a particular brand.

Student Learning Outcomes of Program

- To provide technical and conceptual skills appropriate for Tourism and Event Management.
- To comprehend and articulate written and oral communication as appropriate for Bourbon Tourism industry.
- To understand the concepts and application of managerial, financial, and technical skills that are needed to be successful within Bourbon Tourism industry.
- To prepare students for entry-level management positions with a specific focus on individual, social, and environmental perspectives.

Major Course Requirements 18
Strategic Management BUSM 500 3
**Foundation Graduate Business BUSM 501 (non-business undergrads)* ..... *(3)*
Economic Analysis for Business Decision-Making BUSM 510 3

Business Law BUSM 550 3
Strategic Marketing Management BUSM 600 3
Global Business BUSM 620 3
Financial Management BUSM 630 3
Concentration Requirements 18
The History and Evolution of Bourbon 3
Tourism Industry Analytics 3
Choose 12 hours from the following: 12
- Bourbon Women: Craft to Consumption TEM 572 3
- Bourbon Distillery and Visitor Center Operations TEM 574 3
- Fermentation, Distillation and Maturation Science TEM 575 3
- The Bourbon Experience and Hospitality TEM 576 3
- Scotland's Malt Whisky Trail and Tourism TEM 578 3
- Special Topics TEM 580 3
- Independent Study TEM 585 3
- Bourbon Capstone Experience TEM 642 6

Return to School of Business, Equine and Sport Studies

Department of Equine Studies

Janice L. Holland, Ph.D., PAS, Program Coordinator

Programs

Bachelor of Science in Equine Studies
Concentration in Equine Management
Concentration in Equine Rehabilitation
Concentration in Science
Minor in Equine Studies

Bachelor of Science in Equine Studies (120 hours)

Applicants to the Equine Studies program (EQS) are admitted into Midway University through the Office of Admissions as pre-Equine majors.

To be fully accepted into the Equine Studies major, students must meet the following requirements by the end of the fall semester of the second academic year:

- Have completed Biology and Chemistry in high school with grades of C or above, or have completed Biology 103/104 or Chemistry 150/151 or higher at Midway University with a minimum grade of C in order to demonstrate acceptable levels of scientific knowledge.
- Complete EQS 109 and111 with a minimum grade of C in order to demonstrate appropriate knowledge of management procedures in the University's equine facilities as well as work ethic, attitude, and ability to work with others. In addition to scheduled class time, students will be required to complete additional hours some afternoons during the week and one weekend a month at the University's equine facilities.
- Complete EQS 165 and 215/216 with a minimum grade of C to demonstrate basic understanding of the equine industry and basic equine anatomy and physiology.
- Demonstrate the ability to handle horses on the ground according to criteria developed by the Equine Studies faculty and staff.
- Cumulative GPA of 2.5 during first year of attendance
- Interview with committee of faculty, staff, and industry professionals.

Program Description

The Equine Studies program at Midway University seeks to prepare students to enter the equine industry. Students have opportunities to work with a variety of horses and to perform multiple tasks in a farm setting, thereby learning basic horse handling techniques as well as barn and farm management principles and practices. Through academic preparation in theories and methods, students acquire the basis on which to make decisions affecting horse care; and through more focused knowledge in science, horse rehabilitation, farm management, and business practices, students prepare for graduate school or for entry-level positions in their choice of professions within the equine industry. Students will also have opportunities to apply the knowledge gained in class through application on the University's farm.

Student Learning Outcomes of Program

Students who graduate with a degree in equine studies will be able to:

- implement and assess safe, ethical, and sustainable equine management practices
- communicate effectively to members of the equine industry, and to utilize emerging technologies related to the global equine industry

- demonstrate awareness of the human-horse bond and of diversity in the competitive and the non-competitive equine industries
- identify and evaluate equine anatomy and physiology and relate form to function and feeding strategy
- possess the practical knowledge, skills, and work ethic to work with a variety of horses
- ethically manage an equine facility
- accept the diversity of the equine industry, and be able to work with people from a variety of backgrounds without prejudgment

Major Course Requirements 37-40

Equine Farm Operations I EQS 109 4
Equine Farm Operations II EQS 111 4
Introduction to Equine Studies EQS 165 3
Equine Healthcare Management EQS 214 3
Equine Anatomy and Physiology EQS 215 3
Equine Anatomy and Physiology Lab EQS 216 1
Feeds, Feeding and Forages EQS 251 3
Writing in Equine Studies EQS 314 3
Equine Behavior EQS 318 3
Internship EQS 395 3-6
Animal Ethics, Welfare, Rights, and Law EQS 411 3
Capstone EQS 492 3
Senior Seminar EQS 495 1

Plus, one area of concentration from among the following or minor approved by the academic advisor:

Concentration in Equine Management 20

Equine Farm Operations Management I EQS 209 4
Equine Farm Operations Management II EQS 211 4
Equine Reproductive Management EQS 307 3
Pasture Management EQS 327 3
Equine Facilities Management EQS 337 3
Equine Facility Design EQS 412 3

Concentration in Equine Rehabilitation 21

Equine Rehabilitation I EQS 226 3
Equine Rehabilitation II EQS 326 3
Integrative Performance Clinical EQS 335 3
Exercise Physiology EQS 356 3
Equine Rehabilitation III EQS 426 3
Eastern Medicine EQS 430 3
Nutrition and Pharmacology EQS 435 3

Concentration in Science 21

Students must complete a minimum of 21 hours in the concentration from the courses listed below. Students who intend to pursue graduate studies in veterinary or animal sciences should complete the science courses required by the graduate school of their choice.

Microbiology and Lab BIO 225/BIO 226 4
General Chemistry I and Lab CHM 170/CHM 171 5
General Chemistry II and Lab CHM 175/CHM 176 5
Organic Chemistry I CHM 330 4
Organic Chemistry Lab I CHM 331 1
Organic Chemistry II CHM 335 4
Organic Chemistry Lab II CHM 336 1
Biochemistry CHM 420 3
Biochemistry Lab CHM 421 1
Calculus I and Trigonometry MTH 220 5
Physics I PSC 240 4

Physics Lab I PSC 241 1
Comparative Anatomy and Physiology EQS 325 3
Animal Nutrition EQS 351 3

Return to School of Business, Equine and Sport Studies

Minor in Equine Studies

The minor in Equine Studies will provide students with the knowledge needed to obtain a position in an equine-related field that requires a degree or special training in another field of study. The minor will be beneficial for students pursuing a career in equine-assisted activities as well as for students interested in attending post-graduate programs in animal/equine science or veterinary school.

Minor Requirements 18
Equine Farm Operations Management I EQS 109 4
Equine Farm Operations Management II EQS 111 4
Introduction to Equine Studies EQS 165 3
Equine Anatomy and Physiology EQS 215 3
Equine Anatomy and Physiology Lab EQS 216 1
Choose one of the following courses: 3
- Feeds, Feeding and Forages EQS 251 3
- Equine Reproductive Management EQS 307 3
- Equine Behavior EQS 318 3
- Comparative Anatomy and Physiology EQS 325 3
- Pasture Management EQS 327 3
- Animal Nutrition EQS 351 3
- Exercise Physiology EQS 356 3
- Nutrition and Pharmacology EQS 435 3

Return to School of Business, Equine and Sport Studies

Department of Sport Management

Program Coordinator

Program

Bachelor of Science in Sport Management
Minor in Sport Management

Bachelor of Science in Sport Management (120 hours)

Program Description

The Bachelor of Science in Sport Management at Midway University is committed to providing a positive learning environment where students cultivate their passion for the sport and management professions. The Sport Management curriculum allows students to combine their passion for sport with a well-developed understanding of the business enterprise. A degree in Sport Management allows students to receive the educational foundation and the practical experience necessary to gain access to a career in this competitive industry. The potential job market for graduating students may include, but is not limited to, positions in university athletic departments, professional sport organizations, sport governing bodies, event and facility management, sales, sport marketing, promotions, sporting goods industry, sport media, and parks and recreation departments.

Student Learning Outcomes of Program

- Develop leadership concepts of team building and human relations.
- Apply the requirements of sport management and hold an appreciation of employees as a major asset of a business.
- Facilitate the efficient transfer of goods, services, and ideas from providers to consumers in a manner that satisfies the goals of provider and consumer.
- Demonstrate a proficient level of computer knowledge that enables each student to adapt to an organizations electronic systems and understand the need to keep abreast of changing technologies throughout an organization.
- Apply an understanding of the dynamic work environment and the forces stemming from all aspects of society.
- Formulate ethical standards that guide and direct decision-making and business behavior according to a high level of personal integrity.
- Think critically and apply solutions to specific sport management problems.

Major Requirements 39-42

Introduction to Sport Management Theory and Practice SPM 110 3
Socio-Cultural Dimensions in Sport SPM 200 3
Psychology of Sport SPM 210 3
Communication in Sport SPM 300 3
Financial Applications in Sport SPM 315 3
Legal Issues in Sport SPM 320 3
Management and Leadership in Sport SPM 325 3
Sport Marketing SPM 330 3
Facility Management and Design SPM 340 3
Managing Sport Events SPM 400 3
Internship SPM 410 3-6
Principles of Management BUS 230 3
Principles of Marketing BUS 255 3

Return to School of Business, Equine and Sport Studies

Minor in Sport Management 18

Introduction to Sport Management Theory and Practice SPM 110 3
Sociocultural Dimensions Sport SPM 200.....3
Legal Issues in Sport SPM 320 3
Management and Leadership in Sport SPM 325 3
Choose any two courses from the following: 6
Financial Applications in Sport SPM 315 3
Sport Marketing SPM 330 3
Facility Management and Design SPM 340 3
Managing Sport Events SPM 400 3

Return to School of Business, Equine and Sport Studies

Course Descriptions for the School of Business, Equine, and Sport Studies

Accounting
Business Administration
Computer Information Systems
Economics
Equine Studies
Health Care Administration
Sport Management
Tourism and Event Management

Return to School of Business, Equine and Sport Studies

ACCOUNTING

ACC 210 Principles of Accounting I 3
This course examines principles of financial accounting. Course topics includes the steps of the account cycle, the preparation of financial statements for service and merchandising firms, and the proper accounting for assets and liabilities.

ACC 215 Principles of Accounting II 3
This course examines additional financial statement topics as well as accounting for internal use. Emphasize will be placed on the interpretation of financial data for managerial use in assessing financial position, decision making and planning. Prerequisite: ACC 210.

ACC 370 Intermediate Accounting I 3
This is the first half of a two-semester sequence of courses providing the student with a comprehensive and in-depth investigation of current financial accounting principles and procedures. This course covers construction of all major financial statements, basic principles underlying all statements, and a detailed review of all major asset accounts. Prerequisite: ACC 215.

ACC 371 Intermediate Accounting II 3
This second half of intermediate accounting principles covers topics such as investments, bonds, income tax accounting, leases and pensions, corporate accounting, accounting changes and errors and the statement of cash flows. Prerequisite: ACC 370.

ACC 380 Cost Accounting 3
This course is a study of the function of cost accounting in the management process and survey of the composition and behavior of manufacturing costs. Course will include study of process costing, job order costing, standard costing, variance analysis, budgeting and capital acquisition analysis. Prerequisite: ACC 215.

ACC 408 Federal Tax I 3
This course is the study of income tax law focusing on individuals and property transactions. Emphasis placed on reporting techniques including preparation of tax returns and related schedules.

ACC 409 Federal Tax II 3
Continuation of Federal Tax I involving comprehensive study of advanced topics related to C Corporations, S Corporations, Partnerships, and Estates and Trusts. Course includes tax research. Prerequisite: ACC 408.

ACC 425 Auditing Theory 3
This course examines the auditing environment including legal and ethical considerations in the rendering of financial statement opinions; the independent audit process, internal controls, the planning process and statistical sampling Prerequisite: ACC 371.

ACC 435 Advanced Accounting 3
This course explores accounting for mergers, acquisitions, combinations, preparation of consolidated work papers and financial statements, partnerships, fiduciary and fund accounting, and other advanced topics. Prerequisite: ACC 371.

ACC 444 Accounting Information Systems 3
This course is a study of the Accounting Information Systems (AIS). AIS is a set of interrelated activities, documents, and technologies designed to collect data, process it and report information to a diverse group of internal and external decision makers in organizations. Prerequisite: ACC 371.

BUS 490 Capstone 3
This course requires students to demonstrate their abilities by preparing an independent research project and completing the ETS Major Field Test.

Return to Course Descriptions

BUSINESS ADMINISTRATION

BUS 230 Principles of Management 3
This course is the study of the concept of management in organization, its structure, relationships, processes and systems. The analysis of basic theories and practices of management utilized in the creation and production of goods and services through public or private organizations will be examined. The course focuses on the four primary management functions: planning, leading, organizing and controlling.

BUS 255 Principles of Marketing 3
This course is a study of marketing within the context of the whole business system. Emphasis will be placed on the distribution of goods and services from producer to consumer as well as on the identification of markets, environmental factors, product, price and promotion.

BUS 313 Business and Organizational Communication 3
This course investigates the role of both formal and informal communication in creating a productive organizational environment. It emphasizes communication skills including presentations, interpersonal and group interactions, and writing. Writing style, form, vocabulary, and grammar are examined in the context of business letters, memoranda and reports.

BUS 319 Business Research Methods.....3
This course provides an overview of research design to be applied to both academics and management. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. While students will not perform statistical analysis during the class, interpretation and understanding of statistical data and its significance to data analysis is an important course outcome.

BUS 321 Managerial Finance 3
The focus of this course is on the issues faced by the financial manager. Students will build on their understanding of accounting to carry out financial planning and analysis. Topics of analysis include time value of money, valuation concepts, and capital budgeting decisions. Students will learn the basic financial tools for evaluating, planning, and decision-making.

BUS 340 Legal Environment of Business 3
The role of law in society is reviewed with respect to its nature, functions and purpose. Law is viewed as a process of settling disputes or facilitating and protecting voluntary agreements and as a dynamic force in resolving acute social conflicts.

BUS 341 Business Law 3
A continuation of Legal Environment of Business with emphasis on the CPA and the law, business organizations, debtor-creditor relationships, government regulation of business, the Uniform Commercial Code, and property law.

BUS 390 Global Business 3
This course is an analysis of international economic and financial developments. Emphasis will be placed on current issues in the operation of the international financial system.

BUS 425 Special Topics in Business 3
This course is designed to provide a student with a wide variety of understanding in various business disciplines. The topics may include current problems in accounting, finance, information systems, economics, management, and/or marketing. Different material will be offered each term so the course may be repeated for credit if the course material offered has not been repeated.

BUS 466 Management Science 3

This course uses business forecasting and statistical methods to analyze business problems. It prepares students to understand how forecasting and data analysis are used in business. Statistical methods such as moving average, exponential smoothing, autoregression, linear and multiple regression, and ARIMA are used in this course.

BUS 490 Capstone 3

This course requires students to demonstrate their abilities by preparing an independent research project and completing the ETS Major Field Test.

BUS 495 Business Internship.....3

This course allows students to gain practical work experience in business, government or a nonprofit organization under the supervision of an academic advisor and a field supervisor.

BUSM 500 Strategic Management.....3

Strategic Management presents the essential tools and concepts of strategic development and implementation. The course has three distinct parts: a) strategic analysis; b) strategic choice (generic and/or grand strategy options; c) strategic implementation and control. Topics covered will include mission, vision, values, internal and external environmental analysis, competition, strategic choices).

BUSM 501 Fundamentals of Graduate Business 3

Designed for students whose baccalaureate degree is not in Business, the course includes foundational concepts in accounting, economics, management, and marketing. The course must be completed successfully within the first term of enrollment in the MBA or the student will not be allowed to enroll in subsequent courses.

BUSM 510 Economic Analysis for Business Decision-Making 3

The focus of the course is the practical application of microeconomic principles to the management of a business enterprise. Since all business firms survive because there is a demand for the products or services that they produce, the behavior of consumers under various general economic and externality conditions is of primary interest to business managers. Three major areas of interest to management will be examined sequentially.

BUSM 520 Leadership and Effective Decision-Making 3

Leadership is a process by which a person influences others to accomplish an objective and direct the organization. This course is designed to help learners understand the leadership process, use critical thinking to make sound decisions, and understand the ethical ramifications of their decisions.

BUSM 530 Management Issues 3

The course addresses the challenges that students face in working with groups in the workplace and assists students in identifying their own individual management strengths and weaknesses. Attention will be given to identifying the major management issues confronting today's executives.

BUSM 540 Organizational Behavior 3

This course focuses on the patterns of interaction that occur among people and teams in organizations and on how these interactions impact the organization. The course assists a learner in developing a clear understanding of the organization internally and of how an organization can transform its competitiveness externally by virtue of how well it copes with and develops major behavioral issues in the day-to-day management of the enterprise.

BUSM 550 Business Law 3

The course examines issues such as business structure, taxes, personnel, intellectual property rights, and indemnity. Students are provided with an introduction to legal reasoning, briefing a case, the judicial system, civil procedure, and business ethics. Students then move on to studying intentional torts, negligence and strict liability.

BUSM 600 Strategic Marketing Management 3

This course demonstrates differences between a product-oriented organization, a sales- oriented organization, and a marketing-oriented organization. The course stresses that organizations need to be customer-led (buyer behavior), and adopt an 'outside-in' rather than an 'inside-out' approach.

BUSM 620 Global Business 3

This course focuses upon the multinational corporation (MNC) by exploring the strategies and management practices of large global entities, comparing and contrasting U.S. MNCs with those from Europe, and Asia, notably Japan and South Korea. Attention is also paid to MNCs from emerging economies such as China. This course also considers the international business environment.

BUSM 630 Financial Management 3

This course involves the development and application of theoretical and empirical principles for financing a business concern's assets so as to maximize the value of ownership interest. Emphasis will be placed on the application and interpretation of analytical techniques for financial evaluation of investment opportunities. Topics covered include financial statement analysis, the time value of money, sources of money and capital market financing, asset and liability valuation, risk adjusted rates of return, capital budgeting, the effects of capital structure on the firm's cost of capital, and the effects of financial leverage on the viability of the firm and the return on owner equity. The course provides the student with the knowledge and skills to evaluate alternate investment and financing options.

BUSM 640 Operations Management 3

In this course students explore the problems and issues confronting operations managers as well as the language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations.

Because the course deals with the management of processes it applies to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

Return to Course Descriptions

COMPUTER INFORMATION SYSTEMS

CIS 235 Application Software 3

This course teaches students how to use some of the most popular categories of business software: word processing, electronic spreadsheets, database management software, and presentation software. CIS 235 assumes no prior knowledge of these software applications; however, it also introduces advanced techniques for the experienced user. Each package studied begins working at a novice level and quickly progresses to an advanced level. The course is taught in a hands-on laboratory fashion.

CIS 330 Introduction to Management Information Systems 3

This course introduces the fundamental concepts of information systems and the ways they are applied in business. Case studies providing conceptual, hands-on and team activities will be utilized. The class will strengthen problem-solving skills using real-life business simulations.

Return to Course Descriptions

ECONOMICS

ECO 217 Principles of Micro Economics 3

This course continues the study of economic theory. It emphasizes relationship between consumers and firms, distribution and public policy.

ECO 220 Principles of Macro Economics 3

This course is an introduction to the nature of the price system, theories of income, employment and inflation, and government involvement in the market system through fiscal and monetary policy.

Return to Course Descriptions

EQUINE STUDIES

EQS 109 Equine Farm Operations I 4

This hands-on practicum will familiarize the student with basic horse husbandry while fostering leadership skills, effective communication, and teamwork. Students will participate in daily work on the farm as part of the course requirements, including some weekends and evenings. This course is required for all pre-equine students in order to be considered for entrance into the Equine Studies program.

EQS 111 Equine Farm Operations II 4

This course is a continuation of EQS 109. Students will continue to participate in daily work on the farm as part of the course requirements, with more scope of responsibility and emphasis on leadership and communication. Some weekend and evening participation in equine operations activities will be required. This course is required for all pre-equine students in order to be considered for entrance into the Equine Studies program.

EQS 165 Introduction to Equine Studies 3

This course will introduce students to a variety of aspects of the equine industry, with a heavy focus on career opportunities. Topics covered in this class include: evolution of the horse and breed development, horse identification, careers with direct contact with horses, careers which support the equine industry, and the importance of internships, networking, and marketing when pursuing a career. This course is required for all pre-equine students in order to be considered for entrance into the Equine Studies program.

EQS 209 Equine Farm Operations Management I 4

This course is for students who have been fully accepted into the Equine Studies program and have chosen the Horse Management concentration. This practicum is designed to develop students' management skills by utilizing the Midway University equine facilities as a teaching model. Students will be expected to participate in daily equine farm operations management activities and decision-making under the supervision and guidance of an equine faculty or staff member. Some weekend and evening participation in equine operations management is a requirement of this course.

EQS 210 Topics in Equine Management 1

This course is a survey of current topics in the equine industry. Topics of this course may include but are not limited to training theory, course design, event management, and history, development and use of specialized equipment. This course may be repeated provided that the content is different.

EQS 211 Equine Farm Operations Management II 4

This course is for students who have been fully accepted into the Equine Studies program and have chosen the Horse Management concentration. This course is a continuation of EQS 209, with emphasis on equine healthcare management and management of farm personnel. Students will continue to participate in farm management activities

under the supervision and guidance of an equine faculty member. Some weekend and evening participation in farm operations management is a requirement for this course.

EQS 214 Equine Healthcare Management 3

Various aspects of healthcare management emphasizing a scientific basis for applied management decisions are addressed in this course. Common pharmaceuticals, their administration, control, and legal aspects to their uses in equine sports are identified. The veterinarian-owner-patient relationship is covered in context with the Veterinary Practice Act with emphasis on accurate communication between owner and veterinarian. Equine nursing management and pain identification are key components to maintaining ethical healthcare decisions. Finally, preventative care emphasizing factors for routine care such as disease control, de-worming and dental work are discussed.

EQS 215 Equine Anatomy and Physiology 3

This course is a general study of the anatomy and physiology of the horse. Students will learn about the skeletal, muscular, cardiovascular, respiratory, digestive, urinary, reproductive and nervous systems. The relation of form to function is emphasized throughout all systems. This course is required for all pre-equine students in order to be considered for entrance into the Equine Studies program.

EQS 216 Equine Anatomy and Physiology Laboratory 1

This is the companion laboratory to EQS 215 and continues the introduction to the various systems of the horse. Students will study the various organs of the systems and their relationships to each other. This course is required for all pre-equine students in order to be considered for entrance into the Equine Studies program.

EQS 226 Equine Rehabilitation I 3

This course is a study of management and scientific theory in the rehabilitation and athletic performance of horses. Included in the course is a discussion of choice and application of the various therapeutic modalities. Modalities covered include mechanical manipulation, electrophysical agents such as heat and cold, electrical stimulation, infrasound, and ultrasound. Students will be expected to spend time in the equine facility obtaining hands-on experience using therapeutic modalities as part of the course requirements. Prerequisites: EQS 215 and EQS 216.

EQS 251 Feeds, Feeding and Forages 3

This is a practical equine nutrition course designed specifically for students interested in management positions. Identification and use of grains, forages, supplemental feeds, and additives will be discussed. In addition, students will learn methods of assessing feed quality, feed value, and price as well as proper storage of feeds. Basic digestive anatomy, digestion, and ration formulation for various classes of horses and feed processing methods will also be discussed. Prerequisites: EQS 215 and EQS 216.

EQS 307 Equine Reproductive Management 3

Students will be responsible for identifying, assessing and interpreting scientific principles of equine reproduction and using their assessments to propose management decisions in an equine model. Topics for this course will include horse selection, mare and stallion management, foaling, neonatal care, reproductive diseases and disorders, and lactation. Prerequisites: EQS 215 and EQS 216.

EQS 309 Topics in Equine Studies.....1

Topics in this course will be presented in a seminar format. Topics will change each time this course is offered and may include, but are not limited to horses in the arts, horse and human interaction, marketing, sales prep, event management, etc. This course, with a different topic, may be repeated.

EQS 314 Writing in Equine Studies 3

In this course students will complete a sustained research and writing project related to their interests in equine studies. Analysis of the rhetoric and methodologies of research will also occur. Students will also explore other forms of writing appropriate to the equine industry. A grade of C or higher is required. Prerequisites: ENG 101 and ENG 102.

EQS 318 Equine Behavior 3

Normal and abnormal horse behaviors, including stereotypes, will be discussed in this course. Students will learn how behavior affects the raising, training, and management of horses. Behaviors explored will include communicative, injective, sexual, social, aggressive, and abnormal behaviors. The evolution of the horse, its relationship with the environment and how this explains actions and reactions of the horse will also be explored. Prerequisites: EQS 215 and EQS 216.

EQS 325 Equine and Comparative Anatomy and Physiology 3

A study of the anatomy and physiology of the skeleton and joints, digestive, respiratory, cardiovascular, and endocrine and nervous systems. This course is also a comparative study of anatomy and physiological processes among farm species. Prerequisites: EQS 215 and EQS 216 and any Biology course with a laboratory.

EQS 326 Equine Rehabilitation II 3

This course is a continuation of EQS 226. Discussion of the various therapeutic modalities will be continued, with the addition of the role of controlled movement and loading in equine rehabilitation. Students will be expected to develop therapeutic and rehabilitative strategies for individual horses within the University's equine facility. Students will be expected to participate in rehabilitation and administration of therapy as part of the course requirements. A portion of this course may include traveling to facilities outside of the University to gain hands-on experience under the supervision of an equine faculty member. Prerequisite: EQS 226.

EQS 327 Pasture Management 3

This course focuses on the distribution of various forage crops and their adaptations to soil and climate. Also discussed are selection of forages, seeding rates and mixtures, forage productivity, and weed and pest control. Prerequisites: EQS 215, EQS 216, EQS 251 and any General Education natural science requirement.

EQS 335 Integrative Performance Clinical 3

Students will observe and apply integrative performance skills with emphasis on athletic maintenance. Procedures in care and clinical assessment, record keeping, and communication will be emphasized. This clinical experience will take place primarily at the Midway University equine facilities with opportunities for off-campus observations. Prerequisites: EQS 326 and EQS 356.

EQS 337 Equine Facilities Management 3

This course covers aspects of facilities management such as indoor and outdoor arena surface footing types and care, selection of farm equipment, care and maintenance of farm equipment, barn safety and repair, care and management of different stall floor surfaces, bedding options, disinfection procedures, quarantine protocols, biosecurity in relation to facility management, and the impact that horse farm management has on the environment. Prerequisite: EQS 211.

EQS 351 Animal Nutrition 3

The digestive systems, nutritional requirements, formulated rations, and economical feeding programs for farm animals and selected companion animals are discussed. There will be an exposure to computerized ration balancing techniques, in addition to the principles of ration formulation by hand methods. Prerequisite: EQS 251.

EQS 356 Exercise Physiology 3

This course is a comprehensive study of exercise physiology as it relates to anatomy, gait analysis, physiological response to training, and biomechanics. The effect of the rider on performance is also discussed. Prerequisites: EQS 215 and EQS 216 and any General Education natural science requirement.

EQS 395 Internship 3-6

This is an individually planned program allowing the student to gain practical work experience in the horse industry under the supervision of an academic advisor and a field supervisor. A minimum of 180 contact hours at a farm or other equine business is required.

EQS 411 Animal Ethics, Welfare, Rights, and Law 3

This course will be presented in a survey format. Topics will include ethical concerns regarding the animal rights and welfare movement and the impact of this movement on the equine industry. Prerequisites: EQS 318, PSY 180 or SOC 120.

EQS 412 Equine Facility Design 3

Students will be responsible for identifying design considerations and critically assessing facilities based on presented topics. At a minimum, topics will include farm layout, stable and housing design, manure management, safety and emergency planning, and environmental considerations for equine farms.

EQS 426 Equine Rehabilitation III 3

This course is a continuation of EQS 326. It is a case-based course with emphasis on hands-on application of rehabilitation techniques and therapeutic modalities. This course will require traveling to facilities outside of the University in order to obtain field experience working with athletic horses. All procedures will be performed under the supervision of an equine faculty member. Prerequisite: EQS 326.

EQS 430 Eastern Medicine 3

In this course students learn to evaluate the horse using concepts of eastern medical thought. Eastern veterinary medicine will be presented in comparison to the approach of western veterinarians. Topics discussed in this course include but are not limited to acupuncture/acupressure, energy therapies, aromatherapy, and the use of herbal therapies.

EQS 435 Equine Nutrition and Pharmacology 3

This is an advanced nutrition course which focuses on the biochemical aspects of nutrition. Nutrient metabolism as it relates to performance is covered in this course. Current research in equine nutrition will be incorporated into lectures, including application to practical management. Supplements, nutraceuticals, and pharmaceuticals used to aid in performance are also discussed. A class in organic chemistry or biochemistry is highly recommended before taking this course. Prerequisite: EQS 251.

EQS 492 Equine Studies Capstone 3

This course is the culmination of a student's undergraduate educational experience in Equine Studies. It integrates a liberal arts education with competency in the area of emphasis. Students will be expected to complete an independent project related to their interests in science, management, or business. Projects may include, but are not limited to, a research project, business plan, or other project as approved by the instructor. Prerequisite: senior status.

EQS 495 Equine Senior Seminar 1

This capstone course summarizes the student's educational experience in Equine Studies at Midway University and prepares her for a leadership role in the equine industry. Prerequisite: senior status.

EQS 602 Equine Entrepreneurship 3

This course provides an understanding of the scope of the equine industry and its economic value to society. The course introduces the management skills necessary for a successful venture development in the equine industry through

knowledge and skills in effective equine health care and prevention. Students will develop a business plan for a start-up equine venture.

EQS 612 Legal Issues and Risk Management in the Equine Industry 3

Students will learn to identify issues/situations in supervision and management, risks and liability, discrimination, and contracts.

EQS 613 Environmental Farm Management.....3

In this class students will develop a working knowledge of agricultural environmental management. Topics include, but are not limited to: ventilation and manure management, rural development policies, and local land use planning. Soil and water management for pasture and crop production and environmental protection will also be included, as will development of nutrient management plans. These topics will be tied to the NAAEE standards and guidelines as well as to KCAS. **(Recommended especially for elementary school teachers and for middle school teachers who teach in schools in which science is not offered every year.)**

Farm Management Plan: In the final assignment for the course connections with the KCAS will be made. Candidates will describe how each topic in the plan might be addressed at the following levels: elementary, middle school and secondary.

EQS 622 Ethics and the Equine Industry.....3

This course provides an introduction to problems of moral philosophy in the equine industry. Ethical philosophies will be examined such as moral relativism, subjectivism, and the role of religion in morality. Historically important and current theoretical approaches to ethics that provide systematic procedures for answering questions about right and wrong will be examined. The course will consider a variety of important moral issues such as famine relief, animal rights, and euthanasia.

EQS 632 Marketing and Promotion.....3

This course will focus on analyzing and producing a variety marketing and communication strategies for different types of equine businesses.

EQS 642 Equine Studies Capstone.....6

Students will develop a literature review and proposal of a question to be explored, select and employ appropriate methodologies to research, analyze, develop conclusions and recommendations, and submit a final capstone paper and present the results orally.

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HEALTH CARE ADMINISTRATION

HCA 300 Health Care Economics 3

Applying principles of micro and macroeconomics, the student will address issues of health insurance, hospital services, physician services, and other health care industry concerns. This course is a comprehensive study which examines multiple economic factors that are essential for the successful health care professional to understand. The ability to anticipate economic conditions will allow health care professionals to use critical thinking and to be proactive in their economic approach as in the health care arena.

HCA 301 Ethics in Health Care 3

Students in this course study moral and ethical issues that concern health care professionals, including health care values, obligations, rights, and needs. Ethics in Health Care is a comprehensive course which examines a variety of complex ethical issues common in today's health care environment. The study of ethical issues as related to health care discussed in this course will prepare the students to meet the ethical challenges they will face in the health care profession. This course is designed to challenge the student's critical thinking skills as introduced in a variety of complex ethical issues associated with the delivery of health care. This course is presented in a way to teach each student to examine his or her own values.

HCA 305 Management Information Systems 3

This course contains topics which covers a range from HMIS history; chief executive officer/chief information officer roles and responsibilities; health IT and Internet use; HMIS enterprise software, virtual communities and networks; patient-centric management systems; HMIS interoperability; HMIS strategic planning; HMIS developments; HMIS project management; HMIS standards governance and international perspectives; to HMIS innovations. This course offers realistic and real-world scenarios which set the stage for topic discussions in the field of health care management information systems (HMIS) and health informatics (HI). Short cases illustrate concepts, and related mini-case questions promote critical thinking and case discussions.

HCA 307 Health Insurance Claims Management 3

This course presents various categories of insurance, including universal health insurance, private insurance, Medicare, and Medicaid. It covers various disease classification systems needed to understand and process insurance claims. It also includes electronic billing procedures. Students in this course will investigate, explore, and analyze major health insurance programs and claims issues that concern health care professionals. This course will aid the student in refining his/her critical thinking skills in awareness of current events pertaining to ever-changing health insurance claims.

HCA 312 Health and Medical Care Delivery Systems 3

The course provides a review of the wellness-illness spectrum and the societal response in terms of health care services. Topics to be covered include the nature and functions of health services agencies and professionals and the impact of social, political, economic, regulatory, and technological forces. The online course includes a discussion of major health problems and related health care programs. Student evaluations include written assignments. The course is designed to provide a basic overview of health care delivery systems including foundations, resources, processes, outcomes, and outlooks.

HCA 400 Legal Issues in Health Care 3

Students in this course will study, examine, and analyze legal issues that concern health care professionals including tort law, criminal aspects, contracts, civil procedures, and trial procedures. In addition, students will study regulations including legal constraints, liability, negligence, patient rights, confidentiality, and responsibility for ensuring legal compliance. The course also considers professional requirements for staff, regulatory requirements, and patient issues. In addition, the course examines legal issues related to businesses as well as special issues related to health care.

HCA 405 Management and Planning in Health Care 3

Students in this course will study, examine, and analyze management planning that concerns health care professionals, including the underlying basis for health services utilization, public health services, hospitals, and health systems. This course is a study of basic systems and strategies for managing health care delivery organizations and planning for their effectiveness and efficiency. It covers the recruiting of staff and the supervising of job performance. The course also addresses techniques for strategic and operational planning and provides an overview of business practices in health care organizations.

HCA 412 Health Care Policy.....3

This course introduces students to the U.S. health care system, covering the philosophical, economic, and political dimensions of health care debates. Topics include health insurance coverage, the role of drug companies, physician arrangements, training of health care professionals, legislative practices at the national and state levels, cost containment, and access to care. The course explores the historical significance of public policy that is the basis for today's complicated health care policy. The students will study the distinctive way in which health care policy is shaped by political culture, class relationships, and economic resources.

HCA 418 Financial Management of Health Care Organizations 3

This course is intended to be the primary introductory course in health care financial management at both the undergraduate and graduate levels. The purpose of the course is to introduce nonfinancial students and managers to the fundamental concepts and skills necessary to succeed as managers in an increasingly competitive employment environment. This course includes an overview of financial management, the organization of financial management including updated information on job opportunities and salaries, and the tax status of health care organizations, including the most recent court cases differentiating for-profit and not-for-profit health care organizations.

HCA 492 Health Care Seminar III 3

Seminar III is the capstone course of the program. It is expected that each student will be able to think critically and both communicate and implement solutions to common problems facing the health care industry. During this five-week course, students will focus on the Governing Board and a complete a project which will be a comprehensive review and discussion of the eleven areas of study in the HCA program. Requires instructor's approval.

HCA 602 Advanced Health Care Financial Management 3

This course will focus on case studies that present an overview of financial theory and financial management principles and concepts in a health care setting. Topics include discounted cash flow analysis, long-term debt financing, equity financing, capital budgeting, analysis, and forecasting.

HCA 612 Health Care Politics and Policy 3

This course presents the basic institutions and political strategies of contemporary health policymaking, focusing on the politics of coverage expansion at the state and federal levels and other current political developments. Major topics will include analyzing the structure and lessons of various federal coverage programs and student-led research into the politics of state health coverage schemes.

HCA 622 Advanced Health Care Management.....3

Students will study operating and administrative issues in health systems with emphasis given to hospital operation, organization, and administration. The future role of health care is examined in the context of integrated delivery models and systems.

HCA 632 Ethics and Management Dilemmas in Health Care 3

This course examines the role of organizational ethics in health care. Analysis focuses on the integration of clinical, professional, and organizational ethics in health care to foster culturally competent patient-centered care. The study considers relevant standards in the field such as the Joint Commission's accreditation standards for hospitals, theoretical issues, relevant principles, and practical topics.

HCA 642 Capstone in Health Care.....6

Students will develop a literature review and proposal of a question to be explored, select and employ appropriate methodologies to research, analyze, develop conclusions and recommendations, and submit a final capstone paper and present the results orally.

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SPORT MANAGEMENT

SPM 110 Introduction to Sport Management Theory and Practice 3

This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities in the sport industry and to sport principles as they apply to management, leadership style, communication, and motivation.

SPM 200 Sociocultural Dimensions in Sport 3

This course is designed to assist students in the development of an understanding of sport from a sociological perspective. Major issues and controversies of sport in society will be examined. Topics include the role of research and theory, sport socialization, youth sport, amateur sport, sport and the economy, sport and media, and sport and politics. Students will be asked to think critically about sport as a part of social life.

SPM 210 Psychology of Sport 3

This course is designed to provide students with an understanding of the theoretical structure that underlies psychology as it has been applied to sport. There will be a particular emphasis on the psychological concerns that confront coaches, physical educators, organizations, athletes, and teams.

SPM 300 Communication in Sport 3

This course is designed to introduce sport management students to the principles of interpersonal communication, mass communication, and interaction with the public as they relate to the sport industry. Students will learn the concepts and practices of sports communication through class lectures, writing assignments, case studies, and projects. The course will study the role of communications in management, both internal and external, to the sport industry and discuss news release writing and working with and utilizing the various forms of media.

SPM 315 Financial Applications in Sport 3

This course is designed to assist students in developing an understanding of the importance of financial management principles in the administration of sports, recreation, and athletic programs. Focus will be placed on sound financial budgeting, financial analysis, and sources of revenue and expenses for sport organizations.

SPM 320 Legal Issues in Sport.....3

This course is designed to enhance the student's knowledge about the legal system as it pertains to sport law. The course will include legal basics, including contract law principles, general tort theories, general criminal law principles, fundamentals of Title IX, relevant disability related statutes, constitutional frameworks related to the regulation of drugs in sport, international sport legal issues, antitrust issues, labor issues, intellectual property issues, and religious issues related to sport. The student's understanding of the basic legal concepts concerning both contract law and tort law in sport will provide a sound foundation to recognize legal liability exposure in the sport workplace.

SPM 325 Management and Leadership in Sport 3

This course emphasizes the management and leadership principles related to the business of sports. It includes personnel, programs, marketing, media, financial management, and an overview of career opportunities in this rapidly expanding field. Elements of leadership theory and practices relating to managerial responsibilities are also covered.

SPM 330 Sport Marketing 3

This course is designed to assist students in applying fundamental marketing concepts to the sport industry and developing a conceptual understanding of sport marketing principles, sport marketing applications, product and service analyses, corporate sponsorships, sport marketing plans, and the use of case analysis to critically evaluate and solve sport marketing problems. Students will work individually on class projects as well as work with groups of their peers on out-of-class assignments. A portion of the course will include research and presentation of case studies.

SPM 340 Facility Management and Design 3

The purpose of this course is to provide students with a broad understanding of the planning and management of sport facilities. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluation.

SPM 400 Managing Sport Events 3

The purpose of this course is for the students to apply principles of organizational leadership and management as they relate to event planning in sport management. The class culminates in the administration of a professional event utilizing skills developed in the curriculum.

SPM 410 Internship 3-6

Internships are an excellent way for students to gain experience in a new environment, growing personally while they are contributing to the goals of the organization in which they are working. This 200-hour experience focuses on the combination and integration of various concepts by applying them to the analysis and solution of problems viewed in the context of the sport management discipline. Supervision will jointly be provided by the organization and the Midway University Department of Sport Management coordinator. Students will gain practical hands-on experience, enhance skills learned in the classroom and acquire contacts with professionals in the sport management field. This course is graded pass/fail.

SPM 425 Advanced Topics in Sport Management 3

This course is designed to provide a student with a wide variety of understanding using terminology in sports management. Different materials will be offered each term so the course may be repeated for credit if the course material is different.

SPM 602 Sports Law 3

This course provides an overview of general sport business practices, including entity formation, insurance, taxes, accounting, and contracts and negotiations. Students will explore the theories of negotiation and strategy in developing solution-oriented processes for achieving results in the sports business. Students will investigate the relationships among organizations, sponsors, vendors, and distribution outlets. Students will also explore a variety of topics including content creation, conflict and dispute resolution and remedy, theoretical processes and strategies, creativity in contract writing, and enforcement of terms.

SPM 612 Sports Organization Finance 3

This course provides the student with a practical background regarding the principles of financial management, economic theory, and financial systems for the purpose of planning, administering, reporting, and evaluating financial performance in sport-related industries.

SPM 622 Sport Marketing.....3

This course will provide an intensive evaluation of marketing techniques and promotional strategies. Topics will include the marketing mix, new product strategy, services, interactive promotion, event marketing, and value-added marketing.

SPM 632 Organizational Behavior in Sports 3

This course will examine theories and patterns of organizational behavior with particular emphasis on the needs and attributes of a diverse workforce.

SPM 642 Capstone in Sport Management.....6

This course emphasizes the improvement of personal effectiveness in the work environment for sport managers. Students will develop observational skills needed for the sport industry by thinking critically, solving problems, and applying various change models. Sport management articles will be analyzed and critiqued. The course prepares students to market their skills to the sport industry.

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TOURISM AND EVENT MANAGEMENT

TEM 470 The History and Evolution of Bourbon 3

This course is designed for students to examine the history of bourbon in American culture. Students will investigate the cultural, political and economic influences on the bourbon industry as well as the influence of the bourbon industry on America. Students will also consider the regulation and legislation that impacts the production and distribution of bourbon. An emphasis will be placed on interpreting the history and significance of bourbon to visitors.

TEM 472 Bourbon Women: Craft to Consumption 3

This course examines the contributions of women in bourbon manufacturing from early America through prohibition to the present. It also explores the appeal of bourbon to women as consumers of the high proof spirit. Attention will be placed on how social, cultural, economic, and political forces shaped the lives of these "Bourbon Women."

TEM 474 Bourbon Distillery and Visitor Center Operations.....3

Bourbon is big business in the Bluegrass State and is a distinctive spirit product of the United States. This course is designed to explore the business and industry side of bourbon including marketing, branding, distribution and consumers. This class will consider the Distilleries and Visitor Centers from an attractions perspective. Students will study visitor center management including retail and tour operations. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific date requirements. Prerequisite: TEM 470

TEM 475 Fermentation, Distillation and Maturation Science 3

This course considers bourbon from a manufacturing perspective. From raw materials to
finished product, this class will provide a detailed analysis of the fermentation process, the various means of distilling grain spirits the science behind the barrel and maturation. Attention will be placed on describing and interpreting the manufacturing process to consumers. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 470

TEM 476 The Bourbon Experience and Hospitality.....3

This course will consider the sensory evaluation of bourbon and the process of guiding a guest through a bourbon tasting. Students will focus their presentation skills as they discuss etiquette, food pairing, glassware and sensory evaluation. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 470

TEM 478 Scotland's Malt Whisky Trail and Tourism.....3

This course is designed for students to experience a collective sequence of attractions known as a tourism trail. Students would tour distilleries on Scotland's Whisky Trail and related attractions. This experience could be compared to the Kentucky Bourbon Trail and parallels examined. From a tourism planning standpoint, considerations will be given to the Malt Whisky Trail's organization, structure, funding and marketing. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 470

TEM 480 Special Topics 3

This course allows for some flexibility within the curriculum to offer topics of particular interest to students but not as a permanent addition to the course offerings. Course may be repeated under different topics.

TEM 485 Independent Study 3

This course is designed for students to work independently with a faculty member on a project of particular interest beyond the traditional classroom experience. Students would be required to create a learning contract and work with the faculty member to develop outcomes, deliverables and deadlines. Course may be repeated under different topics.

TEM 570 The History and Evolution of Bourbon 3

This course is designed for students to examine the history of bourbon in American culture. Students will investigate the cultural, political and economic influences on the bourbon industry as well as the influence of the bourbon industry on America. Students will also consider the regulation and legislation that impacts the production and distribution of bourbon. An emphasis will be placed on interpreting the history and significance of bourbon to visitors.

TEM 572 Bourbon Women: Craft to Consumption 3

This course examines the contributions of women in bourbon manufacturing from early America through prohibition to the present. It also explores the appeal of bourbon to women as consumers of the high proof spirit. Attention will be placed on how social, cultural, economic, and political forces shaped the lives of these "Bourbon Women."

TEM 574 Bourbon Distillery and Visitor Center Operations.....3

Bourbon is big business in the Bluegrass State and is a distinctive spirit product of the United States. This course is designed to explore the business and industry side of bourbon including marketing, branding, distribution and consumers. This class will consider the Distilleries and Visitor Centers from an attractions perspective. Students will study visitor center management including retail and tour operations. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific date requirements. Prerequisite: TEM 570, TEM 610

TEM 575 Fermentation, Distillation and Maturation Science 3

This course considers bourbon from a manufacturing perspective. From raw materials to finished product, this class will provide a detailed analysis of the fermentation process, the various means of distilling grain spirits the science behind the barrel and maturation. Attention will be placed on describing and interpreting the manufacturing process to consumers. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 570

TEM 576 The Bourbon Experience and Hospitality.....3

This course will consider the sensory evaluation of bourbon and the process of guiding a guest through a bourbon tasting. Students will focus their presentation skills as they discuss etiquette, food pairing, glassware and sensory evaluation. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 570

TEM 578 Scotland's Malt Whisky Trail and Tourism.....3

This course is designed for students to experience a collective sequence of attractions known as a tourism trail. Students would tour distilleries on Scotland's Whisky Trail and related attractions. This experience could be compared to the Kentucky Bourbon Trail and parallels examined. From a tourism planning standpoint, considerations will be given to the Malt Whisky Trail's organization, structure, funding and marketing. Course fee may apply. Students must be 21 prior to the first day of class. A residential component is required. See course schedule for specific dates. Prerequisite: TEM 570

TEM 580 Special Topics 3

This course allows for some flexibility within the curriculum to offer topics of particular interest to students but not as a permanent addition to the course offerings. Course may be repeated under different topics.

TEM 585 Independent Study 3

This course is designed for students to work independently with a faculty member on a project of particular interest beyond the traditional classroom experience. Students would be required to create a learning contract and work with the faculty member to develop outcomes, deliverables and deadlines. Course may be repeated under different topics.

TEM 610 Tourism Industry Analytics.....3

This course will consider local, regional, state, national and international forms for measuring tourism. A focus will be on evaluating and interpreting secondary data and conveying the meaning and significance of those analytical measures.

TEM 642 Bourbon Capstone Experience 6

Students will develop a literature review and proposal of a question to be explored, select and employ appropriate methodologies to research, analyze, develop conclusions and recommendations, and submit a final capstone paper and present the results orally.

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The School of Health Sciences

Barbara Kitchen, DNP, Dean

Programs

Bachelor of Science in Health Sciences
Bachelor of Public Health
Minor in Public Health
Associate of Science in Nursing
Bachelor of Science in Nursing for Registered Nurses (RN-BSN Completion Program)
Master of Science in Nursing
Course Descriptions for the School of Health Sciences

Department of Human Health Services

Raymond Hill, Dr. PH, Chair

Bachelor of Science in Health Sciences (120 hours)

Program Description

The Health Sciences program at Midway University is designed for students who intend to attend graduate school in one of the allied health professions. The program provides students with a strong foundation in biology, chemistry, mathematics, and physics as well as general education requirements.

Student Learning Outcomes of Program

- Analyze the scientific, environmental, and behavioral factors affecting human health.
- Explain the health system, its processes and issues, and the factors that affect it: cultural, legal, behavioral, financial and others.
- Demonstrate scientific knowledge of the major challenges impacting human health.
- Utilize quantitative and qualitative data to analyze and assess public health issues in an ethical manner.
- Provide examples and explanations of the connection among all the factors – scientific and environmental that impact human health.
- Demonstrate knowledge of the concepts and principles of the basic science, the application of the scientific method, and the interpretation of data from scientific literature to conduct research.
- Utilize laboratory procedures independently and analyze the results.
- Apply scientific concepts to experiments and to disseminate the conclusions accurately and clearly.

Major Course Requirements 49-51
General Biology I BIO 103 3
General Biology I Laboratory BIO 104 1
General Biology II BIO 105 3
General Biology II Laboratory BIO 106 1
Anatomy and Physiology I BIO 190 3
Anatomy and Physiology I Laboratory BIO 191 1
Anatomy and Physiology II BIO 198 3
Anatomy and Physiology II Laboratory BIO 199 1
Medical Vocabulary BIO 204 2
Microbiology BIO 225 3
Microbiology Laboratory BIO 226 1
Cell Biology BIO 241 3

Genetics and Molecular Biology BIO 325 3
Ethical Issues in Science BIO 401 3
Introduction to Biological Research BIO 405 1
General Chemistry I CHM 170 4
General Chemistry Laboratory I CHM171....1
Experiential Learning HSC 120/220/320/420 .... 1/3
College Algebra MTH 140 3
Probability and Statistics MTH 245....3
Physics I PSC 240....4
Physics Laboratory I PSC 241 1

Return to School of Health Sciences

Bachelor of Public Health (120 hours)

The Curriculum Guide for Undergraduate Public Health Education published jointly by the Association for Prevention, Teaching, and Research (APTR) and the Association of American Colleges and Universities (AAC&U) establishes the goals, curricular areas, teaching methodologies, and learning outcomes for Public Health programs at the baccalaureate level. Analysis of existing public health baccalaureate programs demonstrates that all include course work within three broad areas: public health, global health, and epidemiology. The Midway BPH curriculum includes these components. The program is designed to prepare students for entry-level positions in the public health field upon graduation and to prepare students to enter graduate programs in public health or in other health-related careers.

Students who intend to proceed to graduate school to earn the MPH should add courses in chemistry, calculus, and physics as well as other specific courses required by the graduate program in which they intend to enroll.

Mission of the program

The Midway University program is designed to prepare students for entry-level positions in the public health field upon graduation; to prepare students to enter graduate programs in public health or in other health-related careers; and to prepare students for advanced study in women's health.

Student Learning Outcomes of Program

- Analyze the scientific, environmental, and behavioral factors affecting human health.
- Explain the health system, its processes and issues, and the factors that affect it: cultural, legal, behavioral, financial and others.
- Demonstrate scientific knowledge of the major challenges impacting human health.
- Utilize quantitative and qualitative data to analyze and assess public health issues in an ethical manner.
- Provide examples and explanations of the connection among all the factors – scientific and environmental that impact human health.
- Demonstrate knowledge of the concepts and principles of the basic science, the application of the scientific method, and the interpretation of data from scientific literature to conduct research.
- Utilize laboratory procedures independently and analyze the results.
- Apply scientific concepts to experiments and to disseminate the conclusions accurately and clearly.

Major Course Requirements 39
Health and Communities PHL 170 3
Epidemiology in Public Health PHL 215 3
Global Health PHL 230 3
Biostatistics PHL 305....3
Public Health Preparedness and Disaster Management PHL 314 3
Behavior and Health PHL 330 3
Community Health Promotion PHL 340....3
Environment and Health PHL 350....3

Contemporary Issues in Women's Health PHL 365 3
Health Communication PHL 380 3
Clinical, Operational, and Financial Improvement PHL 431 3
Family Health PHL 435 3
Research Methods PHL 465 3
Biology Course Requirements 8
General Biology I BIO 103 3
General Biology I Lab BIO 104 1
General Biology II BIO 105 3
General Biology II Lab BIO 106 1

Return to School of Health Sciences

Minor in Public Health

The minor in Public Health requires 18 credit hours.

Minor Requirements 18
Health and Communities PHL 170 3
Epidemiology in Public Health PHL 215 3
Biostatistics PHL 305 3
Behavior and Health PHL 330 3
Environment and Health PHL 350 3
Research Methods PHL 465 3

Return to School of Health Sciences

Department of Nursing

Barbara Kitchen, DNP, Chair

Associate of Science in Nursing (ADN) (64 hours)

Program Description

The Associate of Science degree in Nursing at Midway University is designed to prepare students for a career as registered nurses (RN) and also qualifies those students for admission into a Bachelor of Science in Nursing. The curriculum for this Nursing major has a dual focus classroom theory emphasizing the technical and theoretical aspects of Nursing and concentrated, supervised clinical laboratory experiences in several health care agencies in central Kentucky. Students who successfully complete the program are eligible to take the National Council Licensure Examination-RN (NCLEX-RN).

The Nursing courses must be taken in the following sequence: NSG 115, NSG 120, NSG 210, NSG 225 and NSG 230. A minimum grade of C must be earned in each before progressing to the next level.

Students will be required to take nationally-normed assessments, Assessment Technologies Institute (ATI), throughout the curriculum. The focus of the ATI assessment and remediation programs is to supplement course work and enhances, preparation to pass the NCLEX-RN.

Admission to the program is selective. The Midway University student desiring to enter a career in Nursing should be aware that a certain educational background or preparation is important to assure admission to the Nursing program. Applications for admission are received in the Nursing office during the spring semester for possible admission to the fall semester.

Student Learning Outcomes of Program

- Demonstrate competency in knowledge of nursing and clinical skills necessary to provide safe, competent nursing care.
- Establish effective communication, both in speaking and writing.
- Demonstrate professionalism at all times.
- Develop leadership skills that include caring, compassion and responsibility.
- Utilize current evidence-based research in the provision of nursing care.
- Demonstrate interprofessional collaboration in delivering care to diverse and complex clients and families.
- Provide teaching about medications and health promotion and illness prevention to diverse and complex clients and families.
- Develop and present a capstone project (poster presentation) utilizing specific healthcare models for a complex situation.

Program Admission Requirements

For acceptance into the ADN program the student must

1. Be admitted to Midway University.
2. Submit college and high school transcripts or GED scores as required.
3. Complete the admission interview with the chairperson or designee of the program.
4. Have earned a cumulative 3.0 GPA on all university work.
5. Have earned an ACT score of 21.
6. Complete two years of high school algebra or one intermediate university algebra course with a minimum grade of C or better.
7. Submit the following: evidence of immunizations or immunity for hepatitis B, measles, mumps, rubella, and varicella; current negative tuberculin skin test; current TDAP and flue immunization; current CPR

certification; and evidence of health insurance prior to beginning any clinical rotations to meet the health criteria of clinical facilities.

8. Students must have earned a sufficient number of general education credit hours (minimum 12 hours that must include ENG 101, ENG 102, BIO 190, and BIO 191).
9. Complete an approved Kentucky Medicaid Nurse Aide training course and pass the State of Kentucky Medicaid Nurse Aide certification exam (SRNA). Validation of SRNA will be completed by the Nursing Office. A copy of the course completion certificate is not sufficient documentation.

LPN-RN Bridge: Licensed Practical Nurses (LPNs) who graduated from a regionally accredited institution within the last five (5) years may be awarded nine (9) credit hours (must be approved by the Dean). The LPN must meet all admission criteria and additional criteria below:

a. The LPN must complete ENG 101, ENG 102, PSY 260, BIO 190/191, and maintain a minimum cumulative grade point average (GPA) of 3.0 for 12 credit hours with no grade below a C.
b. Present proof of an active Kentucky LPN license and transcript from a regionally accredited LPN school.
c. Documentation of the above may result in the waiver of NSG 115; requires approval of Dean of Nursing.

Failure of a required course for the second time will be reviewed individually and may preclude the student from being admitted/re-admitted to the Nursing program.

Eligibility to sit for the NCLEX-RN is determined by the Kentucky Board of Nursing. Individuals with criminal convictions within the last five (5) years may not be eligible. For more information, contact the Kentucky Board of Nursing.

Major Course Requirements 37
Nursing I NSG 115 9
Nursing II NSG 120 9
Nursing III NSG 210 9
Nursing IV NSG 225 6
Nursing V NSG 230 4
ADN Supporting Requirements 8
Anatomy and Physiology II BIO 198 3
Anatomy and Physiology II Laboratory BIO 199 1
Microbiology BIO 225 3
Microbiology Laboratory BIO 226 1
Human Growth and Development PSY 260 0

Students who successfully complete the associate degree in Nursing and pass the NCLEX-RN may have a seamless transition into the RN-BSN Program.

Return to School of Health Sciences

Bachelor of Science in Nursing for Registered Nurses (RN-BSN Completion Program) (120 hours)

Program Description

The Bachelor of Science in Nursing (BSN) for registered nurses offers the qualified student a program of study which combines general education courses with professional nursing theory and more complex critical thinking as well as non-traditional clinical practicum. Consistent with the mission and goals of the University, the RN-BSN program prepares nurses as leaders who can provide high-quality, safe health care to individuals, families, groups, and populations of diverse cultures in a variety of settings. The RN-BSN students learn to apply leadership concepts, skills, and decision-making to promote high-quality nursing care, while providing health team coordination, oversight, and accountability for care delivery. Emphasis is placed on issues related to the older adult including promoting quality end-of-life care.

Students entering the RN-BSN completion program are RNs who have previously earned either an associate degree or diploma in nursing and have a current RN license. This track consists of upper-level course work. Two tracks are available, a 12-month accelerated format (must have General Education and support courses completed) or a two-year format.

The RN-BSN program is designed to allow registered nurses the opportunity, essential to many RN-BSN students, to continue in the work force while earning a baccalaureate degree. The coursework is 100% online with two limited practica. The courses in this online program do not meet face-to-face; however, students may schedule appointments with faculty as needed.

Student Learning Outcomes of Program

- Facilitate evidence-based health promotion and therapeutic nursing care to individuals, families, groups and diverse populations across the lifespan.
- Design, manage, coordinate, and evaluate culturally sensitive client care using effective communication and critical thinking.
- Synthesize theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to incorporate evidence into practice and in development of capstone project.
- Collaborate with other health care providers and community leaders to advocate for the health and well-being of the public.
- Explore professional attitudes, values, and expectations about aging to design patient-centered care for older adults and their families.
- Implement the nursing roles of member/advocate of the profession, communicator, educator, utilizer of research, life-long learner, collaborator, manager, and leader to meet current and emerging needs of individuals, families, groups, and populations in diverse, complex health care systems.
- Enhance the quality and safety of professional nursing within health care systems through incorporation of professional standards, values, ethical, moral, and legal/political aspects.
- Apply developmentally appropriate teaching learning principles to promote self-sufficiency, adaptation, and environmental integration.
- Integrate professional responsibility, accountability, and personal philosophy of nursing into caring for the health of the public.

Admission Criteria

For acceptance into the RN-BSN program, the student must meet the following criteria:

1. Be admitted to the University (unless continuing directly from the Midway Campus ADN program).
2. Submit official university and high school transcripts as required.
3. Hold a current RN license.
4. Complete an admission interview with the chairperson of the program or designee.
5. Submit a current resume.
6. Be a graduate from an ADN or diploma program. Graduates of diploma nursing programs must complete the NLN Acceleration Challenge Exam and achieve a minimum score of 90 to have nursing courses converted to University credit hours. Cost of the NLN Acceleration Challenge Exam is the responsibility of the student.
7. Have a GPA of 2.5 on a 4.0 scale (2.0 on a 4.0 scale for Midway University ADN graduates).
8. Provide evidence of current clinical practice within the last five years via:
    a. Graduation certificate from a school of nursing within the past two years
    b. Work experience (preferred)
9. Provide evidence of satisfactory clinical performance. The Student Reference and Evaluation form must be received from the current employer or from nursing program faculty for applicants who have graduated within the last year.

10. Submit the following: evidence of immunizations or immunity for hepatitis B, measles, mumps, rubella, and varicella; current negative tuberculin skin test; current TDAP and flu immunization; current CPR certification; and evidence of health insurance prior to beginning any clinical rotations to meet the health criteria of clinical facilities.
11. Prior to admission, a student must earn a C or better in the required courses listed below:
    a. Anatomy and Physiology I and II (BIO 190/BIO 191 and BIO 198/199)
    b. Microbiology (BIO 225/BIO 226)
    c. Human Growth and Development (PSY 260)
    d. English Composition I and II (ENG 101 and ENG 102)

After students complete BSN admission criteria, students may be admitted to the University and granted an interview with the chairperson or designee of the BSN program.

Major Course Requirements 72

All graduation requirements for General Education must be completed prior to Nursing courses.

Nursing I NSG 115 9
Nursing II NSG 120 9
Nursing III NSG 210 9
Nursing IV NSG 225 6
Nursing V NSG 230 4
Introduction to Professional Nursing NSG 310 3
Pathophysiology NSG 330 3
Health Assessment and Clinical Inference NSG 340 3
Pharmacology NSG 360 3
Adaptation for Mental Health NSG 370 3
Teaching and Learning NSG 390 3
Community Health Nursing NSG 410 3
Community Health Practicum NSG 411 1
Nursing Research NSG 430 3
Trends and Issues in Professional Nursing NSG 440 2
Nursing Leadership and Management Senior Project NSG 460 4
Nursing Leadership and Management Practicum NSG 461 2

Supporting Requirements 19

Human Growth and Development PSY 260 0
Anatomy and Physiology I BIO 190* (Fulfills Natural Science requirement) 0
Anatomy and Physiology I Laboratory BIO 191* (Fulfills Natural Science requirement) 0
Anatomy and Physiology II BIO 198* (Fulfills Natural Science requirement) 0
Microbiology BIO 225 3
Microbiology Laboratory BIO 226 1
Principles of Chemistry CHM 150 3
Probability and Statistics MTH 245 (Prerequisite MTH 140) 3
Ethics PHI 301 (Fulfills Arts and Humanities requirement) 0
Humanities elective 3
Social Science elective 3
Business elective (300 level or higher) 3

Return to School of Health Sciences

Master of Science Nursing (MSN)

The University is also proceeding with the accreditation process for this program with the Accreditation Commission for Education in Nursing, Inc. (ACEN).

Academic Policies

No more than six credit hours or core course from a regionally accredited institution will be accepted in transfer into a graduate program.

Students must have a cumulative GPA of 3.00 in order to graduate from a graduate program.

The grading scale for graduate programs is as follows:

A High achievement

B Satisfactory achievement

C Minimum passing grade

F Failure

Graduate courses may not be taken on a Pass/Fail basis.

A C grade can be repeated with approval of the dean, with only one attempt at a repeat allowed in each course. Withdrawals count as attempts. Only the grade earned on the second attempt will be used to compute the GPA, but both grades will appear on the student's transcript.

Students may not earn more than two C's. Students who earn a third C will be dismissed from the program.

A student whose term GPA falls below 3.00 will be placed on academic probation for the subsequent term (8-week or 16-week). If at the end of the subsequent term the cumulative GPA has not reached 3.00, the student will be dismissed from the program.

Student Learning Outcomes of Program

- Construct communication strategies for working effectively in teams and collaboratively with other health care providers.
- Synthesize best practices and organizational and systems leadership principles to promote high quality and safe patient care.
- Critique evidence with an understanding of quantitative and qualitative research to guide ethical decision-making.
- Analyze and synthesize innovative approaches to complex issues in healthcare delivery at the local, state, and national levels based on understanding of health policy and principles of advocacy.
- Analyze current and emerging trends and technologies to support quality healthcare.
- Conduct a comprehensive systems assessment as a foundation for decision-making.
- Design strategies to promote lifelong learning that incorporate professional nursing standards and accountability for practice.
- Integrate professional responsibility, accountability, and personal philosophy of nursing into caring for health for the public.

Admission Deadlines

Applications to the MSN program will be reviewed throughout the year. It is strongly recommended that prospective students complete the application process 2-3 months prior to the semester within which they would like to begin matriculating.

Admission Criteria

BSN-MSN Track

1. Complete the application process for Midway University.
2. Complete the application process for the MSN Nursing program including the following:
    a. Must have BSN degree from CCNE or ACEN accredited program whose parent institution is regionally accredited. Degrees from foreign institutions will be reviewed on an individual basis.
    b. Recommend a cumulative grade point average of 3.0 in nursing (on a 4.0 scale).
    c. Must hold current and unencumbered registered nurse (RN) license in Kentucky or compact state. Practicum must be completed within the state of Kentucky.
    d. Submit professional resume or curriculum vitae.
    e. Participate in interview with the Dean of the School of Health Sciences or designee.
    f. Three (3) professional recommendations using the provided form http://www.midway.edu/wp-content/uploads/2015/08/MSN_Recommendation_Form.pdf are required with the application. The strongest recommendations are from managers, directors, professors or others in a supervisory capacity. Recommendations from friends, other students, co-workers, or family members are not acceptable.
    g. Writing requirement: Applicants must submit a typed paper on their professional goals and how graduate study will support those goals (limit 2 pages).
3. Submit the following: evidence of immunizations or immunity for hepatitis B, measles, mumps, rubella, and varicella; current negative tuberculin skin test; current TDAP and flu immunization; current CPR certification; and evidence of health insurance prior to beginning any clinical rotations to meet the health criteria of clinical facilities.

RN (ADN)-MSN Bridge Program

In addition to the above admission requirements, applicants to the RN (ADN)-MSN Bridge option must also include the following admission criteria:

1. Must have ADN degree from CCNE or ACEN accredited program whose parent institution is regionally accredited. Degrees from foreign institutions will be reviewed on an individual basis.

International Applicants

In addition to meeting the above requirements for admission, applicants who fall into any of the following categories should supply an official TOEFL score:

1. Born outside the United States
2. For whom English is a second language
3. Have a degree or transcripts from a non-U.S. institution.

A score of 550 (paper-based), 213 (computer-based) or 79-80 (Internet based) or higher on the Test of English as a Foreign Language (TOEFL) will be required of those who are not U.S. citizens and for whom English is not a first language.

Degree Requirements

1. 36 hours of graduate credits in nursing for the education track; 36 hours of graduate credits in nursing and business administration for the administration track.
2. Minimum of 30 hours of graduate credits earned in residence at Midway University.
3. Maintain a 3.0 GPA out of 4.0 overall grade point average throughout the program in support courses, including electives.
4. Students must meet all Midway University graduation requirements for the master's degree.
5. Full-time students must complete degree requirements within six (6) semesters and part-time students within nine (9) semesters from time of entry into the MSN program.
6.

Nursing Core Requirements **18**
Professional Role Transition NSG 510 3
Evidence-Based Nursing NSG 520 3
Quality Improvement and Safety NSG 530 3
Ethics and Health Policy NSG 540 3
Informatics and Healthcare Technology NSG 610 3
Translational Research NSG 620 3

Nursing Administration Track **18**
Role of the Nurse Administrator NSG 570 3
Nursing Leadership of Healthcare Delivery Systems NSG 590 3
Financial Aspects of Health Care NSG 627 3
Nursing Administrator Practicum NSG 652 3
Nursing Administrator Scholarly Project NSG 662 **OR** 3
Nursing Administrator Thesis NSG 672 3
Business electives (choose one of the following courses) 3
Organizational Behavior BUSM 540 3
Operations Management BUSM 640 3
Advanced Healthcare Financial Management HCA 602 3

Nursing Education Track **18**
NSG 560 Advanced Pathophysiology/Pharmacology 3
NSG 580 Advanced Health Assessment 3
NSG 625 Curriculum Development and Implementation 3
NSG 635 Outcome Measurement and Evaluation in Education 3
NSG 650 Nursing Education Practicum 3
NSG 660 Nursing Education Scholarly Project **OR** 3
NSG 670 Nursing Education Thesis 3

Return to School of Health Sciences

Course Descriptions for the School of Human Health Sciences

Health Sciences **Nursing** **Public Health**

HEALTH SCIENCES

HSC 120/220/320/420 Experiential Learning 1/3
Internships, shadowing, research, and service learning opportunities designed according to students' interests and needs.

Return to Course Descriptions

NURSING

Students must be accepted into the Nursing Program before being allowed to take courses with a NSG prefix.

NSG 115 Nursing I and Clinical 9
This course is designed to introduce the nursing process and its application to basic concepts and principles of basic nursing assessment and care. Emphasis is placed on comprehension and knowledge of basic human needs, nurse-client interaction, diversity issues, and measures essential for the physical and psychological comfort and safety of the clients. Introduction to basic medical surgical nursing including: cardiac, respiratory, endocrine, neurological, gastrointestinal, integumentary, sensorineural, muscular, hematology, and renal disorders, nursing care of clients experiencing interferences with physiological integrity, chronic illnesses, wound care, death and dying, spirituality, self-concept, growth and development, effects of aging, care of the older client, sexuality, and pain. Six (6) hours of theory and eight (8) hours of clinical are required per week. Prerequisite: Admission to nursing program and ENG 101, ENG 102 and BIO 190/BIO191.

NSG 120 Nursing II and Clinical 9

The course builds on concepts from NSG 115. Medical-Surgical Nursing topics include: cardiac, hematology, respiratory, endocrine, neurological, sensorineural, hepatic, gastrointestinal, renal disorders and male genitourinary systems. Mental Health Nursing topics include: therapeutic communication, nursing process in mental health nursing, psychobiology, psychopharmacology, care of clients who have anxiety disorders, care of clients who have thought disorders, care of clients who have substance abuse disorders, and care of children and adolescents with mental health disorders. Special emphasis will be placed on care of the older adult. Students will be required to develop Pharmacology Concept Maps as homework assignments. A critical thinking paper will be assigned covering either Scope and Standards of Professional Nursing or Legal and Ethical Requirements for Professional Nursing. A role playing oral presentation will be completed on therapeutic communication techniques utilized with the mental health client. Six (6) hours of theory and nine (9) hour of clinical are required per week. Prerequisites: Grade of "C" or higher in NSG 115.

NSG 210 Nursing III Obstetrics and Pediatric/Clinical (Day/Evening Track) 9

This course is designed to further develop students' theoretical knowledge and clinical application of the nursing process as it applies to child-bearing, pediatric, and community settings. Emphasis is on the childbearing family, newborn, and pediatric client. Additional foci include: Enhancement of students' knowledge, communication techniques, critical thinking skills, and concepts of maternal-child nursing. This course includes didactic, clinical and nursing skills laboratory experiences. Prerequisite: Grade of "C" or higher in NSG 120. Corequisites: BIO 225 and BIO 226 if not previously taken.

NSG 225 Nursing IV Medical Surgical Nursing/Clinical (Day/Evening Track) 6

This course is designed as an advanced-level adult medical-surgical course to further develop students' application and analysis of the nursing process as it relates to diverse groups of clients and families with co-morbid factors and higher acuity manifestations of illness and disease. This eleven-week course includes didactic, clinical, and nursing skills lab experiences to increase the student's ability to prioritize and timely manage the care of clients and families with complex health problems in collaboration with other members of the healthcare team. Students will complete a critical thinking assignment. Six hours of theory are required per week along with eight clinical experiences. Prerequisite: Grade of "C" or higher in NSG 210. Corequisites: COM 205 if not previously taken.

NSG 230 Nursing V Transition (Day/Evening Track) 4

Nursing V is a 5-week, capstone course that consists of didactic instruction, on-line discussions, and 120 integrated practicum hours to facilitate the students' transition from academia into nursing practice. Upon completion of NSG 230, students will be competent in prioritizing nursing care through applying the nursing process in managing, in collaboration with other members of the healthcare team, a group of 4-6 adult medical surgical or 1-2 ICU clients. Classroom discussion focuses on current issues and trends encounter in professional nursing practice. Students will explore leadership styles and submit a Leadership Portfolio. Prerequisite: Grade of C or higher in NSG 225.

NSG 310 Introduction to Professional Nursing.....3

This course provides an overview of concepts that introduce the student to the BSN nursing program and a professional level of nursing practice. Students will become familiar with the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care* (AANC, 2010). The course includes an overview of nurse theorists, nursing research, patient safety, aging and cultural aspects, health policy, and technology. In addition, the role of professional nursing in society and in the healthcare delivery system is discussed. A BSN Leadership Portfolio and development of a personal philosophy of nursing are initiated. Prerequisites: RN licensure or ADN-BSN tract students who have successfully completed Nursing 210 with a grade of C or higher or permission of the Nursing Dean.

NSG 330 Pathophysiology 3

This course relates normal body functioning to physiologic changes that occur in specific diseases as well as the body's ability to compensate for these changes. Major health problems across the life span and cultural variations are discussed. In view of an aging population, particular emphasis is placed on recognizing the geriatric syndromes experienced by older adults. Prerequisites: Admission to the BSN program and completion of BIO 190/BIO 191 and BIO 198 with a minimum grade of C. Other students may enroll with consent of the Nursing Dean.

NSG 340 Health Assessment and Clinical Inference 3

This course is designed to enhance the nurse's physical and psychosocial assessment skills with clients across the life span. The functional, cognitive, psychological, and social changes unique to the older client are highlighted. The use of standardized assessment instruments common to the care of older adults will be introduced. Students will begin to focus on the probability of pathological change and conditions of varying complexity**.** Clinical inferences are recorded using nursing diagnoses. Students are expected to participate as examiners and examinees and to obtain clients independently for final course evaluation. Prerequisites: Completion of BIO 190/191 and BIO 198 with a minimum grade of C and acceptance into the BSN program or consent of the dean.

NSG 360 Pharmacology 3

This course equips the student with an in-depth study of major categories of drugs. The focus is on pharmacodynamic and pharmacokinetic properties with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy. Pharmacokinetics of aging, issues of polypharmacy, and use on non- prescription medications will be introduced. Course discussion addresses the FDA drug approval process, the nurse's role in pharmaceutical research, as well as the implications related to prescription and over-the-counter and herbal medications and drug interactions.

Additional content includes unique individual and cultural responses, pharmacological information retrieval and client education needs. Patient safety and the role of information technology are highlighted. Emphasis is placed on the importance of interprofessional communication between nurses and other health care professionals during patient transition across healthcare settings. Prerequisites: Admission to BSN Program or permission of the Nursing Dean.

NSG 370 Adaptation for Mental Health 3

In this course the student begins to synthesize concepts from previous coursework with theories of adaptation in acute and chronic illness. Gerontological nursing competencies, evidence-based practice and patient safety are underscored. Students explore the ethical considerations and costs associated with topics such as an aging population, catastrophic illness and stem cell research. Situational and maturational crises, stress, and coping in relation to mental health are integral concepts for dialogue. Discussion focuses on high-risk diverse populations of individuals, families, and communities and their adaptive responses to critical and long term complex problems. Assignments include seminar presentations, group interactions, and independent out-of-class assignments. Students will explore group dynamics by attending various types of support groups and will reflect on their experiences with journal writing. Prerequisite: Acceptance to the BSN program.

NSG 390 Teaching and Learning 3

This course focuses on teaching strategies and critical thinking skills used by professional nurses in meeting individual, family and community needs relevant to holistic health care. The nursing process provides a basis for planning, implementing and evaluating teaching. Students will describe the impact of aging and co-morbid conditions on seniors', family, and caregivers' ability to learn and will select age appropriate teaching strategies to overcome these differences. A health promotion group project allows students to practice and demonstrate teaching skills and techniques to various groups. Students examine content and reading levels of print, web and other materials and redesign resources for more appropriate reading levels. The effectiveness of the baccalaureate nurse's teaching on patient readmissions, quality patient outcomes and health care costs are emphasized. Prerequisites: Admission to the BSN Program or permission of the Nursing Dean.

NSG 410 Community Health Nursing 4

This senior level course provides a theoretical and practicum component. There is a focus on public health issues in the local setting and the wider global community. Discussion is framed around nursing care of aggregates of the general population. Principles of epidemiology, community characteristics, and available health services are identified by conducting an extensive community assessment. Students will learn to use research findings to influence the delivery of care and allocation of resources to design health promotion and illness prevention strategies. Assignments include resource utilization and planning within the current health care delivery system. Practicum experiences occur in a variety of community settings and focus on care of the family and vulnerable aggregates. Students will analyze the effectiveness of community resources in assisting older adults and their families to maximize function and maintain independence. Prerequisite: Admission to BSN Program or consent of the Nursing Dean.

NSG 411 Community Health Practicum 1

This course is the practicum component to NSG 410 Community Health Nursing and consists of 45 precepted hours with an experienced nurse in a community health setting. Practicum experiences occur in a variety of settings and focus on care of the family and vulnerable aggregates. Students will analyze the effectiveness of community resources in assisting older adults and their families to maximize functions and maintain independence. Prerequisite: Admissions to RN-BSN Program or consent of the Chair, Nursing.

NSG 430 Introduction to Evidence-Based Research 3

This course is designed to introduce students to a basic knowledge of research while emphasizing nursing research as a product and a process. It prepares students to read and critically analyze research findings. The course emphasizes the professional nurse's role in participating in, conducting, and translating current research findings into clinical practice. Students will use structure, process and outcome measures to apply quality and safety concepts to identified clinical problems. The process of changing current nursing practice based on this evidence will be explored. Assignments will include critical analysis of research and literature reviews. Students may complete an initial Institutional Review Board (IRB) proposal. Prerequisites: Completion of MTH 245 with minimum grade of "C" or higher and admission to RN-BSN Program. This course must be taken in the semester prior to NSG 460.

NSG 440 Trends and Issues in Professional Nursing 2

This course is designed to examine current issues and emerging trends relevant to professional nursing. Historical perspectives as well as futuristic considerations provide the framework of study. Students will analyze the impact of an aging society on the health care system and various geriatric care models. Emphasis is placed on the evolving roles of professional nurses in the health care system as they relate to legal, ethical, economic, political and social issues, healthcare policy, finance, and regulatory environments. Students will explore information management and the use of technology in various local, state, regional, national, and global health care settings. Assignments include extensive literature review, group discussions, and individual student presentations and papers. Prerequisite: Completion of NSG 310 with a grade of C or higher.

NSG 460 Nursing Management and Leadership Senior Project 4

This senior level course focuses on the leadership roles of the professional nurse in theory and an executive leadership practicum. Emphasis is placed on leadership concepts, skills and decision making in the provision of high quality nursing care and healthcare team coordination. Immersion experiences develop the students' critical thinking/clinical

reasoning skills and increase communication skills, time management, and organization abilities. Various professional practice and leadership models and change theories will be studied. The senior capstone project serves as a culmination of the students' baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. The senior project involves a review of the literature (completed in prior courses), development/implementation of project, a formal paper, and a presentation of the project to the University and/or the professional community. Prerequisites: All graduation requirements for General Education and Nursing must be completed prior to Nursing 460.

NSG 461 Nursing Leadership and Management Practicum 2

This course is the practicum component to NSG 460 Nursing Leadership and Management and consists of 90 precepted hours with an executive nurse leader. The practicum experience is designed to serve as the framework for the senior capstone project and to provide opportunities to develop and practice leadership skills in a variety of health care settings. Prerequisites: All graduation requirements for General Education and Nursing must be completed prior to NSG 460 and NSG 461.

NSG 510 Professional Role Transition.....3

Built on a foundation of nursing and leadership theory and research, this course enhances the knowledge and skills through which nurses may influence the future of nursing, nursing administration and nursing education. Students will explore the leadership and communication dynamics necessary to lead collaborative interprofessional teams that promote healthy work environments for staff and quality outcomes for patients. In addition, students will examine The Essentials of Master's Education in Nursing and other professional nursing standards. Areas of skill development include scholarly writing, presentations, and computer-based skills.

NSG 520 Evidence-Based Nursing.....3

In this course, students explore the history of Evidence-Based Practice (EBP). Students will identify current best evidence and appraise the evidence for rigor and applicability to the practice setting as well as to sustain organizational change. EPB models that promote adoption of evidence into healthcare to improve quality and safety will be examined.

NSG 530 Quality Improvement and Safety 3

The professional nurse's role in reducing preventable healthcare errors and improving patient safety will be the focus of this course. The history of quality improvement and patient safety including the Institute of Medicine reports and the Quality and Safety Education in Nursing program will be examined. Students will conduct a comprehensive systems assessment to identify current practices that impede quality care and construct approaches for systems change that create and maintain a culture of quality and safety.

NSG 540 Ethics and Health Policy 3

Nursing educators and leaders in the 21st century must practice within an ethically and legally sound framework in which they utilize evidence-based policy to influence today's changing healthcare environment. In this course students will assess current policies that influence healthcare practices through ethical and legal lenses. Content will include quality and safety in health care, public policy and advocacy, nurses as change agents, and ethical and legal aspects of nursing practice.

NSG 560 Advanced Pathophysiology/Pharmacology 3

This course explores scientific complexity and integration of pathophysiologic states and utilization of pharmacologic agents for disease management. Pathophysiological mechanisms of disease will be used to explain human responses to potential and actual health problems across the life span as well as corresponding pharmacologic and nonpharmacologic treatments. Also included will be cultural implications, costs of medications, Medicare and Medicaid reimbursement for medications, and issues of dosage and generic use.

NSG 570 Role of the Nurse Administrator 3

In this course, students explore the professional roles and responsibilities of the nurse administrator including interprofessional collaboration in diverse settings. Students will be encouraged to explore innovative practices in leadership roles, such as decision making, creating a culture of safety and quality, organizational behaviors, budget development, strategic planning, and effecting change.

NSG 580 Advanced Health Assessment 3

This course is designed to enhance the knowledge and skills of the nurse educator to teach and evaluate health assessment in academic and primary or acute care settings. Emphasis will be on advanced systems-focused assessment and interviewing techniques including considerations for cultural variations.

NSG 590 Nursing Leadership of Healthcare Delivery Systems 3

The focus of this course is organizational and systems leadership. Students will examine leadership skills needed to be an effective member and transformational leader of interprofessional teams that manage and coordinate care within today's complex healthcare systems. Concepts important in organizational dynamics including systems theory, organizational and management theory, and chaos and complexity theories will be explored.

NSG 610 Informatics and Healthcare Technology 3

This course will explore factors that must be considered when integrating technology within a healthcare environment. Students will develop the ability to integrate nursing science, computer science and information science to improve population health. Additional topics include current issues in informatics, health information management applications, and data mining.

NSG 620 Translational Research.....3

An emphasis will be placed on the critical examination of current research in the identification and dissemination of best practice for use in professional nursing roles. Content includes quantitative and qualitative research processes, critical research methods, analysis, and ethical aspects of scholarly inquiry. Data analysis techniques will be utilized to translate research into practice. Prerequisite: Statistics course.

NSG 625 Curriculum Development and Implementation 3

This course analyzes the professional role of the nurse educator including curriculum development in both academic and clinical settings. A variety of teaching strategies for diverse learning styles will be examined. Specific change theories will be examined in relation to development and implementation of curricula. Content will include continued competencies, educator credentialing, and the importance of lifelong learning.

NSG 627 Financial Aspects of Health Care 3

This course will explore financial management issues important for today's nurse administrators functioning within a rapidly changing healthcare delivery system. The financial impact of administrative decisions across healthcare organizations will be examined. Topics in this course will include current trends and future directions in cost/benefit analysis, budgeting, planning and control management of the organization's financial resources, case management, population health management and outcomes, as well as use of financial management tools. In addition, data that influences third-party reimbursement, such as patient outcomes and patient satisfaction, and their impact on healthcare financing will be investigated.

NSG 635 Outcome Measurement and Evaluation in Education.....3

This course examines a variety of methodologies the nurse educator utilizes to identify, measure and analyze outcomes of all domains of learning. Students will examine formative and summative evaluation processes in the classroom and clinical settings. Data analysis of test statistics will include item reliability and validity.

NSG 650 Nursing Education Practicum 3

This course is designed to provide practical experiences in application, demonstration, and synthesis of educational theory and competencies. Students will explore innovative teaching methodologies and educational programs for academic or clinical settings. In addition, students will work closely with an experienced nurse educator in either an academic or clinical setting to meet the students' individual and course objectives. (135 practicum hours equals 3 credit hours).

NSG 652 Nursing Administrator Practicum 3

This course is designed to provide practical experiences in application, demonstration, and synthesis of leadership and administrative theories and competencies. Students will explore change processes demonstrating transformational leadership skills. In addition, students will work closely with an experienced nurse leader/administrator in a healthcare delivery system to meet the students' individual and course objectives (135 practicum hours equals 3 credit hours).

NSG 660 Nursing Education Scholarly Project.....3

The nursing education scholarly project addresses an in-depth exploration of a nursing- focused question or problem related to a nursing education issue. Students work individually to develop and implement an innovative teaching methodology or educational program in an academic or clinical setting demonstrating transformational leadership skills. The project will be individualized by the student and approved by faculty. The proposal will be written in a scholarly format that includes statistical analysis of outcomes data.

NSG 662 Nursing Administrator Scholarly Project 3

The nursing administration scholarly project addresses an in-depth exploration of a nursing-focused question or problem related to a healthcare delivery system issue. Students work individually to lead a change process demonstrating transformational leadership skills. The project will be individualized by the student and approved by faculty. The proposal will be written in a scholarly format that includes statistical analysis of outcomes data.

NSG 670 Nursing Education Thesis 3

The nursing education thesis is a research investigation of phenomena of interest to academic or clinical nursing education. Students will work individually with a faculty committee to complete a research study that generates new knowledge in the field of nursing education.

NSG 672 Nursing Administrator Thesis 3

The nursing administration thesis is a research investigation of phenomena of interest to nursing leadership of complex healthcare systems. Students will work individually with a faculty committee to complete a research study that generates new knowledge in the field of nursing administration.

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PUBLIC HEALTH

PHL 170 Health and Communities 3

This courses introduces and describes population health, focusing on the U.S. but including global comparisons. The theoretical bases for a public health system, as well as the overall planning, organization, management, evaluation, quality, and major health policy issues, are discussed.

PHL 215 Epidemiology in Public Health 3

Study of the causes and patterns of health and illness in populations.

PHL 230 Global Health 3

Global health issues and needs for culturally sensitive, culturally congruent care of diverse minority and high-risk vulnerable populations at individual and societal levels. Emphasis on ethical implications of care.

PHL 305 Biostatistics 3

The study and application of statistics and probability distributions in biology. Pre-requisite: MA 245 Statistics.

PHL 314 Public Health Preparedness and Disaster Management 3

This course emphasizes essential roles of public health in assessment, preparedness for, response to natural or terrorism-related disasters with an emphasis on identification of the roles of public health in disaster prevention and management.

PHL 330 Behavior and Health 3

Study of human behaviors that affect health with particular emphasis on causes, effects, and prevention.

PHL 340 Community Health Promotion 3

This course focuses on individual and societal health-related decisions about interventions to improve health and prevent disease. Social, economic, ethical, environmental, cultural, and political factors considered in implementation decisions are studied with particular emphasis on the role played by women as consumers of health care. Costs, trade-offs of harms and benefits, and alternative solutions are analyzed and considered in evaluating individual and family knowledge of prevention including principles of sanitation, risk behavior, and nutrition.

PHL 350 Environment and Health 3

Study of the impact of environmental factors and policies on public health around the globe.

PHL 365 Contemporary Issues in Women's Health 3

Analysis of a variety of topics related to women's health issues in contemporary societies.

PHL 380 Health Communication 3

Principles, methods, and conventions for writing, speaking, and presenting healthcare related topics.

PHL 431 Clinical, Operational, and Financial Improvement 3

Management of healthcare includes understanding how to manage operations effectively to ensure quality care while keeping costs under control. This course covers planning for the design, development, implementation, and evaluation of strategies to improve individual and community health.

PHL 435 Family Health 3

Analysis of issues related to health care of families with emphasis on government policies and race, class, and gender.

PHL 465 Research Methods 3

This course focuses on using data to assess, design, and evaluate disaster management systems including forensic epidemiology, risk assessment and analysis, and cost/benefit analysis of public health issues across the lifespan. Emphasis on ethical issues and ethical standards and on the integration of knowledge.

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