Welcome to Midway University. Founded in 1847 as the Kentucky Female Orphan School, today, Midway University is a comprehensive university providing educational opportunities for men and women. The institution offers daytime undergraduate programs for traditional students as well as evening and online undergraduate and graduate programs in an accelerated format.

Whether you are studying on campus in Midway or online, you will be provided with a career-focused education grounded in the liberal arts and responsible citizenship.

It is an exciting time at Midway University. Since transitioning to full coeducation in 2016, the University has experienced tremendous growth. As a result, the institution launched the “Campaign of Opportunities” and has raised funds to construct the new Hunter Field House and the Tracy Farmer-Don Ball baseball stadium. Midway University has raised additional funds to renovate Pinkerton Hall and return it to a residence hall and renovate Marrs Hall to create a Welcome Center for students and parents with the admissions, financial aid and business operations in one area.

We are happy that you have chosen Midway University and thank you for being a part of the vibrant campus community.
Non-discrimination Policy

Midway University Non-discrimination 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, military service, political affiliation or belief or any other protected factor in the administration of its educational policies or in its employment practices.
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<td>Attendance due</td>
<td>August 26 by noon</td>
<td>August 26 by noon</td>
<td>August 26 by noon</td>
<td>October 21 by noon</td>
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*After this date, instructor approval is required
**Not Applicable for Online Courses

Revised 4.15.19
# Academic Calendar

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<td>October 28</td>
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<td>October 28</td>
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<tr>
<td>$100 Late Registration Fee for Returning Students</td>
<td>November 11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>January 6</td>
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<td>January 13 by noon</td>
<td>March 16 by noon</td>
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<td>January 15**</td>
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<td>Last day for 100% refund</td>
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<tr>
<td>Last day for 50% refund</td>
<td>January 22</td>
<td>January 22</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>January 29</td>
<td>January 29</td>
<td>January 19</td>
<td>March 22</td>
</tr>
<tr>
<td>No refund begins</td>
<td>January 30</td>
<td>January 30</td>
<td>January 20</td>
<td>March 23</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>March 1</td>
<td>March 1</td>
<td>February 2</td>
<td>April 5</td>
</tr>
<tr>
<td>Mid-Term Grades due</td>
<td>March 2 by noon</td>
<td>March 2 by noon</td>
<td>February 3 by noon</td>
<td>April 6 by noon</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 2 – 7*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Application Due Date for August 2020 Graduates</td>
<td>February 28</td>
<td>February 28</td>
<td>February 28</td>
<td>February 28</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>March 16</td>
<td>March 16</td>
<td>February 5</td>
<td>April 8</td>
</tr>
<tr>
<td>Good Friday holiday</td>
<td>April 10 (noon)*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 24</td>
<td>April 24</td>
<td>March 1</td>
<td>May 3</td>
</tr>
<tr>
<td>Final Exams</td>
<td>April 27 – 30</td>
<td>April 27-30</td>
<td>Due by March 1</td>
<td>Due by May 3</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>May 5 by noon</td>
<td>May 5 by noon</td>
<td>March 3 by noon</td>
<td>May 5 by noon</td>
</tr>
<tr>
<td>Graduation</td>
<td>May 9</td>
<td>May 9</td>
<td>May 9</td>
<td>May 9</td>
</tr>
</tbody>
</table>

*Not applicable for Online courses  
**After this date, instructor approval is required
### 2020 Summer Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 8 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 28</td>
</tr>
<tr>
<td>Classes begin</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>June 3**</td>
</tr>
<tr>
<td>Attendance due</td>
<td>June 8 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>June 10</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>June 14</td>
</tr>
<tr>
<td>No refund begins</td>
<td>June 15</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>June 28</td>
</tr>
<tr>
<td>Mid-Term Grades due</td>
<td>June 29 by 12 noon</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>July 1</td>
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<tr>
<td>Independence Day holiday</td>
<td>July 4*</td>
</tr>
<tr>
<td>Module Ends</td>
<td>July 26</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>July 28 by noon</td>
</tr>
</tbody>
</table>

*Not applicable for Online courses
**After this date, instructor approval is required

NOTE: Nursing and Teacher Education have different start and end dates; please see the department chair and/or dean for details.
# Academic Calendar

**Nursing NSG 212 only**

**2020 Summer Term**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 7 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 28</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 11</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>May 13*</td>
</tr>
<tr>
<td>Attendance due</td>
<td>May 18</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>May 20</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>May 24</td>
</tr>
<tr>
<td>No refund begins</td>
<td>May 25</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 25</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>June 3</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>June 5</td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>June 8</td>
</tr>
<tr>
<td>Module Ends</td>
<td>June 24</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>June 26</td>
</tr>
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</table>

*After this date, instructor approval is required*
## Academic Calendar

**Nursing NSG 215 only**

**2020 Summer Term**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 7 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 28</td>
</tr>
<tr>
<td>Classes begin</td>
<td>June 29</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>July 1*</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 4 (Sat)</td>
</tr>
<tr>
<td>Attendance due</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>July 8</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>July 12</td>
</tr>
<tr>
<td>No refund begins</td>
<td>July 13</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>July 22</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>July 24</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>July 27</td>
</tr>
<tr>
<td>Module Ends</td>
<td>August 12</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>August 14</td>
</tr>
</tbody>
</table>

*After this date, instructor approval is required*
# Academic Calendar

**Nursing NSG 460 & 461 only**

**2020 Summer Term**

| ACTIVITY                              | MODULE 5  
<table>
<thead>
<tr>
<th></th>
<th>10 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 28</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 18</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>May 20*</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 25</td>
</tr>
<tr>
<td>Attendance due</td>
<td>May 26 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>May 27</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>May 31</td>
</tr>
<tr>
<td>No refund after this date</td>
<td>June 1</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>June 21</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>June 22 by noon</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>June 24</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 4**</td>
</tr>
<tr>
<td>Module Ends</td>
<td>July 26</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>July 28 by noon</td>
</tr>
</tbody>
</table>

*After this date, instructor approval is required

**Not applicable for Online courses**
# Academic Calendar

## 2020 Fall Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TRD 16 week courses</th>
<th>EON 16 week courses</th>
<th>MODULE 1 8 week courses</th>
<th>MODULE 2 8 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration for Fall begins</td>
<td>March 23</td>
<td>March 23</td>
<td>March 23</td>
<td>March 23</td>
</tr>
<tr>
<td>$100 Late Registration Fee for Returning Students</td>
<td>April 6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 17</td>
<td>August 17</td>
<td>August 17</td>
<td>October 12</td>
</tr>
<tr>
<td>Attendance due</td>
<td>August 24 by noon</td>
<td>August 24 by noon</td>
<td>August 24 by noon</td>
<td>October 19 by noon</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>August 26*</td>
<td>August 26*</td>
<td>August 19*</td>
<td>October 14*</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>August 26</td>
<td>August 26</td>
<td>August 26</td>
<td>October 21</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>September 7**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day for 50% refund</td>
<td>September 2</td>
<td>September 2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Application Due Date for December 2020 Graduates</td>
<td>September 4</td>
<td>September 4</td>
<td>September 4</td>
<td>September 4</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>September 9</td>
<td>September 9</td>
<td>August 30</td>
<td>October 25</td>
</tr>
<tr>
<td>No refund begins</td>
<td>September 10</td>
<td>September 10</td>
<td>August 31</td>
<td>October 26</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 8-9**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mid-Term Grades due</td>
<td>October 11</td>
<td>October 11</td>
<td>September 13</td>
<td>November 8</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>October 12 by noon</td>
<td>October 12 by noon</td>
<td>September 14 by noon</td>
<td>November 9 by noon</td>
</tr>
<tr>
<td>Application Due Date for May 2021 Graduates</td>
<td>October 21</td>
<td>October 21</td>
<td>September 16</td>
<td>November 11</td>
</tr>
<tr>
<td>Thanksgiving holiday</td>
<td>November 25-28</td>
<td>November 25-28</td>
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</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 4</td>
<td>December 4</td>
<td>October 11</td>
<td>December 6</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 7-10</td>
<td>December 7-10</td>
<td>Due by October 11</td>
<td>Due by December 6</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>December 15 by noon</td>
<td>December 15 by noon</td>
<td>October 13 by noon</td>
<td>December 15 by noon</td>
</tr>
</tbody>
</table>

*After this date, instructor approval is required

**Not applicable for Online courses
# Academic Calendar

## 2021 Spring Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TRD 16 week courses</th>
<th>EON 16 week courses</th>
<th>MODULE 3 8 week courses</th>
<th>MODULE 4 8 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration for Spring begins</td>
<td>October 26</td>
<td>October 26</td>
<td>October 26</td>
<td>October 26</td>
</tr>
<tr>
<td>$100 Late Registration Fee for Returning Students</td>
<td>November 9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 11</td>
<td>January 11</td>
<td>January 11</td>
<td>March 15</td>
</tr>
<tr>
<td>Attendance due</td>
<td>January 18 by noon</td>
<td>January 18 by noon</td>
<td>January 18 by noon</td>
<td>March 22 by noon</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>January 20*</td>
<td>January 20*</td>
<td>January 13*</td>
<td>March 17*</td>
</tr>
<tr>
<td>Martin Luther King holiday</td>
<td>January 18**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>January 20</td>
<td>January 20</td>
<td>January 20</td>
<td>March 24</td>
</tr>
<tr>
<td>Last day for 50% refund</td>
<td>January 27</td>
<td>January 27</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>February 3</td>
<td>February 3</td>
<td>January 24</td>
<td>March 28</td>
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<tr>
<td>No refund begins</td>
<td>February 4</td>
<td>February 4</td>
<td>January 25</td>
<td>March 29</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>March 7</td>
<td>March 7</td>
<td>February 7</td>
<td>April 11</td>
</tr>
<tr>
<td>Mid-Term Grades due</td>
<td>March 8 by noon</td>
<td>March 8 by noon</td>
<td>February 8 by noon</td>
<td>April 12 by noon</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 8-13**</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Application Due Date For August 2021 Graduates</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>March 19</td>
<td>March 19</td>
<td>February 10</td>
<td>April 14</td>
</tr>
<tr>
<td>Good Friday holiday</td>
<td>April 2 (noon)**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 30</td>
<td>April 30</td>
<td>March 7</td>
<td>May 9</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 3-6</td>
<td>May 3-6</td>
<td>Due by March 7</td>
<td>Due by May 9</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>May 11 by noon</td>
<td>May 11 by noon</td>
<td>March 9 by noon</td>
<td>May 11 by noon</td>
</tr>
<tr>
<td>Graduation</td>
<td>May 15</td>
<td>May 15</td>
<td>May 15</td>
<td>May 15</td>
</tr>
</tbody>
</table>

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# Academic Calendar

## 2021 Summer Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 7 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 26</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>June 7</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>June 9*</td>
</tr>
<tr>
<td>Attendance due</td>
<td>June 14 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>June 16</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>June 20</td>
</tr>
<tr>
<td>No refund begins</td>
<td>June 21</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>July 4</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 5**</td>
</tr>
<tr>
<td>Mid-Term Grades due</td>
<td>July 6 by noon</td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>July 8</td>
</tr>
<tr>
<td>Module Ends</td>
<td>August 1</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>August 3 by noon</td>
</tr>
</tbody>
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# Academic Calendar

Nursing NSG 212 only

## 2021 Summer Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 7 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 26</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 17</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>May 19*</td>
</tr>
<tr>
<td>Attendance due</td>
<td>May 24 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>May 26</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>May 30</td>
</tr>
<tr>
<td>No refund begins</td>
<td>May 31</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 31</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>June 9</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>June 11 by noon</td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>June 13</td>
</tr>
<tr>
<td>Module Ends</td>
<td>June 30</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>July 2</td>
</tr>
</tbody>
</table>

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# Academic Calendar

**Nursing NSG 215 only**

**2021 Summer Term**

<table>
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<tr>
<th>ACTIVITY</th>
<th>MODULE 5 7 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 26</td>
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<td>July 5**</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>July 8*</td>
</tr>
<tr>
<td>Attendance due</td>
<td>July 13 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>July 15</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>July 19</td>
</tr>
<tr>
<td>No refund begins</td>
<td>July 20</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>July 28</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>July 30 by noon</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>August 1</td>
</tr>
<tr>
<td>Module Ends</td>
<td>August 18</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>August 20 by noon</td>
</tr>
</tbody>
</table>

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**Not applicable for Online courses**
# Academic Calendar

Nursing NSG 460 & 461 only

2021 Summer Term

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 5 10 week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration begins</td>
<td>October 26</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 24</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>May 26*</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 31</td>
</tr>
<tr>
<td>Attendance due</td>
<td>June 1 by noon</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>June 2</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>June 6</td>
</tr>
<tr>
<td>No refund begins</td>
<td>June 7</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>June 27</td>
</tr>
<tr>
<td>Midterm Grades due</td>
<td>June 28 by noon</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>June 30</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 5**</td>
</tr>
<tr>
<td>Module Ends</td>
<td>August 1</td>
</tr>
<tr>
<td>Final Grades due</td>
<td>August 3 by noon</td>
</tr>
</tbody>
</table>

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**Not applicable for Online courses
General Information

Overview of Midway University
Midway University is an independent, comprehensive institution offering two-year, four-year, and graduate degrees. The University calendar includes fall, spring, and summer terms, day and evening programs, delivered in modular and online learning.

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

<table>
<thead>
<tr>
<th>IN-SEAT</th>
<th>IN-SEAT AND ONLINE</th>
<th>ONLINE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree (64 credit hours)</strong></td>
<td><strong>Associate Degree (60 credit hours)</strong></td>
<td>NA</td>
</tr>
<tr>
<td>Nursing</td>
<td>Business Administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IN-SEAT AND ONLINE</th>
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</thead>
<tbody>
<tr>
<td><strong>Bachelor Degree (120 credit hours except where noted)</strong></td>
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</tr>
<tr>
<td>Biology Education</td>
<td>Business Administration</td>
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<tr>
<td>Secondary Biology Education 8-12</td>
<td>Concentration in Accounting</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Concentration in Human Resources</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>Concentration Leadership</td>
</tr>
<tr>
<td>Concentration in Equine Management</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Concentration in Equine Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>Concentration in Science Learning and Behavior Disorders</td>
<td></td>
</tr>
<tr>
<td>Nursing (BSN)</td>
<td>add-on (141)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Education Studies</td>
</tr>
<tr>
<td>Concentration in Alcohol and Drug Abuse Counseling</td>
<td>Concentration in English</td>
</tr>
</tbody>
</table>

MINORS

Biology (18)
Chemistry (23)
Environmental Science (18)
Equine Studies (18)

Pre-professional Programs

Pre-Dentistry, Pre-Medical, Pre-Optometry, Pre-Pediatric Medicine, Pre-Physical Therapy, Pre-Physician Assistant
Pre-Engineering
Pre-Law
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Veterinary Medicine

Non-Credit Program

English Language Learners

Graduate (Online only)

Master of Business Administration (30)
Concentration in Equine Management (33)
Health Care Administration (33)
Sport Management (33)
Tourism and Event Management (30-33)

Master of Education (30)
Teacher Leader Program

Master of Science in Nursing (36)*
Nursing Administration Track
Nursing Education Track
*online except practicum
Our student body is comprised of students from across the United States and several countries. The student population includes traditional-age and adult students.

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

**Mission of Midway University**
Midway University engages and challenges students to achieve individual growth, responsible citizenship, and meaningful careers through personalized educational experiences. (Adopted November 8, 2018)

**Vision Statement**
Midway University is a vibrant and diverse institution committed to academic excellence and individual growth.

**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](http://www.acenursing.org)

*ADN Approved by:* Kentucky Board of Nursing (KBN)
312 Whittington Parkway, Suite 300
Louisville, KY 40222
(502) 429-3300 or (800) 305-2042, FAX (502) 429-3311
[https://kbn.ky.gov](https://kbn.ky.gov)

**Education Program**
Kentucky Educational and Professional Standards Board (EPSB)
100 Airport Road, 3rd Floor
Frankfort, KY 40601
(502) 564-4606 or (888) 598-7667, FAX (502) 564-7080,
[www.kyeepsb.net](http://www.kyeepsb.net)
**Historical Development**

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 serve orphaned and disadvantaged women. The school was originally established as an elementary school. Later, Pinkerton High School was added, and, in 1942, the institution inaugurated a Junior College. 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. 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 Junior College to Midway College. Shortly after its establishment, the College received full accreditation from the Southern Association of Colleges and Schools Commission on Colleges.

As the College grew, so did 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 as well as associate degree programs to all students.

The evening program for working adults was established in 1995, offering accelerated programs for non-traditional-age students. Online programs were established in 2005 to meet the needs of learners who required more flexible educational access.

Graduate programs began in 2008 with the Midway University Master of Business Administration. In 2013, the Master of Education was added, and the Master of Science in Nursing was launched in 2016.

In 2015, Midway College transitioned to University status and officially became Midway University on July 1, 2015 to reflect expanding graduate programs and international partnerships.

In 2016, the University transitioned to fully coeducational in its traditional daytime undergraduate programs and opened its residence halls to men.

**Campus and Community**

Midway University is located on one of the many hills overlooking the town of Midway. The original plot was acquired for school purposes by the Rev. Lewis L. Pinkerton in the year 1845. Additional land was purchased by the Rev. Alexander Campbell, an early leader of the Christian Church (Disciples of Christ) Brotherhood, and, later on, by the Board of Trustees. Today, the campus comprises 200 acres. 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, also a residence 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.

- **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.

- **Hunter Field House**
  The 20,000 square foot Hunter Field House currently under construction will include an auxiliary gymnasium, a new weight and cardio room, an elevated walking track, two locker rooms, an athlete study room, coaches’ offices and meeting space. The Hunter Field House project is set to open by spring 2020.

- **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 Assistant Vice President for Academic Affairs, the Office of the Registrar, the Director of Institutional Research and Assessment, and the deans and faculty of the School of Arts and Sciences and the School of Business, Equine, and Sport Management are in the LRC. During the 2019-20 academic year,
many administrative offices are temporarily located in the LRC while Marrs Hall is under renovation – these include Accounting, Admissions, Business Office, Financial Aid, Human Resources and Marketing.

- **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 International Programs, and classrooms. The lower level of the library houses the Communication Center, Information Technology, Security, 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, and the Office of Advancement and Alumni Relations. The building is currently under renovation and will become the new Welcome Center when completed in 2020. The Admissions, Business and Financial Aid Offices will be on the second floor while Accounting, Human Resources and Marketing will be on the lower level.

- **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.

- **The Nest Café**, located in the McManis Student Center, was opened in 2017 to offer snacks and meals throughout the day and into the evening. Students can utilize some of their meal plan dollars at the Nest for an alternative dining option.

- **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. The top floor is the practice facility for Midway’s Wrestling team.

- **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. Currently, the house is utilized as additional campus housing for students.

- **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 building was renovated in Summer 2019 to return it to housing and predominantly houses upper-division students.
Admissions

Admission to Midway University
Midway University offers multiple academic opportunities: the traditional day programs; adult and accelerated evening programs; online programs; and graduate programs. For graduate admission requirements for the MBA, M.Ed. or MSN, please refer to the graduate program section of this catalog.

Disclaimer
The University reserves the right to review any and all related documentation and employ appropriate means to assess 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.

Application Criteria for the Traditional, Evening and Online Undergraduate Programs

Recommended Minimum Requirements

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<thead>
<tr>
<th>Traditional Undergraduate Programs</th>
<th>Evening and Online Undergraduate Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>First-time applicants</strong></td>
<td><strong>First-time applicants</strong></td>
</tr>
<tr>
<td>High school preparation and GPA or GED scores.</td>
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</tr>
<tr>
<td>Recommended high school preparation: Algebra – 3 years; English – 4 years; Social Sciences – 2 years; Science – 2 years.</td>
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</tr>
<tr>
<td>Cumulative High School GPA 2.5 GPA on a 4.0 scale or GED score of 165 (after 2014) per section to achieve a score of 660, or 450 (from 2002-2013).</td>
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<td>ACT (American University Test) or SAT (Scholastic Aptitude Test) scores.</td>
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<tr>
<td>18 ACT/or equivalent SAT (Critical Reading + Math) score.</td>
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<tr>
<td>Recommendations and/or personal interviews, upon request.</td>
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</tr>
<tr>
<td><strong>Transfer students</strong></td>
<td><strong>Transfer students</strong></td>
</tr>
<tr>
<td>Minimum College GPA of 2.0.</td>
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</tr>
<tr>
<td>Statement and/or personal interview, upon request of admission counselor</td>
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</tr>
</tbody>
</table>
# Application Procedures for the Traditional, Evening and Online Undergraduate Programs

## Traditional Undergraduate Programs

**First-time students**
- Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms (Education, Equine (no acknowledgement form), or Nursing).
- Submit official high school transcript with GPA included or official GED scores.
- Take the ACT (American University Test) and/or the SAT (Scholastic Aptitude Test) 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 written response within two weeks after receipt of all required application materials listed in this section. Applications that are not completed within six weeks or the last day to add classes will be marked denied due to failure to complete.

## Evening and Online Undergraduate Programs

**First-time students**
- Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms (Education or Nursing).
- Submit an official high school transcript with GPA or official GED scores.
- Submit official ACT or SAT scores, if under the age of 24.
- 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 all supporting documents are received.

## Transfer students

- Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms (Education, Equine (no acknowledgement form), or Nursing).
- Arrange to have all official transcripts from all post-secondary institutions attended sent to the Office of Admissions.
- An official high school transcript with GPA and graduation date, or official GED transcript with scores is required of every student transferring fewer than 24 credit hours.
- Official ACT/SAT scores of every student transferring fewer than 24 credit hours and is under the age of 24.

## Home-schooled students

- Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms (Education, Equine, or Nursing).
- Attach all academic documentation that outlines the courses studied and books used and read for each course or submit official GED scores.
- Take the ACT (American University Test) and/or the SAT (Scholastic Aptitude Test) and have the official scores sent to Midway University. Midway University’s number is 1528 for the ACT and 1467 for the SAT.
- Arrange for a personal interview with the Director of Admissions.

## Home-schooled students

- Complete and submit the application online with the non-refundable application fee and sign any necessary program acknowledgement forms (Education or Nursing).
- Attach all academic documentation that outlines the courses studied and books used and read for each course or submit official GED scores.
- Take the ACT (American University Test) and/or the SAT (Scholastic Aptitude Test) and have the official scores sent to Midway University. Midway University’s number is 1528 for the ACT and 1467 for the SAT.
- Arrange for a personal interview with the Director of Admissions.
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</table>
| **Re-admit students**  
  Students previously enrolled at Midway University who either withdrew from the university or interrupted studies for one full calendar year or longer must submit a new application online. If students have attempted University work at another institution since leaving Midway University, they must also submit official transcripts from the institutions they attended. | **Re-admit students**  
  Students previously enrolled at Midway University who either withdrew from the university or interrupted studies for one full calendar year or longer must submit a new application online. If students have attempted University work at another institution since leaving Midway University, they must also submit official transcripts with a minimum GPA of 2.0 from the institutions they attended. |
| **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 transcript from their home institution. | **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 transcript from their home institution. |
| **Dual-Credit high school students**  
  Complete and submit the Dual Credit application.  
  Submit official high school transcript with GPA.  
  Take the ACT (American University Test) and/or the SAT (Scholastic Aptitude Test) and have the official scores sent to Midway University.  
  Midway University's number is 1528 for the ACT and 1467 for the SAT.  
  High school students must meet pre-requisites to enroll in specific courses. | N/A |
| **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. | **Audit students**  
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| **Non-Degree seeking students**  
  Students enrolled at institutions other than Midway University who wish to take one or more courses for transfer back to their home institution must submit the application online with the non-refundable application fee and an official transcript from the Registrar's Office of their home institution.  
  Students are limited to enrolling in six (6) credit hours per semester. | **Non-Degree seeking students**  
  Students enrolled at institutions other than Midway University who wish to take one or more courses for transfer back to their home institution must submit the application online with the non-refundable application fee and an official transcript from the Registrar's Office of their home institution.  
  Students are limited to enrolling in six (6) credit hours per semester. |
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<tbody>
<tr>
<td><strong>Post-Baccalaureate students</strong></td>
<td><strong>Post-Baccalaureate students</strong></td>
</tr>
<tr>
<td>Students attending Midway University with the goal of attaining a concentration or fulfilling pre-requisites for higher degrees must submit the online application and pay the non-refundable application fee.</td>
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</tr>
<tr>
<td>Official transcript showing conferment of Bachelor’s degree and date of conferment must be submitted to the office of admission.</td>
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</tr>
<tr>
<td><strong>Degree-seeking international students</strong></td>
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</tr>
<tr>
<td>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 first-year or transfer students. Students on F-1 visa are only permitted to take one online class per semester. Application deadline for fall is June 1 and for spring is November 1. International applicants are required to submit the following materials:</td>
<td>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 first-year or transfer students. Students on F-1 visa are only permitted to take one online class per semester. Therefore, students on F-1 visa are not eligible for Midway’s online degree programs. <strong>Application deadline for fall is June 1 and for spring is November 1.</strong> International applicants are required to submit the following materials:</td>
</tr>
<tr>
<td>Application. Complete and submit the application online with the non-refundable application fee.</td>
<td>Application. Complete and submit the application online with the non-refundable application fee of $60 USD.</td>
</tr>
<tr>
<td>Application fee. A non-refundable application fee of $30 USD shall accompany the application.</td>
<td><strong>Financial guarantee.</strong> United States immigration regulations require that students demonstrate the ability to finance the first year of education before receiving the I-20 form and admissions/scholarship letters. Bank statements are an acceptable form of documentation.</td>
</tr>
<tr>
<td>Undergraduate International Processing and Mailing Fee. A non-refundable fee to pay for the processing and mailing of the I-20 document to the perspective student.</td>
<td><strong>Academic Records.</strong> Records must 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 must be completed by course by course evaluation through WES, InCred, or Josef Silney Services.</td>
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<td>Financial guarantee. United States immigration regulations require that students demonstrate the ability to finance the first year of education before receiving the I-20 form and admissions/scholarship letters. Bank statements are an acceptable form of documentation.</td>
<td><strong>Transfer students.</strong> Transfer students must 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 course by course evaluation completed by one of the following approved agencies: WES, InCred, or Josef Silney Services.</td>
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<tr>
<td>Academic records. Records must 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 must be completed through WES, InCred, or Josef Silney Services.</td>
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<tr>
<td>Transfer students. Transfer students must have official transcripts sent from each institution of higher education attended, in English, as described above.</td>
<td>If the transfer student is presently residing in the United States, a photocopy of the current I-20 must be enclosed.</td>
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<tr>
<td>Transfer credit from a university outside the United States is awarded only when the transcript is accompanied by a professional course by course evaluation completed by an approved agency, WES, InCred, or Josef Silney Services.</td>
<td><strong>TOEFL or IELTS results are required if applicant is a non-native English speaker.</strong> If applicant is</td>
</tr>
</tbody>
</table>
Traditional Undergraduate Programs

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 if applicant is a non-native English speaker. If applicant is a native English speaker then ACT or SAT is required.

Students who have achieved a grade of C or higher in a college level English course at a US college or university may have the TOEFL/IELTS requirement waived.

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.

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.

Midway University Dual Credit Guidelines

Midway University’s dual credit program is open to high school juniors and seniors residing within Kentucky, who meet eligibility requirements. Dual credit students may enroll in Midway University in the fall and spring semester of their junior and senior years in high school at the reduced dual credit tuition rate established as part of the Kentucky Higher Education Assistance Authority (KHEAA) Dual Credit Scholarship Program. Students taking more courses than provided by the dual credit scholarship are responsible for the cost of the courses which is set at the same rate as the dual credit scholarship level. Currently this rate is one-third of the per credit hour tuition rate of the Kentucky Community and Technical College System (KCTCS).

Courses may include general education courses and/or departmentally approved introductory courses for specific majors. Students may attend Midway University courses on their high school campus in-seat, attend Midway University campus in-seat as space is available, or via online instruction.

To qualify for Midway University’s Dual Credit Program, high school students must have a 2.5 high school GPA and meet Midway University’s admission standards which includes an 18 minimum composite score on the ACT. Students are required to meet all course pre-requisites.

To apply for Midway University Dual Credit, students must submit an online Dual Credit Student application, ACT scores and a high school transcript. Midway University waives the application fee for dual credit admission.

Participation in the dual credit program at Midway University is in conjunction with the student’s high school administration and guidance department or home school leadership’s collaboration with Midway University.

Midway University Evening and Online Undergraduate Programs

a native English speaker then ACT or SAT is required.

Students who have achieved a grade of C or higher in a college level English course at a US college or university may have the TOEFL/IELTS requirement waived.

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.

Additional documents. Copy of the photo page of the student’s passport.

Completion of any degree does not guarantee employment in the United States.
Continued participation in Midway University’s Dual Credit program is dependent upon successful completion of courses. Dual credit students are expected to maintain a 2.0 minimum institutional GPA. Students who earn a “D” or an “F” will be required to successfully repeat the course(s) and earn a 2.0 term GPA to continue in the dual credit program. Students repeating courses will be charged the full dual credit tuition rate.

**Military Personnel and Veterans**

Individuals serving in the U.S. Armed Forces and those who have completed such service are welcome as Midway University students. The Kentucky Approving Agency for Veterans Education (State Approving Agency) has approved programs offered by Midway University for G.I. Bill® benefits for veterans and other eligible persons. Eligible students should follow the appropriate application procedures for Midway University. Midway also participates in the Yellow Ribbon Program.

**Admission Status**

**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 Success Center and recommendation of the Associate Dean
- Good disciplinary standing

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

**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 Dean of Online Admissions and University Technologies or Vice President of Admissions & Athletics.

**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, or Vice President 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 additional days or until census day whichever is earlier to submit all required 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:

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1 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).
**Associate of Science Degree in Nursing**

- Complete a separate application specifically for admission to the nursing program. Admission to Midway University does not guarantee admission to the Associate Degree Nursing program. Application for the Associate Degree Nursing program is available in the department office or apply online at [https://www.midway.edu/wp-content/uploads/2019/02/ADN-Application-Fall-2019.pdf](https://www.midway.edu/wp-content/uploads/2019/02/ADN-Application-Fall-2019.pdf)
- Submit official high school transcript or GED score.
- Submit official college or university transcripts from a regionally accredited educational institution.
- Admission interview with the chairperson of the program or designee, may be required.
- 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 equivalent SAT score.
  a. Two years of high school algebra or one intermediate college algebra course with a grade of C or higher.
  b. Submit the following: evidence of immunizations or titer showing immunity for measles, mumps, rubella (MMR), Hepatitis B or waiver, Tdap; Varicella; Influenza; current negative tuberculin skin test or T-spot; current American Heart Association BLS certification; letter from health insurance company with evidence of health insurance prior to beginning clinical rotations to meet the health criteria of clinical facilities.
- 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)
- Current Kentucky 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:
  a. Successful completion of ENG 101, ENG 102, PSY/EDU 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. Proof of an active Kentucky or compact state LPN license and transcript from a regionally accredited LPN school
  c. Documentation of the above may result in a waiver of NSG 115 (must be approved by Dean)
- Failure of a required non-nursing 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 1 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

Provided the academic requirements are met, enrollment in the pre-program assures the student admission to the full 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

Provided the academic requirements are met, enrollment in the pre-program assures the student admission to the full program
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 https://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) FAFSA as soon as possible after October 1 of each year. Students are strongly encouraged to file the FAFSA online at www.fafsa.ed.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 1 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. Because previously filed tax information is being used, 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 1 of each year. The application can be completed on the FAFSA website at www.fafsa.ed.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 online at www.fafsa.ed.gov, or on the paper SAR and returned to the Department of Education. 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 experienced any unusual circumstance which had an impact on your financial situation 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.

**Financial Aid Packaging and Eligibility Requirements**

A student’s financial aid is awarded on a semester basis. 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 during the add/drop period. For Direct Loan purposes, a student must accept the loan funding through the Student Self Service 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 sent to BankMobile, the University’s provider for credit balance refunds, no later than 14 days as required by federal regulations. Students will receive a welcome kit from BankMobile when they enroll in classes. Students should choose their refund preference through the BankMobile website, which allows them to direct their refunds to go to an existing bank account, or they can open a BankMobile Vibe account, which has a monthly fee of $2.99. (Please see the BankMobile Vibe website for details: [https://www.refundselection.com/refundselection/#/welcome/continue](https://www.refundselection.com/refundselection/#/welcome/continue).) If no preference is chosen, after 21 days a check will be mailed from BankMobile to the address they have on file. All students should be aware of the refund policy as described in this section.
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 federal Title IV, state and institutional funds the student originally received. 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. This process is referred to as an R2T4 calculation. The Title IV programs that are covered by this regulation are Federal Pell grants, Federal Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), 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. In instances where a student does not officially withdraw from the university but ceases attending all classes, an Administrative Withdraw may be performed by the Registrar. In these cases, the student’s Last Date of Attendance (LDA) will be used to calculate the percentage of earned aid.

4. 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.

5. 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
   - Teach Grant
   - Federal Supplemental Educational Opportunity Grant (FSEOG)
   - PELL grant

6. 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

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). If an institutional award creates 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

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

Scholarship Programs

At Midway University we do everything possible to make the college experience achievable and affordable. That is why we have developed a comprehensive program of merit scholarship opportunities as well as athletic, talent, and need-based scholarships. Each year, over 90 percent of our students participate in our financial assistance programs.

Below is an overview of our Undergraduate Institutional merit, athletic, talent and academic scholarship programs as well as scholarships for evening/online students and Graduate Assistantships. Our Admissions Office and Financial Aid Office are happy to discuss these with students during campus visits, open houses or by calling or scheduling an appointment.

For scholarship consideration, students must be enrolled as an Undergraduate student and attend full-time. 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. Students may only receive one scholarship from each category (i.e. 1 Category A + 1 Category B + 1 Category C).

All Midway University scholarship awards are for the full academic year and are split evenly between the fall and spring semester only.
Traditional Undergraduate Student Scholarships

Students can only receive one merit scholarship.

Type A - Academic Merit Scholarships

Ruth Slack Roach Leadership Scholarship Program
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. Community Service and Leadership development requirements: Current female students, seeking a BA/BS degree, has 60 earned credit hours and a minimum of 3.0 GPA. Requires on campus residency. Earning this award supersedes all other Midway University awards.

Pinkerton Scholarship
High academic achievement award
  • High school GPA of 3.7 or higher
  • ACT – 28; SAT – equivalent score to ACT level
  • Completed admissions application
  • Must be a U.S. citizen and compete during Scholarship Day on campus (interview/essay)
Two full tuition awards per year will be decided by faculty and is renewable for up to 4 years with a renewal of GPA or 3.5. Earning this award supersedes all other Midway University awards.

New Freshman Merit Scholarships
  • Trustee – $11,000 award for up to 4 years
  • President – $10,000 award for up to 4 years
  • Provost – $8,000 award for up to 4 years
  • Dean – $7,000 award for up to 4 years
  • Founders – $6,000 award for up to 4 years
  • Opportunity Grant – Up to $5,000 for up to 4 years

Transfer Merit Scholarships
  • Transfer $11,000 award for up to 4 years
  • Transfer $9,000 award for up to 4 years
  • Transfer $7,000 award for up to 4 years
  • Transfer $6,000 award for up to 4 years

International Merit Scholarship
  • Amount varies – awarded for up to 4 years

Type B - Scholarships

Students can only receive one scholarship from this category
  • Athletic – Varies by Team and Coach. To find out more about athletic scholarships and to see what athletic opportunities we have to offer visit www.gomidwayeagles.com.
  • Chorale – Audition required during Scholarship Day.
  • Majors – $2,000: Healthcare Administration, Pre-Professional & Psychology: Will be awarded to current students after major is declared, must meet a 3.0 GPA and maintain a 3.0 GPA to renew each year up to two years. Students must remain in the major to receive the award.
  • Minority Scholarship – The purpose of the Midway Minority scholarship is to attract students from diverse racial and ethnic backgrounds traditionally underrepresented in higher education. Midway will award a total of six $5,000 scholarships each year.
Type C - Scholarships

Students can only receive one scholarship from this category

- **Out of State Award** – $2,000 for students who are residents of the United States that have a permanent address outside of the state of Kentucky.
- **Legacy Scholarship** – $2,000 for students who have a sibling, parent, grandparent who graduated from Midway and proof of relationship.
- **Disciples of Christ Scholarship** – $2,000 for students who are members of the Disciples of Christ Church. Requires a letter from a minister.
- **Governor's Scholars Scholarship** – $2,000 for students who have completed Kentucky's Governor's Scholars Program (GSP) Governor's School for the Arts (GSA) or Governor's School for Entrepreneurs (GSE).

Evening/Online Undergraduate Student Scholarships

- **Online Access Scholarship** – $500 per year: Full-time online students who are admitted with a 2.5 overall GPA, and will maintain a 2.5 for renewal, up to four years. This is not stackable with KCTCS Scholarship. Requires full-time enrollment to earn the award.
- **Legacy Scholarship** – $1,000 per year for students who have a sibling, parent, grandparent who graduated from Midway and proof of relation. Renewable for up to 4 years. Requires full-time enrollment to earn the award.
- **KCTCS Scholarship** – $1,000 per year for students who have graduated from a KCTCS institution with a GPA of 3.0 or higher in an AA/AS/AAS degree program. Renewable for up to 2 years with a 2.5 GPA. This is not stackable with the Online Access Scholarship. Requires full-time enrollment to earn the award.

Scholarship awards cannot exceed tuition or be used for room and board. The University reserves the right to make changes to its scholarships at any time.

Graduate Assistantships

Midway University offers a limited number of graduate assistant scholarships each year for the fall and spring terms. Graduate assistants can earn a scholarship of $250 per credit hour up to an annual maximum of $5,200. Graduate assistant candidates must be enrolled full time in the MBA program (6 credit hours per semester). Graduate assistants must apply for the position through the Career Opportunities link found on the Midway University website in order to be considered for the scholarship.

Other Financial Assistance

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 are required to 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 recipient 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.

**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. Generally, these benefits are paid directly to the student after the successful completion of the semester. Because of this, students must typically make alternative payment arrangements to cover their charges for the semester and then “reimburse” themselves when their employer pays the funds. Students who are eligible for employer reimbursement should notify the Business Office or Financial Aid Office.

**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®2 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.va.gov](http://www.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 and the VA Certifying Official located in the Registrar’s Office are available to assist students with questions regarding VA educational benefits.

**Workforce Investment Act 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.

**Student Employment Program**

**Federal Work-Study (FWS)**
The FWS program is funded by combined funding from the federal government and the University. It is designed to provide jobs for eligible students who may earn funds to assist with a portion of their educational expenses. Application for FWS is made through completion of the FAFSA and the Financial Aid Department. 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

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2 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).
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.

**Grant Programs**

Students must complete a FAFSA 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 1 to maximize eligibility for state and federal financial aid. Extensive information about all federal aid programs can be found at www.studentaid.ed.gov.

**Teacher 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/sa/types/grants-scholarships/teach or contact the Financial Aid Office.

**Federal Pell Grant**

The federal Pell Grant is made available to undergraduate students who have been determined to have exceptional financial need and have not already earned a bachelor's degree. Eligibility is determined by the Department of Education when a student completes the FAFSA. Eligibility may change yearly, and the Grant is only available for a maximum of 12 semesters.

**Federal Supplemental Education Opportunity Grant (FSEOG)**

FSEOG 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. FSEOG funding is limited and can be exhausted during the year, so not all students with the most financial need may receive FSEOG funds. Students are encouraged to file the FAFSA as early as possible after October 1 to maximize chances of receiving this grant.

**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/sa/types/grants-scholarships/iraq-afghanistan-service or contact the Financial Aid Office.

**Kentucky Higher Education Assistance Authority (KHEAA)Funding**

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.ed.gov as soon as possible on or after October 1 of the preceding academic year. Extensive information about all state aid programs can be found at http://www.kyepsb.net/ www.kheaa.com.
Loan Programs

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.

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.ed.gov. There are two types of Direct Loans:

Direct subsidized loan
• Must have financial need as determined by the FAFSA to be eligible.
• 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. Doing so will not trigger early repayment.

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.

<table>
<thead>
<tr>
<th></th>
<th>Dependent Undergraduate Students</th>
<th>Independent Undergraduate Students (and dependent students whose parents are denied a PLUS loan)</th>
<th>Graduate/Professional Degree Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st-year (0-29 University credits)</td>
<td>$5,500 (max. $3,500 subsidized)</td>
<td>$9,500 (max. $3,500 subsidized)</td>
<td>$20,500 unsubsidized loan only (no subsidized eligibility)</td>
</tr>
<tr>
<td>2nd-year (30-59 University credits)</td>
<td>$6,500 (max. $4,500 subsidized)</td>
<td>$10,500 (max. $4,500 subsidized)</td>
<td></td>
</tr>
<tr>
<td>3rd- and 4th-year (60 + University credits)</td>
<td>$7,500 (max. $5,500 subsidized)</td>
<td>$12,500 (max. $5,500 subsidized)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dependent Undergraduate Students</td>
<td>Independent Undergraduate Students (and dependent students whose parents are denied a PLUS loan)</td>
<td>Graduate/Professional Degree Students</td>
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<tr>
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</tr>
<tr>
<td>Aggregate loan limits</td>
<td>$31,000 (No more than $23,000 may be in subsidized loans)</td>
<td>$57,500 (No more than $23,000 may be in subsidized loans)</td>
<td>$138,500 (The graduate debt limit includes Direct Loans received for undergraduate study.)</td>
</tr>
</tbody>
</table>

**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 Parent Loan for Undergraduate Students (PLUS Loans)**
PLUS Loans are federal education loans 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. PLUS loans remain the responsibility of the parent and are not transferable to the student at any time during the life of the loan. 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 fees and repayment options can be found at www.studentloans.gov, at www.midway.edu/admissions-aid/cost-aid/apply-for-aid/loan-programs/, 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 at www.midway.edu/admissions-aid/cost-aid/apply-for-aid/loan-programs/, or by contacting the Financial Aid Office.

**Satisfactory Academic Progress Policy (SAP)**

**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 (PACE), 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 SAP apply for all financial assistance programs including Federal Pell Grant, Federal Work Study, Federal Supplemental Education Opportunity Grant, Federal Direct Loans, (Subsidized, Unsubsidized, and PLUS), as well as assistance from the state and the institution.
Enrollment in Degree Program
Financial aid recipients must only take courses that are required for the degree program. Courses which do not apply toward the degree, are audited, or which are earned through CLEP testing do not count toward a student’s 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% of the cumulative credits attempted to maintain SAP.

Example: 70 cumulative hours x .67 = 46.9 so 47 earned hours are required to meet pace

The following are considered when evaluating a student’s completion rate:
- Withdrawals, incompletes, and failures are considered attempted but not earned hours.
- Passing grades 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 may only receive aid for repeating a previously passed course one time.
- 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 and will be counted as attempted hours even if Midway University does not accept the grade for credit.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Counts Toward Attempted</th>
<th>Counts Toward Earned</th>
<th>Counts Toward GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraws or incompletes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Failures</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Passing grades received for pass/fail courses</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Failing grades received for pass/fail courses</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Repeated courses</td>
<td>Yes</td>
<td>Yes</td>
<td>Only the grade received in the most recent attempt</td>
</tr>
<tr>
<td>Audited Courses</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Transfer credits, including those received during consortium study</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Cumulative GPA
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 they have 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 financial aid was received or not, or the course work was successfully completed.

3 Round to the nearest whole number – If the first digit after the decimal is 5, 6, 7, 8, or 9, rounding digit rounds up by one number.
Note: 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, Max Time Frame, 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.

**Financial Aid Suspension**
If the student does not meet the standards for completion rate, Max Time Frame, and cumulative GPA, they are 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.

**Academic Fresh Start**
Granting of Academic Fresh Start does not extend to Financial Aid. Courses that may be included in the Academic Fresh start approval are required by federal policy to still be included in the calculation of SAP. Students who are granted Academic Fresh Start who were previously held for SAP will need to contact the Financial Aid Office and will be responsible for submitting the required SAP appeal.

**Appeal Procedures and Reinstatement**
A student may appeal their SAP suspension if they believe they have mitigating circumstances that contributed to their performance. Mitigating circumstances may include but are not limited to personal or family illness, tragedy, or other circumstances the student feels have bearing on the situation. Documentation verifying the situation must be provided.

*Note: The Financial Aid SAP Appeal is not the same as an Academic Appeal, or a Scholarship Appeal. Students must file a separate appeal with each department.*

SAP appeals may fall into one of the following categories and supporting documentation must be included with the appeal:

**Personal Injury or severe illness**
Examples: cancer, stroke, broken bone, mental illness
Documentation required:
- Official documentation from medical provider confirming diagnosis and dates of injury or illness.
- If recurring illness or health issue, provide a statement detailing what has changed to allow better performance in the future.
- If there is a change in medication for a recurring illness, provide additional documentation explaining how this will help improve performance.

**Severe personal or family event**
- Examples: Divorce, death of immediate family member, incarceration
- Documentation required (dependent upon mitigating event):
  - Divorce decree or letter from an objective third party (lawyer, officer of the court, pastor, counselor, etc.).
  - Death certificate or copy of obituary and supporting documentation confirming family connection.
  - Copy of police report.
• Court documentation reflecting period of incarceration and proof of family connection if person incarcerated was not the student.

Academically Related
Examples: Academic Fresh Start, Change of major, second degree
Documentation required:
• A completed Academic Timetable for Program Completion Form

Extenuating Circumstances
Examples: Military Obligations, Work Conflict
Documentation required:
• Official documentation from the military verifying required training or deployment timeframe.
• Letter from employer on company letterhead verifying termination of employment or reduced work hours.
• Other documentation supporting stated circumstance.

The Financial Aid Office will review all appeals within three weeks of submission. Students selecting the option to meet with the Appeals Committee will only be contacted to schedule a meeting in the event the initial review indicates the appeal may be denied. 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 end 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 traditional (TRD) 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 no more than 7 credit hours of online coursework 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. New rates are effective July 1 each year.

Please refer to the latest version of the University tuition and fees schedule on the Midway University website at [https://www.midway.edu/admissions-aid/cost-aid/tuition-fees/](https://www.midway.edu/admissions-aid/cost-aid/tuition-fees/).

#### Tuition

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time (12 to 19 hours, per semester)</td>
<td>$12,250</td>
</tr>
<tr>
<td>Part-Time (per credit hour)</td>
<td>$910</td>
</tr>
<tr>
<td>Summer (per credit hour)</td>
<td>$395</td>
</tr>
</tbody>
</table>

#### Room (per semester)

- Buster Hall Double Occupancy: $2,200
- Buster Hall Triple Occupancy: $1,700
- Belle Wisdom Hall Double Occupancy: $2,400
- Belle Wisdom Hall Triple Occupancy: $1,900
- Pinkerton Hall Double Occupancy: $2,300
- Pinkerton Hall Triple Occupancy: $1,800
- Pinkerton Hall Quad Occupancy: $1,600
- University Houses: $2,600
- Off-campus apartments: $2,700

Board (per semester) - All residential students are required to select a meal plan. Residents of Belle, Buster, and Pinkerton must choose between one of the 19-meal a week options while students living in a campus home or leased property may select the 14-meal option.

- 19-meals per week + $100 Dining Dollars: $2,100
- 19-meals per week (Default for Belle, Buster, and Pinkerton Residents): $2,040
- 14-meals per week (only available to students in Peterson House, Yellow House, or Frankfort Apartments): $1,500
- 20-meal Commuter Plan (Available to students not living in Midway controlled property): $140

Students may add Dining Dollars in any dollar amount they wish. Dining Dollars may be used at any dining facility on the Midway University campus including Piper Dining Hall or the Nest Café.

#### Notes

1. The term Undergraduate students at Midway University refers to students enrolled in our 16-week semester-based classes.
2. Full-time status is achieved for Undergraduate students when enrolled in at least 12 credit hours per semester. Undergraduate students taking less than 12 hours should use the per credit hour rate to calculate tuition for the semester.
3. Students wishing to enroll in more than 19 credit hours must receive prior approval from the appropriate School Dean and the student's advisor. An overload fee of $500 per credit hour is charged for any credit hours above 19. Maximum allowable course load is 22 semester hours.
hours per semester. Effective beginning Fall 2018.

4. All Evening and Online Undergraduate and Graduate students are charged on a per credit hour basis.

5. Undergraduate students pay per credit hour rates for summer term courses.

*Learning Management System (LMS) Fee temporarily waived for some programs.

**Additional costs/fees may apply to courses that require travel abroad.

### Evening and Online Undergraduate Program Tuition

<table>
<thead>
<tr>
<th>Tuition (per credit hour)</th>
<th>$395</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN-BSN (per credit hour)</td>
<td>$354</td>
</tr>
</tbody>
</table>

### Graduate Program Tuition

<table>
<thead>
<tr>
<th>Tuition (per credit hour)</th>
<th>$520</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED* (per credit hour)</td>
<td>$250</td>
</tr>
<tr>
<td>MSN (per credit hour)</td>
<td>$494</td>
</tr>
</tbody>
</table>

*Learning Management System (LMS) Fee temporarily waived.

### General Fees

#### Admissions Application

- Undergraduate Application .......................................................... $30
- Graduate Application ................................................................... $40
- Undergraduate International Processing and Mailing Fee .......... $50
- Graduate International Applications ..................................... $60

#### Equine

- Trespassing in Pastures ............................................................ $100

#### Graduation Fee

- Undergraduate (per diploma ordered) ......................................... $100
- Graduate (per diploma ordered) ................................................ $100

#### Registration Fees

- Credit for Prior Learning (via Portfolio; per credit hour) ........ $100
- Housing Reservation Fee (new students) ................................... $200
- Housing Reservation Fee (returning students) ......................... $100
- Late Registration ....................................................................... $100
- Learning Management System (LMS) Fee (Online; per class)*   $150
- Nursing Clinical - Additional Days (per day) ......................... $350
- Overload course fee (greater than 19) .................................... $500
- Student Activity Fee (traditional program students only, per semester) $100
- Technology/Campus Network Fee (per semester)* .................... $75
- Tuition Deposit (new students) ................................................ $150

#### Residence Life Fees

- Damages to Rooms (based on estimate of damage) .................. TBD
- Failure to Turn in Keys at Break Periods ................................. $50
- Improper Residence Hall Checkout .......................................... $20
- Lost/Replacement IDs ............................................................... $10
- Lost Keys - Room .................................................................... $25
- Lost Keys - Exterior Door ......................................................... $50
- Violation of Alcohol Policy (first offense) .............................. $150
- Violation of Alcohol Policy (subsequent offenses) .................. $250
- Returned Check Fee (per instance) ........................................ $40

#### Transcript Fees

- Mail ......................................................................................... $10
- Walk-In ................................................................................... $15
- Electronic transcript ............................................................... $10 + processing fee
- Diploma Reprint Fee ............................................................... $40
Parking Fines
- Blocking Dumpsters ................................................................. $15
- Creating a Traffic Hazard .......................................................... $10
- Failure to Display Permits ......................................................... $15
- Parking in Fire Lanes ................................................................. $15
- Parking on Grass ....................................................................... $15
- Parking in No Parking Area ....................................................... $10
- Parking in Reserved Spaces ..................................................... $25
- Parking in Restricted Area ....................................................... $15
- Parking in Visitor Parking ......................................................... $10
- Parking in Wrong Designated Area ......................................... $10
- Unauthorized use of Disabled Spaces ..................................... $25

Course Fees
Art
- ART 107 - Painting .................................................................. $60
- ART 202 - Photoshop .............................................................. $100
- ART 205 - Drawing .................................................................. $60

Computer Science
- CIS 235 - Application Software .............................................. $50

Education
- EDU 498 - Student Teaching/Seminar .................................... $235

Equine
- EQS 109 - Equine Farm Operations I ..................................... $150
- EQS 111 - Equine Farm Operations II ...................................... $150
- EQS 209 - Equine Farm Operations Management I ................ $150
- EQS 211 - Equine Farm Operations Management II .............. $150
- EQS 214 - Equine Healthcare Management ........................... $150
- EQS 216 - Equine Science Lab ............................................... $150
- EQS 226 - Equine Rehabilitation I .......................................... $150
- EQS 251 - Feeds, Feeding and Forages .................................. $150
- EQS 326 - Equine Rehabilitation II ......................................... $150
- EQS 335 - Integrative Performance Clinical ............................ $150
- EQS 426 - Equine Rehabilitation III ........................................ $150
- EQS 430 - Eastern Medicine .................................................. $150
- EQS 435 - Nutrition and Pharmacology ................................. $150

Nursing
- NSG 115 - Fundamentals of Nursing ..................................... $175
- NSG 125 - Medical Surgical Nursing ....................................... $175
- NSG 130 - Mental Health Nursing ......................................... $175
- NSG 212 - Obstetrics and Women's Health Nursing .............. $175
- NSG 215 - Pediatric Nursing .................................................. $175
- NSG 225 - Advanced Medical-Surgical Nursing and Clinicals .. $175
- NSG 230 - Syntheses and Integrative Practicum ....................... $175
- NSG 310 - Introduction to Professional Nursing .................... $35
- NSG 330 - Pathophysiology ................................................... $35
- NSG 340 - Health Assessment and Clinical Interference .......... $35
- NSG 360 - Pharmacology ...................................................... $35
- NSG 370 - Adaptations for Mental Health ............................... $35
the cost of collection including agency, attorney fees and court costs.

attorney for collection or legal action, the student will be liable to pay an additional charge equal to $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

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.

NSG 390 - Teaching and Learning................................................................................................................................. $35
NSG 410 - Community Health Nursing.......................................................................................................................... $35
NSG 430 - Introduction to Evidenced Based Research ................................................................................................. $35
NSG 440 - Trends and Issues.......................................................................................................................................... $35
NSG 460 - Nursing Leadership and Management .......................................................................................................... $50

Physical Education
PHE 102 - Yoga ................................................................................................................................................................. $25
PHE 104 - Tennis ................................................................................................................................................................. $25
PHE 105 - Fitness Walking .................................................................................................................................................. $25
PHE 112 - Badminton ......................................................................................................................................................... $25

Sciences
BIO 104 - General Biology I Lab........................................................................................................................................ $50
BIO 105 - General Biology II Lab ................................................................................................................................... $50
BIO 156 - Exploring Life’s Diversity Laboratory ........................................................................................................... $50
BIO 191 - Anatomy and Physiology I Lab......................................................................................................................... $50
BIO 199 - Anatomy and Physiology II Lab ...................................................................................................................... $50
BIO 226 - Microbiology Lab .............................................................................................................................................. $50
BIO 231 - Principles of Botany Lab .................................................................................................................................. $50
BIO 306 - General Zoology Lab........................................................................................................................................ $50
BIO 313 - General Ecology Lab ...................................................................................................................................... $50
BIO 319 - Vertebrate Embryology Lab ........................................................................................................................... $50
BIO 321 - Histology Lab ...................................................................................................................................................... $50
BIO 327 - Immunology Lab ................................................................................................................................................. $50
BIO 421 - Biochemistry Lab .............................................................................................................................................. $50
CHM 171 - General Chemistry Lab I ............................................................................................................................... $90
CHM 176 - General Chemistry Lab II ............................................................................................................................... $90
CHM 331 - Organic Chemistry Lab I ............................................................................................................................... $90
CHM 336 - Organic Chemistry Lab II ............................................................................................................................... $90
CHM 421 - Biochemistry Lab ........................................................................................................................................... $90
ENV 202 - Principles of Environmental Science Lab ..................................................................................................... $50
PSC 241 - Physics Lab I...................................................................................................................................................... $80
PSC 246 - Physics Lab II..................................................................................................................................................... $80

Tourism and Event Management
TEM 476/576 - The Bourbon Experience and Hospitality .......................................................................................... $75

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 contacting the Student Affairs 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 2019-2020

<table>
<thead>
<tr>
<th>Course length</th>
<th>Official date of withdrawal</th>
<th>Refund %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses 16-weeks in length</td>
<td>Before Classes Begin</td>
<td>100%</td>
</tr>
<tr>
<td>Courses 16-weeks in length</td>
<td>First day of term through 10th day</td>
<td>100%</td>
</tr>
<tr>
<td>Courses 16-weeks in length</td>
<td>11th day of term through 17th day</td>
<td>50%</td>
</tr>
<tr>
<td>Courses 16-weeks in length</td>
<td>18th day of term through 24th day</td>
<td>25%</td>
</tr>
<tr>
<td>Courses 16-weeks in length</td>
<td>After 24th day</td>
<td>0%</td>
</tr>
<tr>
<td>Courses greater than 6 weeks but less than 16-weeks in length</td>
<td>Before Classes Begin</td>
<td>100%</td>
</tr>
<tr>
<td>Courses greater than 6 weeks but less than 16-weeks in length</td>
<td>First day of term through 10th day</td>
<td>100%</td>
</tr>
<tr>
<td>Courses greater than 6 weeks but less than 16-weeks in length</td>
<td>11th day of term through 14th day</td>
<td>25%</td>
</tr>
<tr>
<td>Courses greater than 6 weeks but less than 16-weeks in length</td>
<td>After 14th day</td>
<td>0%</td>
</tr>
<tr>
<td>Courses greater than 3 weeks but not more than 6 weeks in length</td>
<td>Before Classes Begin</td>
<td>100%</td>
</tr>
<tr>
<td>Courses greater than 3 weeks but not more than 6 weeks in length</td>
<td>First day of term through 4th day</td>
<td>100%</td>
</tr>
<tr>
<td>Courses greater than 3 weeks but not more than 6 weeks in length</td>
<td>After 4th day</td>
<td>0%</td>
</tr>
<tr>
<td>Courses 3 weeks or less in length</td>
<td>Before Classes Begin</td>
<td>100%</td>
</tr>
<tr>
<td>Courses 3 weeks or less in length</td>
<td>After Classes begin</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Room and Board Refund Schedule 2019-2020

<table>
<thead>
<tr>
<th>Number of Days used (% Days Used)</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Day (4%)..............................................................</td>
<td>96%</td>
</tr>
<tr>
<td>2nd Day (8%)..............................................................</td>
<td>92%</td>
</tr>
<tr>
<td>3rd Day (12%).................................</td>
<td>88%</td>
</tr>
<tr>
<td>4th Day (16%).................................</td>
<td>84%</td>
</tr>
<tr>
<td>5th Day (20%).................................</td>
<td>80%</td>
</tr>
<tr>
<td>6th Day (24%).................................</td>
<td>76%</td>
</tr>
<tr>
<td>7th Day (28%).................................</td>
<td>72%</td>
</tr>
<tr>
<td>8th Day (32%).................................</td>
<td>68%</td>
</tr>
<tr>
<td>9th Day (36%).................................</td>
<td>64%</td>
</tr>
<tr>
<td>10th Day (40%)...............................</td>
<td>60%</td>
</tr>
<tr>
<td>11th Day (44%)...............................</td>
<td>56%</td>
</tr>
<tr>
<td>12th Day (48%)...............................</td>
<td>52%</td>
</tr>
<tr>
<td>13th Day (52%)...............................</td>
<td>48%</td>
</tr>
</tbody>
</table>
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 Deposits and Tuition Deposits Refunds**

New students are required to pay a tuition deposit. For new students wishing to live on campus a Housing Deposit is also required. Tuition and Housing Deposits are refundable through May 1 upon written request to the Business Office. Tuition deposits are credited toward the student’s account after the 10th day of class. Housing Deposits are held until the student moves out of campus housing that academic year. If there are no damages or improper check out charges, the full deposit is refunded to the student.

Returning residential students are required to pay an annual housing deposit fee of $100. Housing Deposits are held until the student moves out of campus housing that academic year. If there are no damage or improper check out charges, the full deposit is 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 to the Department of Education per federal, state and institutional policies. The “Financial Aid Return of Funds Policy” in the Expenses and Financial Aid 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.
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, study abroad, orientation, campus ministry, community service, and student government.

Residence Life

Students can choose to live in one of three residence halls, Buster, Belle Wisdom, and Pinkerton Halls or one of three campus houses. 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.

Buster Hall, built in 1925, is a four-story building which houses 73 residence hall rooms. All the rooms are approximately the same size, with two large windows, ceiling fans, hardwood floors, and hall bathrooms on each floor. Buster 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.

Pinkerton Hall was rebuilt in 1852 after a fire destroyed the original structure. Pinkerton initially housed all functions of the Kentucky Female Orphan School including housing and classes and is listed on the National Register of Historic Places. Pinkerton was renovated in 2019 to return the building to a residential facility. The rooms vary in size and have pod-style bathrooms that offer private bathrooms on each floor.

Each residence hall at Midway University contains a laundry facility, a microwave, and a common lounge. Rooms are furnished with beds, mattresses, dressers, desks, desk chairs, and Internet access. All buildings have both triple and double occupancy rooms and Pinkerton has quadruple occupancy in large corner rooms. Each resident is responsible for his or her own room and agrees to accept responsibility for any damage to the room or its furnishings during the contractual period.

Residence Requirement

All full-time undergraduate students under the age of twenty-one (21) who have completed fewer than four (4) academic semesters at Midway University are required to live on-campus and subscribe to a residential dining plan.

Housing Exemption

The University may grant exemptions to the on-campus residency requirement based upon the following criteria:

- Students who turn the age of twenty-one (21) prior to the first day of classes of term in which exemption is requested
- Students who are married
- Students who have dependent children
• Students who plan to reside with parent(s) or a legal guardian within a fifty (50) mile radius of campus
• Students who are registered for less than twelve (12) credit hours

Any student who meets one or more of the exemption criteria is eligible to submit a Housing Exemption Request Form. Students will be notified through their Midway University student email within five (5) business days regarding the status of their exemption request.

Please note that your scholarship and financial aid package may impact your eligibility to live off-campus as certain types of institutional scholarships and financial aid require recipients to live on-campus. It is recommended that you speak with Financial Aid to confirm if your aid package would be impacted by moving off campus PRIOR to submitting a Housing Exemption Request Form.

**Deadlines for Housing Exemption Requests**

All housing exemption requests must be submitted through the Midway University eRezLife housing platform by the following deadlines:

• Fall Term – June 1
• Spring Term – December 1

Housing exemption requests submitted through email or written declaration will not be reviewed. Any housing exemption request submitted past the deadline will be reviewed at the discretion of the Director of Residence Life, New Student, & Multicultural Programs.

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.

**Housing Agreement**

The housing agreement is a binding agreement between Midway University and the student and/or parent or legal guardian. The agreement 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 agreement may be made only in case of withdrawal from the University, graduation, dismissal, marriage, or exemption approved by the Director of Residence Life, New Student & Multicultural Programs. 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**

All students wishing to live on campus are required to pay a Housing Deposit to secure their housing assignment. The Housing Deposit for NEW students is $200 and is refundable through May 1 upon written request to the Business Office.

The Housing Deposit for returning residential students is $100. Students who fail to make this payment by May 31 may forfeit their reserved living space.

All Housing Deposits are held annually until the student moves out of campus housing. If a student incurs any cleaning, damage, or improper check out charges the deposit is applied to those costs and any excess is returned to the student via their selected refund option.
Room Assignments
The Residence Life team makes room assignments each summer with consideration of space, information on the housing application, and specific reasonable requests of the student. Both the Housing Application and Housing Deposit must be paid prior to being placed in housing. Assignments for new students are generally available by mid-July and notification will come to the student’s Midway University email address. Returning students are given priority when rooms are assigned for the following academic year. New students are assigned to housing based on a priority matrix that assigns students from outside of Woodford and surrounding counties by deposit date followed by local students by deposit date. The University cannot guarantee that special requests will be granted. The University is committed to a policy of non-discrimination. All housing assignments are made in compliance with the law.

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 agreement 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. (See page 49 for Board options.)

All students living in Midway owned or controlled housing are required to enroll in a meal plan when applying for campus housing. Students may change their enrolled plan through the first week of the semester. After that point, students will be locked into their chosen plan and will not be able to adjust their selection until the following semester. Residential students wishing to change or modify their meal plans can do this in the Residence Life Office.

Commuter students may add the commuter plan at any point. The commuter plan rolls over from fall to spring semesters but expires at the end of the spring semester. Faculty and staff may also purchase this plan. Commuter meal plans may be purchased in the Business Office.

Any faculty, staff or student may add Dining Dollars at any point during the year. Dining Dollars roll over from fall to spring semesters but expire at the end of the spring semester. Dining Dollars may be added in the Business Office.

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 or 5499 from a campus phone. 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 859-846-5419 or 5499 from a campus phone, 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.


**Cleary Act**

In compliance with the Cleary Act, the Student Affairs Office compiles crime statistics and publishes an annual security report which may be found at https://www.midway.edu/admissions-aid/cost-aid/consumer-information/ (Annual Security and Fire Safety Report). Copies of the annual security report may also be obtained by contacting the Student Affairs Office. The campus crime log that lists incidents that present a safety or security threat to students or employees is available upon request in Campus Security. Items are added to the crime log within 24 hours after the incident is reported to Campus Security.

**Automobiles and Parking**

All Midway University students are allowed to have automobiles on campus. Students must register their vehicles with Campus Security and pick up their free valid registration permits. Students are allowed to keep the same parking pass for several years. Lots for student parking are designated on campus and parking information is available on the Campus Security Portal under parking policy. Students who violate parking regulations will be subject to ticketing.

**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 including athletic participation.

**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. Midway's Campus Minister offers a variety of programming throughout the year for interested students. Students may also choose to be involved with religious student organizations such as Midway Students for Christ and Fellowship of Christian Athletes.

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
- Student portal which provides detailed campus announcements, news, course registration and grades, and other key information, [https://my.midway.edu](https://my.midway.edu).
- Internet/network connection
- Wireless service
- TV services
- Print/copy accessibility
- Ellucian Go Mobile App
- Microsoft Office 365 (including 1 Terabyte of cloud storage)
- Computer labs and workstations
- After hours help desk

**Student Activities and Organizations**
Midway University provides students with many 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.
Student organizations 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 student organizations are available to Midway University students.

**Art Guild**
An organization promoting a growing appreciation of art in our community and at the university. This organization looks to encourage as well as develop creativity and passion for art.

**Eagle Outreach**
Eagle Outreach is a service-oriented student organization which focuses on identifying the needs of the community and offering community service. This organization works to forge a connection between Midway University and surrounding cities.

**Fellowship of Christian Athletes (FCA)**
Fellowship of Christian Athletes’ mission is to lead every coach and athlete into a growing relationship with Jesus Christ. FCA’s values focus on how relationships will demonstrate a steadfast commitment to Jesus Christ and His Word through integrity, serving, teamwork and excellence.

**Gamma Beta Phi (GBP)**
Gamma Beta Phi Society is a national honors and service society. With watchwords of service, scholarship, and character, GBP aims to broaden members’ academic and philanthropic lives so that they may graduate, ready to make a difference in the world.

**Habitat for Humanity**
This organization pairs with Georgetown, Kentucky’s Habitat for Humanity branch to focus on providing affordable housing while promoting dignity and hope for those in need of shelter. As a part of this organization, students will learn to act with integrity and responsibility while providing service to others.

**Lesbian, Gay, Bisexual, Transgender+**
LGBT+ provides a safe space for everyone on campus to offer support, information, and resources to campus regarding LGBT+ topics. They look to spread positivity and awareness encouraging campus-wide involvement as a means of inclusion.

**Midway Association of Nursing Students**
M.A.N.S. is a pre-professional organization of nursing students. The purposes of the organization are to provide support and encouragement for nursing students, and to encourage participation in health-related events at the University. Membership is open to all nursing and pre-nursing students at Midway.

**Midway Horse Association**
This is an organization that promotes interest in equine-related industries, recreational activities to both equine and non-equine students, and academic and social interaction between students and faculty.

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

**Student Athletics Board**
This 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 and student issues and action regarding Midway athletics and facilities.

**Student Government Association**
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.

**Students for Christ**
The club is open to students, faculty and staff who want to come together weekly to pray for individuals in need and Midway University as a whole, in addition to participating in worship and service opportunities both on-campus and off.

**Tri-Beta National Biology Honor Society**
This is a society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. It also strives to have students gain a greater appreciation of the earth's diverse biological wealth among all people and promote an exchange of ideas and efforts aimed at insuring continued biological diversity and sustainable, healthy, human environments.

**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 [https://www.midway.edu/student-life/student-resources/](https://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 in the Academic Regulations section of this catalog.
Required Training Policy
Midway University desires to be a safe campus free from the impact of sexual misconduct and alcohol and drug use. The University also seeks to remain in compliance with all Federal regulations. For these reasons new students will be prompted to complete required training at the start of the semester around issues which may include sexual misconduct, alcohol and/or drug use, or other topics. Students who fail to complete this training by the stated deadline will have a registration hold placed on their account until the training is completed. This hold will prevent registration for future semesters.

Student Grievance Procedure

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.

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.
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.

Intercollegiate Athletics
Midway University is committed to excellence in intercollegiate athletics. Athletic teams are fielded in archery, baseball, basketball, bowling, cheerleading, cross country, dance, equestrian (hunt and western), golf, soccer, softball, tennis, track and field, volleyball, and wrestling. Midway University is a member of the National Association of Intercollegiate Athletics (NAIA), the River States Conference (RSC), the Mid-South Conference (MSC), the Intercollegiate Horse Show Association (IHSA), the United States Bowling Congress (USBC), and the USA Archery.

Athletic scholarships are available based on athletic qualifications and evaluation by the head coach of each individual sport.
Academic Information

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 Advising

Academic advising is a collaborative relationship in which students seek and receive guidance about academic program planning and life goals. Educational planning is well-suited with students’ life goals; therefore, academic advising includes conversation about life goals and supports the process of developing such goals. The ultimate responsibility for reaching decisions about academic program plans and goals rests with each undergraduate student. For academic advisors, assisting students to develop life goals means (1) aiding students to discover and delineate educational and career goals in an atmosphere of mutual respect and learning, (2) encouraging students to think critically about their choices, (3) helping learners explore and find resources, and (4) following through with action plans. In this way, students connect with the advisor and develop personal accountability for making decisions.

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 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:

<table>
<thead>
<tr>
<th>CANDIDATES FOR AN ASSOCIATE DEGREE (Must have earned a minimum of 34 hours with Midway University to be eligible)</th>
<th>CANDIDATES FOR A BACHELOR’S DEGREE (Must have earned a minimum of 48 hours with Midway University to be eligible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Honors</td>
<td>Summa Cum Laude</td>
</tr>
<tr>
<td>With High Honors</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.60-3.85 cum GPA</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>3.86-4.00 cum GPA</td>
<td>3.90-4.00 cum GPA</td>
</tr>
<tr>
<td>3.76-3.89 cum GPA</td>
<td>3.76-3.89 cum GPA</td>
</tr>
<tr>
<td>3.60-3.75 cum GPA</td>
<td>3.60-3.75 cum GPA</td>
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</tbody>
</table>

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.

Academic Regulations

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.

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

Course Information

Academic Majors and Minors and 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 represents an optional, secondary field of study for a degree-seeking student. No student may declare a major and a minor in the same field of study as a Major. A concentration, on the other hand, goes hand in hand with a Major, as it has to be in the same field of study as a Major. Requirements for a minor or a concentration 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. Academic minors are available 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. A concentration, however, may also be chosen in a Graduate degree.

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.

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.
Unit of Credit
The unit of credit at Midway University is the semester hour. The credit measure is based upon outcomes of the course, not time input. Accelerated courses are delivered in 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, and at least 5 hours of work outside of class per week in an 8-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 delivers courses on an accelerated (module) calendar during evenings, weekends and online. In the module format, in-seat classes meet 1.3 hours per 8-week session for each semester hour of credit to be earned. In the online format, each class extends over an 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.

Course Load
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 and seven credits during the summer session. A student may be permitted by the appropriate dean, upon recommendation of the student’s academic advisor, to carry extra credit hours at which point an overload fee will be added to the student’s account.

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.

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.

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.

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. Any student who is on academic probation cannot participate in intercollegiate athletic competitions or hold leadership positions on campus.

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.

Academic Support
The Student Success Center serves as a holistic and comprehensive resources center providing programs and services created to build independent learners as well as empower students to take leadership and responsibility in their academic achievement, degree completion, and career/graduate school pathways.

Advanced Placement Program
Midway University recognizes the examinations of the College 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 the Registrar. The code number for Midway University is 1467.

To receive credit, the student must furnish an official AP transcript to the Office of the Registrar issued directly from the College Board. Advanced Placement Examinations for which comparable courses are offered at Midway University will be evaluated 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.

International Baccalaureate Program
Midway University recognizes the examinations of the International Baccalaureate (IB) program as well and awards academic credit for successful scores on all the Higher Level (HL) and Standard Level (SL) examinations. Generally, 6 credit hours are awarded for scores of 5-7 in Higher Level (HL) while 3 credits are awarded for scores of 5-7 in Standard Level (SL) examinations.

To receive credit, the student must furnish an official International Baccalaureate transcript to the Office of the Registrar issued directly from the New York office of the IB Organization. IB Examinations for which comparable courses are offered at Midway University will be evaluated by the Registrar.

The scores of 5, 6, or 7 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 IB Exam by a grade of P (Pass). A score lower than five (5) will not be considered for advanced placement or for credit.

College Level Examination Program and DANTES Subject Standardized Tests
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.

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.

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 Office of Academic Affairs.

**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 three group study rooms, a video editing studio, individual study carrels, a conference room, and general use computers. The library also houses a computer lab, a Mac lab, the Student Success Center, and The Center@Midway for Teaching Excellence and Innovation.

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](http://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.

**Study Abroad**
Academic and service opportunities abroad are available to Midway University students. Study Abroad Fairs are held on campus twice a year. Students interested in studying abroad should set up an appointment with the Office of International Programs to discuss academic year long, semester, and summer programs. Students are able and encouraged to study abroad through a third-party provider or university abroad during their time. Students’ exchanges with partners abroad are also offered. The transfer of academic credit must be granted by the registrar and academic program directors. US citizens’ federal and state financial aid may be used for study abroad. Institutional aid may not be used. It is important for students who wish to study abroad to plan far in advance and stipulate this on their FAFSA.

**Transfer from Regionally-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 30 semester hours of C or higher work from regionally accredited institutions toward an associate of arts degree or a maximum of 80 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. At least half of the major must be completed at Midway University. Students pursuing a master’s degree may transfer a maximum of six semester hours of B or higher work.
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.

**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](http://www.acenet.edu) and [www.nationalccrs.org](http://www.nationalccrs.org) to further research these options.

**Evaluations 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.

**Grading System**
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 70%

- **BSN Nursing**
  - **A** = 91% - 100%; **B** = 83% - 90%; **C** = 75% - 82%; **D** = 70% - 74%; **F** = below 70%

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:

<table>
<thead>
<tr>
<th>Grade Standard</th>
<th>Description</th>
<th>Earned Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Represents exceptionally high achievement as a result of aptitude, effort, and intellectual initiative.</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Represents a high achievement resultant from ability and effort.</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Represents average achievement.</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Represents the minimum passing grade in most classes. A grade of &quot;D&quot; is not satisfactory completion of courses required for the major and in some cases of courses required for a degree.</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>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.</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>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.</td>
<td>0</td>
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</table>
## Grade Standards

<table>
<thead>
<tr>
<th>Grade Standard</th>
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<th>Earned Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>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.</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Represents a condition rather than a final grade. It signifies the state of being unfinished/incomplete. If the required work is not satisfactorily completed within 30 days of the end of the academic term in which the course was taken, the “I” grade is normally changed to “F.”</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>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.</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>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.</td>
<td>0</td>
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</tbody>
</table>

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.

### Course Repeat

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.
3. Repeating a course in which one has earned a grade of ‘D’ or higher could impact one’s Title IV funding. Therefore, a student should consult with the Financial Aid Office to determine if s/he is eligible to receive federal or state funds for repeating the course.

### 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.

### Grade Appeal

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 Vice President of Academic Affairs (VPAA).
If after having received the Dean’s response, the student still believes that an injustice has been done, the student must contact the VPAA 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 VPAA will then attempt to resolve the issue. If the VPAA is unable to resolve the issue within seven (7) business days of having received the student’s letter, the VPAA 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 VPAA 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 VPAA 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.

**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.

**Incompletes**
Typically, an “I” is given as a temporary grade only for extenuating circumstances in the life of the affected student. Such circumstances include severe illness, death in the immediate family, and temporary physical disability. The student is permitted 30 days from the end of the academic term to complete the work or the “I” grade is changed to an “F” grade.

If a professor wants to assign an “I” grade to a student, they must complete an incomplete contract form. The form should be filled out and returned to the appropriate school Dean for approval. Once the Dean has approved the form, it is submitted to the Office of the Registrar for entry into the system, and the student and the professor are notified.
Graduation Requirements

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.

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.

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.

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.

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 30 semester hours of C or better work from regionally accredited institutions toward an associate of arts degree or a maximum of 80 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.

**Military Science - Reserve Officer Training Program**

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.

**Aerospace Studies**

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:

<table>
<thead>
<tr>
<th>Freshman Semesters</th>
<th>Sophomore Semesters</th>
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</thead>
<tbody>
<tr>
<td>AFS 111 offered in Fall semesters</td>
<td>AFS 211 offered in Fall semesters</td>
</tr>
<tr>
<td>AFS 113 offered in Spring semesters</td>
<td>AFS 213 offered in Spring semesters</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Junior Semesters</th>
<th>Senior Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 311 offered in Fall semesters</td>
<td>AFS 411 offered in Fall semesters</td>
</tr>
<tr>
<td>AFS 313 offered in Spring semesters</td>
<td>AFS 413 offered in Spring semesters</td>
</tr>
</tbody>
</table>

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 Year**
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.

**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 awarded 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.

**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.

**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. 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; https://armyrotc/as.uky.edu.

**General Military Sciences Curriculum**

<table>
<thead>
<tr>
<th>Freshman Semesters</th>
<th>Sophomore Semesters</th>
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<tbody>
<tr>
<td>AMS 101 offered in Fall semesters</td>
<td>AMS 211 offered in Fall semesters</td>
</tr>
<tr>
<td>AMS 250 offered in Fall semesters</td>
<td>AMS 250 offered in Fall semesters</td>
</tr>
<tr>
<td>AMS 102 offered in Spring semesters</td>
<td>AMS 212 offered in Spring semesters</td>
</tr>
</tbody>
</table>
AMS 250 offered in Spring semesters

Junior Semesters
AMS 301 offered in Fall semesters
AMS 350 offered in Fall semesters
AMS 302 offered in Spring semesters
AMS 350 offered in Spring semesters

Senior Semesters
AMS 341 offered in Fall semesters
AMS 350 offered in Fall semesters
AMS 342 offered in Spring semesters
AMS 350 offered in Spring semesters

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, https://armyrotc.as.uky.edu.

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.

**Transcripts**
Transcripts of courses and credits will be forwarded to the student or to other educational institutions, agencies or firms. A fee is charged for transcripts and is payable in advance.

To order a transcript, access Midway University's home page (www.midway.edu) and click on Transcript Request link under the Quick Links tab. The official 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.

If you wish to pick up a transcript, please contact the Registrar's Office either by email or by phone. Registrar Office hours are Monday through Friday, 8:00 AM through 5:00 PM. You can reach the Registrar personnel by email to RegistrarsOffice@midway.edu or by phone at 859-846-5728.
Academic Policies

Academic Fresh Start

Academic Fresh Start is an appeals procedure which allows a student returning to Midway University after a prolonged absence (3 years or more from Midway or any regionally accredited institution) to request academic forgiveness of prior cumulative grade point average (GPA). The policy is designed for undergraduate students who have gained maturity outside higher education and have demonstrated acceptable academic performance following one’s return.

The granting of an Academic Fresh Start is subject to the following conditions:

- Academic Fresh Start applies only to returning undergraduate students who had previously completed 45 or fewer semester hours and had an absence of at least three calendar years from any regionally accredited post-secondary institution.
- Academic Fresh Start will affect all courses (including transfer credit) taken prior to the three-year absence. It may be elected only one time and is irrevocable.
- A minimum of 12 semester hours of graded courses with a grade point average of 2.0 must be completed after returning to Midway before an Academic Fresh Start may be requested. For purposes of consideration for Academic Fresh Start, degree and non-degree credit courses will be used to compute grade point average upon return.
- The student must submit the request for Academic Fresh Start in the second semester of having returned to Midway University. Part of the application process will require explanation of why student was unsuccessful and what changes have been made to ensure appropriate academic progress.
- Upon approval, the student will be granted an Academic Fresh Start. The student’s permanent academic record will maintain a record of all coursework completed, including transfer credit recorded on the official transcript. Courses taken prior to the three-year absence will not be used in computing grade point average (GPA) and cannot be used to meet any requirements (e.g., degree, prerequisite, certification). Official transcript will state Academic Fresh Start date. Note: Academic Fresh Start is a policy of Midway University and may not be recognized by outside agencies or other institutions.
- Financial aid regulations regarding receiving aid for repeat courses will still be administered according to federal regulations. Financial Aid recipients will still have to adhere to the Satisfactory Academic Progress (SAP) policy administered by the Student Financial Aid Office. Students who are granted Academic Fresh Start who were previously held for SAP will need to contact the Financial Aid Office and will be responsible for submitting required SAP appeal. Granting of Academic Fresh Start does not extend to Financial Aid, nor does it negate grants and loans provided previously.

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 https://www.midway.edu/student-life/student-resources/.
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.

FERPA
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:
  - 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.
  - 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.
  - Records created and maintained by Campus Security personnel.
  - Records made and maintained by the campus minister or counseling staff and used only in connection with the treatment of a student.
  - Medical records maintained by the University solely for treatment and made available only to those persons providing treatment.
  - 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.

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.

Online Course Enrollment for Traditional Undergraduate Students
Students who have chosen traditional on-campus degree programs are encouraged to enroll primarily in day classes. Students may occasionally find it convenient or necessary to add an online class to their schedule; in doing so, they should plan to devote significant time and effort to online learning. Keeping up with the accelerated pace of online coursework requires focus, time-management and self-discipline.

With the exceptions outlined below, traditional undergraduate students in good academic standing may enroll in no more than 7 credit hours of online coursework per semester without additional permissions. When traditional students choose to take more than one online class in a semester, they are strongly encouraged to take only one class per module. Traditional undergraduate students wishing to enroll in more than 7 credits of online coursework in one semester must obtain permission from their advisor and their dean to do so.

Traditional undergraduate students on academic probation must obtain the permission of their advisor and their dean to enroll in any online class.
Additional restrictions on online course enrollment may apply for international students and other students enrolled through special academic programs or partnerships.

Withdrawal Policy
Students who decide to withdraw at any point during a semester, must go through the official withdrawal process beginning with Student Affairs and ending with the Registrar's Office. This allows students to make arrangements for any financial matters and to be unenrolled officially from classes. Failure to follow this process may result in additional financial charges, loss of financial aid, and/or the assignment of failing grades in all courses. The complete process can be found in the Student Affairs Office.

Medical, Military Service, or Compassionate Withdraw
At times in the life of a student circumstances may arise that require a student to withdraw from their studies. These circumstances could include physical or mental health issues, learning disabilities, family/personal crisis or a call to active Military Duty. In such situations a student may need to petition for special withdraw consideration through a Medical, Military or Compassionate withdraw. These special withdraw considerations do not relieve the student of financial responsibility, but may assist in receiving a W for course grades rather than an F.

Medical Withdraw
A student may be considered for a medical withdraw when extraordinary circumstances related to serious illness or injury prevent the student from continuing course work. These circumstances include both physical and mental health difficulties.

To be considered for a medical withdraw, the student must provide appropriate documentation and complete an exit interview with Student Affairs. Appropriate documentation for a medical withdrawal consists of a letter from your attending health care provider that specifies the following:

- the date of onset of illness
- the dates you were under professional care
- the general nature of your medical condition and why/how it prevented you from completing your course work
- the date of your anticipated return to school, if applicable
- the last date you were able to attend class

Physician documentation must be on letterhead, typed, dated, and bear the signature of the evaluator. Documentation must include the name, title, contact information and professional credentials of the evaluator. This documentation must be submitted directly to the Student Affairs office via mail, through a signed, sealed envelope hand delivered, or faxed from the provider's office.

Military Service Withdraw
Students may be considered for a military service withdraw if they, as an active duty serviceperson, national guardsman, or reservist are deployed during the course of the semester. To be considered for a military service withdraw, students must submit appropriate documentation and complete an exit interview with Student Affairs. Appropriate documentation includes military service orders with formal correspondence on unit letterhead signed by the commander requesting military withdraw due to the orders. This formal correspondence should include the unit commander contact information and verification of duration and location of pending assignment if able.
Compassionate Withdraw
Students may request and be considered for a compassionate withdraw when extraordinary personal reasons, not related to the student’s personal physical or mental health (for example, care of seriously ill child or spouse or death in the student’s immediate family), prevent the student from continuing courses. Students requesting a compassionate withdraw should contact the Student Affairs office and provide appropriate documentation. Appropriate documentation for a compassionate withdraw is dependent upon the nature of your circumstances and the Student Affairs office can offer advice in this area.

Compassionate, Medical, or Military Withdraw request must be completed prior to the last day of the term requested with few exceptions.

Withdrawing from the University
In all instances in which it is necessary to withdraw from the University—regardless of the reason—the student must contact the Registrar or Student Affairs Office. The date on which notice is received 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. All students must participate in a withdraw interview conducted by the Assistant Vice President for Student Affairs or his or her designee.
Academic Programs

General Education Program
The General Education program at Midway University supports the institutional mission: Midway University engages and challenges students to achieve individual growth, responsible citizenship, and meaningful careers through personalized educational experiences (Adopted November 8, 2018). This is accomplished 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 these courses fulfill the learning objectives under each area described in this document. These areas are marked with an asterisk (*) below.

Program Curriculum
Contemporary Global/Environmental Issues* ............................................................................................................. 3
English – College Writing I .................................................................................................................................................... 3
English – College Writing II .................................................................................................................................................. 3
First-Year Seminar ................................................................................................................................................................ ... 3
Gender Studies ........................................................................................................................................................................... 3
Human Difference..................................................................................................................................................................... 3
Humanities and Arts* .............................................................................................................................................................. 6
Mathematics* ............................................................................................................................................................................. 3
Science and Lab* ....................................................................................................................................................................... 4
Social Sciences* ....................................................................................................................................................................... 6
Writing in the Disciplines* .................................................................................................................................................... 3
TOTAL ...................................................................................................................................................................... 40

Program Outcomes and Learning Objectives
Contemporary Global/Environmental Issues
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 (3); 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.

English
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 (3) and English 102 - College Writing II (3).

The programs requiring ENG 380 Writing in the Disciplines as a general education requirement are: English, Interdisciplinary Studies, Mathematics, and Marketing Communications.

First-Year Seminar (MWY 101)
New TRD students must enroll into the first-year seminar course, MWY 101: Pathways and Perspectives. This course focuses on supporting students in making a successful transition to college, with ideal enrollment into the course taking place during their first semester.

Students may waive this requirement if they have transferred in a similar course from another university; if they have already completed an associate degree; or if they have transferred in 45 or more credits with a GPA of 2.0 or higher. But can enroll in the course if they choose. If a student does not meet any of the criteria for waiving the course, please be sure to include MWY 101 in their fall schedule.

While MWY 101 is not a requirement for EON students, any EON student can choose to enroll in this course as online sections are available.

Upon completion of this course, students will be able to:
1. Engage in academic discussion with instructors and peers
2. Employ critical thinking in reading, responding to and writing about texts
3. Adapt strategies for academic success to their individual needs
4. Identify Midway University resources
5. Explain key university policies and procedures
6. Apply basic principles of financial literacy
7. Describe how individual choices and habits impact personal wellness
8. Recognize traits of positive campus and online citizenship
9. Value academic advising and planning
10. Value their personal and social connections as members of the Midway University community
11. Discuss the value of open dialogue about others' viewpoints and beliefs

Course: MWY 101 - Pathways and Perspectives (3).

Gender Studies
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 (3), WST 200 – Introduction to Gender Studies (3), and PSY 321 Psychology of Gender (3).

**Human Difference**

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.
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 (3).

**Humanities and Arts**

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.

Any course (3 credit hours) in art, music, theatre, humanities, culture, literature, philosophy, history, or 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; COM 205, Oral Communication; HIS 101, World Civilization I; HIS 102, World Civilization II; 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.

**Mathematics**

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 139 – Introduction to Statistics or higher (3), as determined by the major program.

The programs requiring MTH 139 Introduction to Statistics or higher as a general education requirement are: Criminal Justice, Education Studies – English, Education Studies – Social Studies, English, Health Care Administration, Interdisciplinary Studies, Marketing Communications, and Sport Management. Business Administration requires MTH 139.

The programs requiring MTH 140 College Algebra or higher as a general education requirement are: Biology, Education Studies – Mathematics, Education Studies – Science, Elementary Education,

Science
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 (4 credit hours) 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
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 (6 credit hours) in anthropology, political science/government, psychology, and sociology that fulfill the learning objectives listed above. PSY 180, General Psychology; PSY/EDU 260, Human Growth and Development; PSY 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 and arts, social sciences, mathematics, science, and communication. The specific courses will be determined by the major programs.

Traditional students will be required to complete all the courses within the General Education curriculum as listed here. Evening and online students will be exempted from Gender Studies and First Year Seminar 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 Math and English Completion Policy
The general education courses in Math and English provide an important foundation for college-level academic work. For this reason, all Midway University students are required to complete ENG 101, ENG 102, and the Math course recommended/required for their major by the time they earn 60 credit hours at Midway. Students who reach 60 institutional credit hours without completing these courses will have a hold placed on their academic record requiring them to enroll in the
missing course(s) each subsequent term of enrollment until the requirement is fulfilled. Students transferring into the institution as well as students who begin their studies at Midway are equally subject to this policy.

**General Education Requirements for Associate Degree**

Humanities and arts ................................................................. 3
Social sciences PSY/EDU 260 for Nursing................................. 3
Mathematics MTH 139 for Business Administration, MTH 140 for Nursing ........................................... 3
Science and lab ........................................................................ 4
English – College Writing I ........................................................ 3
English – College Writing II ...................................................... 3
*First-Year Seminar MWY 101 (*Traditional Student Requirement) ......................................................... 3
Total Traditional Student General Education Requirements ............................................................................ 22
Total Evening and Online Student General Education Requirements ............................................................. 19

**General Education Requirements for Bachelor Degree**

Humanities and arts ................................................................. 6
Social sciences ........................................................................ 6
Mathematics - MTH 139 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
*First-Year Seminar MWY 101 (*Traditional Student Requirement) ......................................................... 3
*Gender Studies (*Traditional Student Requirement) ................................................................. 3
Total Traditional Student General Education Requirements ............................................................................ 40
Total Evening and Online Student General Education Requirements ............................................................. 34

**Pre-Professional Programs**

Pre-professional curricula at Midway University are not major degree programs; students are advised to select a major program to complete while satisfying the requirements to gain admission into a professional school. Students interested in professional programs are advised to select a major closely related to their field of interest and will be assigned to an advisor with specialized knowledge of admissions requirements in that field. Additionally, each school has its own set of requirements for admission and prospective students need to become familiar with those entrance requirements. Most professional schools will select students from a variety of undergraduate studies; they are seeking students that are well balanced in their formal academic training as well as in work and life experiences.

**Pre-Dentistry, Pre-Medical, Pre-Optometry, Pre-Podiatric Medicine, Pre-Physical Therapy, Pre-Physician Assistant**

Clinical professional programs are distinguished at Midway by individualized advising. Students will stay in close contact with their advisors for their declared tracks and investigate prerequisites for universities/programs of interest. While programs vary in their requirements, typical coursework encompasses courses in biology, chemistry, physics, psychology, and mathematics. Most programs encourage prospective students to shadow physicians or other health professionals during their undergraduate years. A strong background of volunteering in the community is highly encouraged.
**Pre-Engineering**
The Midway University Pre-Engineering program is a two-year curriculum that prepares students to attend the final three years of engineering programs at other institutions. The program has been carefully constructed to meet the requirements of the first two years of the engineering curriculum at the University of Kentucky and at the University of Louisville. After satisfactorily completing the two-year program at Midway University, students can apply to these institutions and others to complete the engineering degree.

**Pre-Law**
There is no specific curriculum for entry into law school; however, a broad liberal arts education prepares students to enter programs. Students should select a major in which they have interests and skills including courses emphasizing critical thinking, reasoning, communication and social diversity. Some examples of disciplines regularly accepted into law schools include Criminal Justice, English, and Psychology, but any undergraduate major is considered for admission. It is suggested for students to contact law schools and verify the course requirements and any entrance exams to be taken. Students will be advised by appropriate faculty while working toward a degree.

**Pre-Occupational Therapy**
The professional Occupational Therapy degree requires a masters or doctorate degree for entry level positions. A variety of undergraduate degrees are acceptable for most graduate schools in Occupational Therapy, including psychology, biology, and other liberal arts degrees. It is important to check each graduate program’s specific degree and course requirements, but common prerequisites include courses in Human Anatomy, Abnormal Psychology and Statistics.

**Pre-Pharmacy**
There are two years of liberal arts and basic sciences courses required in the pre-pharmacy curriculum in order to apply for admission. These courses prepare students for the course load of pharmacy school and serve as prerequisites for many courses in the pharmacy school. Pharmacy school requirements including degree attainment and admissions tests may differ slightly and students are advised to check with schools for their specific requirements.

**Pre-Veterinary Medicine**
Students can satisfy requirements to apply to veterinary school using different degree tracks at Midway University. Biology and Equine Studies have majors and minors that work well together to allow students to prepare for admission to various schools. Obtaining a Baccalaureate degree allows students the opportunity to broaden their educational background and allows time for work and volunteer experiences. The more experience students gain working with large and small animals, and the more varied experiences obtained, the greater the chance for being accepted into a veterinary program. Students must verify with each school the requirements for that school. Kentucky residents have the option to go to Auburn or Tuskegee and pay in-state tuition. Students from states other than Kentucky need to check with their home state to see if there are similar reciprocal agreements. While students are working on their academic degrees, it is recommended they work in the various veterinary practices, horse farms, humane shelters and other opportunities that abound.

The work and volunteer experiences of students are heavily weighted in the application process. Practical applied experiences are invaluable. Check with individual schools for a complete list of courses, entrance exams, interviews, and other materials required for application for entrance.
Non-Credit Program

English as a Second Language
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:

**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 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.

**College Readiness Program**
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**
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, Kentucky 40347-1112. 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-20 A-B form so that the student can apply for the F1 visa.

Entrance requirements for Education, Equine, and Nursing
After beginning Midway University, full-time students shall have two years to meet all entrance requirements for the major. Part-time students shall have three years to meet all program entrance requirements for a major; if unsuccessful, they must choose another major. For both full-time and part-time students, semesters are cumulative. This applies to Nursing, Education, and Equine majors. For students whose status changes alternately from part-time to full-time during their college career, for the purpose of determining years to completion of the entrance requirements, their first semester status will determine the number of years.

Undeclared Major
Degree seeking students enrolling at Midway University who are uncertain about the particular degree they wish to pursue may choose “Undeclared” as their academic major designation until they obtain junior status (60 hours or more).

Students Seeking a Second Bachelor Degree
Students holding a bachelor degree or higher from a regionally accredited institution are considered to have fulfilled all Midway University General Education requirements for the completion of a second bachelor degree at Midway. To earn the second degree, a student must satisfactorily complete all coursework in the academic program area including required support courses and/or prerequisite courses which are included as a part of a major. The candidate must also meet the University's residency requirement: 36 of the last 40 semester hours for a second baccalaureate degree must have been completed at Midway University. Admission standards are the same for baccalaureate holders as for any undergraduate transfer student, which includes a cumulative GPA of 2.0 or higher from their degree granting institution.
Degree Programs

Biology
Bachelor of Science in Biology

Program Description
Midway University offers a Bachelor of Science in Biology (120 hours) 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.

General Education Requirements for Bachelor Degree ................................................................. 40

Major Course Requirements (Courses in the major require a grade of C or better)......................... 26
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/MTH 487 ........................................................................... 2
Senior Biology Research BIO 488 .................................................................................................. 1
## Biology Supporting Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I and Lab CHM 170/CHM 171 (Requires a C or better)</td>
<td>5</td>
</tr>
<tr>
<td>General Chemistry II and Lab CHM 175/CHM 176 (Requires a C or better)</td>
<td>5</td>
</tr>
<tr>
<td>Organic Chemistry I and Lab CHM 330/CHM 331 (Requires a C or better)</td>
<td>5</td>
</tr>
<tr>
<td>Organic Chemistry II and Lab CHM 335/CHM 336 (Requires a C or better)</td>
<td>5</td>
</tr>
<tr>
<td>Trigonometry MTH 143 (Requires a C or better)</td>
<td>1</td>
</tr>
<tr>
<td>Physics I and Lab PSC 240/PSC 241</td>
<td>5</td>
</tr>
<tr>
<td>Physics II and Lab PSC 245/PSC 246</td>
<td>5</td>
</tr>
</tbody>
</table>

**Choose 15 additional hours in Major Electives** *(Courses in the major elective require a C or better) 15*

(Students must complete at least two 300- or 400-level laboratories as part of these 15 hours.)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology, I and Lab BIO 190/BIO 191</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II and Lab BIO 198/BIO 199</td>
<td>4</td>
</tr>
<tr>
<td>Medical Vocabulary BIO 204</td>
<td>2</td>
</tr>
<tr>
<td>Microbiology and Lab BIO 225/BIO 226</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Botany and Lab BIO 230/BIO 231</td>
<td>4</td>
</tr>
<tr>
<td>Cell Biology BIO 241</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology and Lab BIO 304/BIO 306</td>
<td>4</td>
</tr>
<tr>
<td>Global Ecology BIO 305</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biology BIO 310</td>
<td>3</td>
</tr>
<tr>
<td>General Ecology and Lab BIO 312/BIO 313</td>
<td>4</td>
</tr>
<tr>
<td>Vertebrate Zoology and Lab BIO 314/BIO 315</td>
<td>4</td>
</tr>
<tr>
<td>Vertebrate Embryology and Lab BIO 318/BIO 319</td>
<td>4</td>
</tr>
<tr>
<td>Histology and Lab BIO 320/BIO 321</td>
<td>4</td>
</tr>
<tr>
<td>Immunology and Lab BIO 326/BIO 327</td>
<td>4</td>
</tr>
<tr>
<td>Genetics and Molecular Biology and Lab BIO 325/328</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry and Lab BIO 420/BIO 421</td>
<td>4</td>
</tr>
<tr>
<td>Internship BIO 485</td>
<td>3</td>
</tr>
</tbody>
</table>

## Electives

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Courses in the minor require a grade of C or better)</td>
<td></td>
</tr>
<tr>
<td>(Courses in the major elective require a C or better)</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
</tr>
</tbody>
</table>

## Biology Minor

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.

**Minor Requirements** *(Courses in the minor require a grade of C or better) 8*

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology II and Lab BIO 105/BIO 106</td>
<td>4</td>
</tr>
<tr>
<td>Genetics and Molecular Biology BIO 325</td>
<td>3</td>
</tr>
<tr>
<td>Genetics and Molecular Biology Lab BIO 328</td>
<td>1</td>
</tr>
</tbody>
</table>

**Choose additional hours from among the following** *(Courses require a grade of C or better) 10*

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology II and Lab BIO 198/BIO 199</td>
<td>4</td>
</tr>
<tr>
<td>Medical Vocabulary BIO 204</td>
<td>2</td>
</tr>
<tr>
<td>Microbiology and Lab BIO 225/BIO 226</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Botany and Lab BIO 230/BIO 231</td>
<td>4</td>
</tr>
<tr>
<td>General Zoology and Lab BIO 304/BIO 306</td>
<td>4</td>
</tr>
<tr>
<td>Global Ecology BIO 305</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biology BIO 310</td>
<td>3</td>
</tr>
<tr>
<td>Cell Biology BIO 241</td>
<td>3</td>
</tr>
<tr>
<td>General Ecology and Lab BIO 312/313</td>
<td>4</td>
</tr>
<tr>
<td>Vertebrate Zoology and Lab BIO 314/BIO 315</td>
<td>4</td>
</tr>
<tr>
<td>Vertebrate Embryology and Lab BIO 318/BIO 319</td>
<td>4</td>
</tr>
<tr>
<td>Histology and Lab BIO 320/BIO 321</td>
<td>3</td>
</tr>
<tr>
<td>Immunology and Lab BIO 326/BIO 327</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry and Lab BIO 420/BIO 421</td>
<td>4</td>
</tr>
</tbody>
</table>
**Chemistry Minor**  
The minor in chemistry requires a minimum of 23 semester hours.  

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I and Lab CHM 170/CHM 171</td>
<td>5</td>
</tr>
<tr>
<td>General Chemistry II and Lab CHM 175/CHM 176</td>
<td>5</td>
</tr>
<tr>
<td>Organic Chemistry I and Lab CHM 330/CHM 331</td>
<td>5</td>
</tr>
<tr>
<td>Organic Chemistry II and Lab CHM 335/CHM 336</td>
<td>5</td>
</tr>
<tr>
<td>Biochemistry CHM 420</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Administration**  
**Associate of Science in Business Administration**

**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 (60 hours) 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.

**General Education Requirements for Associate Degree**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting I ACC 210</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting II ACC 215</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management BUS 230</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing BUS 255</td>
<td>3</td>
</tr>
<tr>
<td>Application Software CIS 235</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Micro Economics ECO 217</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Statistics MTH 139</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

**TOTAL**

1-20
Bachelor of Science in Business Administration

Program Description
The School of Business, Equine, and Sport Management 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.

General Education Requirements for Bachelor Degree ................................................................. 34-40
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 Statistics MTH 139.................................................................................................................... 3
Bachelor of Science in Business Administration with a Concentration in Accounting

Program Description
Midway University’s Business Administration program with a Concentration in Accounting is designed to prepare learners for 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 must complete a minimum of 27 hours in Accounting so students can add courses: ACC 409 and/or ACC 444.

General Education Requirements for Bachelor Degree ................................................................. 34-40

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 or Accounting Senior Project ACC 496 ........................................... 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 Statistics 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

Optional Accounting Courses
Federal Tax II ACC 409 .................................................................................................................. 3
Accounting Information Systems ACC 444 .................................................................................... 3

Electives ........................................................................................................................................... 17-23
TOTAL ............................................................................................................................................. 120
Bachelor of Science in Business Administration with a Concentration in Human Resource Management

Program Description
Midway University's Business Administration program with a Concentration in Human Resource Management will equip students to skills and knowledge to support organizations with strategic staffing solutions. The breadth and depth of business information in this program will prepare students to sit for the SHRM-CP exam.

General Education Requirements for Bachelor Degree ................................................................. 34-40

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 or Accounting Senior Project ACC 496 ........................................... 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 Statistics MTH 139 ............................................................................................... 3

Human Resource Management Concentration Requirements ......................................................... 18

- Introduction to Human Resource Management BUS 290 ............................................................. 3
- Strategic HR Management HRM 300 ............................................................................................ 3
- Training and Development HRM 302 ........................................................................................... 3
- Employment Law HRM 303 .......................................................................................................... 3
- Recruiting and Performance Management HRM 401 ................................................................. 3
- Compensation Management HRM 405 ........................................................................................ 3

Electives ........................................................................................................................................... 17-23

TOTAL ............................................................................................................................................. 120

Bachelor of Science in Business Administration with a Concentration in Leadership

Program Description
Midway University's Business Administration program with a Concentration in Leadership addresses a need that every organization faces. How do you prepare individual to help guide an organization forward and make decisions in the face of uncertainty and constant change.

General Education Requirements for Bachelor Degree ................................................................. 34-40

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 or Accounting Senior Project ACC 496 ........................................... 3
- Principles of Accounting I ACC 210 .............................................................................................. 3
- Principles of Accounting II ACC 215 ............................................................................................. 3
Minor Requirements .......................................................................................................................................... 18

- Bourbon Tourism Industry Analytics TEM 460..................................................................................... 3
- The Bourbon Experience and Hospitality TEM 476................................................................. 3
- Special Topics TEM 480 .................................................................................................................. 3
- Destination Branding and the Bourbon Experience TEM 482...................................................... 3
- Independent Study TEM 485 ........................................................................................................... 3
- Event Management and the Bourbon Experience TEM 487............................................................ 3

Business Administration Minor
The minor in Business requires a minimum of 18 semester hours.

Minor Requirements .......................................................................................................................................... 15

- 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
- Introduction to Statistics MTH 139 ............................................................................................... 3
- Principles of Micro Economics ECO 217....................................................................................... 3
- Principles of Macro Economics ECO 220...................................................................................... 3
- Conflict Management and Negotiation BUS 328........................................................................ 3
- Core Business Communication BUS 323.................................................................................... 3

Criminal Justice
Bachelor of Science in Criminal Justice

Program Description
The Bachelor of Science Criminal Justices (120 hours) 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**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Introduction to Criminal Justice CRJ 101</td>
<td>3</td>
</tr>
<tr>
<td>Corrections CRJ 201</td>
<td>3</td>
</tr>
<tr>
<td>Policing America CRJ 350</td>
<td>3</td>
</tr>
<tr>
<td>Criminological Theory CRJ 370</td>
<td>3</td>
</tr>
<tr>
<td>Courts and Court Procedures CRJ 410</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Capstone CRJ 496</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Research Practicum CRJ 498</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Acts CRJ 301</td>
<td>3</td>
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<tr>
<td>Criminal Procedure CRJ 305</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Organizations CRJ 310</td>
<td>3</td>
</tr>
<tr>
<td>Psychological, Historical and Societal Issues of Terrorism CRJ 315</td>
<td>3</td>
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<tr>
<td>Special Topics in Criminal Justice CRJ 320</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Ethics CRJ 405</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Investigation CRJ 420</td>
<td>3</td>
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<td>Internship in Criminal Justice CRJ 495</td>
<td>3</td>
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<tr>
<td>Kinesic Interviewing PSY 307</td>
<td>3</td>
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<tr>
<td>Abnormal Psychology PSY 320</td>
<td>3</td>
</tr>
<tr>
<td>Forensic Psychology PSY 350</td>
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</tr>
<tr>
<td>Criminal Justice Research Practicum CRJ 498</td>
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**Choose six from the following courses below**

<table>
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<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>Courts and Court Procedures CRJ 410</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Capstone CRJ 496</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Organization CRJ 310</td>
<td>3</td>
</tr>
<tr>
<td>Psychological, Historical and Societal Issues of Terrorism CRJ 315</td>
<td>3</td>
</tr>
<tr>
<td>Special Topics in Criminal Justice CRJ 320</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Ethics CRJ 405</td>
<td>3</td>
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<tr>
<td>Criminal Investigation CRJ 420</td>
<td>3</td>
</tr>
<tr>
<td>Internship in Criminal Justice CRJ 495</td>
<td>3</td>
</tr>
<tr>
<td>Kinesic Interviewing PSY 307</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology PSY 320</td>
<td>3</td>
</tr>
<tr>
<td>Forensic Psychology PSY 350</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 120

**Criminal Justice Minor**

The minor in Criminal Justice requires 18 hours.

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Criminal Justice CRJ 101</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Acts CRJ 301</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Procedure CRJ 305</td>
<td>3</td>
</tr>
<tr>
<td>Police Ethics CRJ 405</td>
<td>3</td>
</tr>
<tr>
<td>Courts and Court Procedures CRJ 410</td>
<td>3</td>
</tr>
<tr>
<td>Forensic Psychology PSY 350</td>
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**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 day program
2. Accelerated evening/weekend eight-week format
3. Online in eight-week segments except for Teacher Education Orientation, methods classes, and student teaching. The LBD concentration is offered online except for student teaching.

Checkpoints
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 103, EDU 108, EDU 201, and EDU 188, as needed). Candidates will not be able to take additional EDU courses until being formally admitted to the Education program.

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, EDU 286, EDU 287, and EDU 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 accredited by EPSB.
- Candidates will collect and analyze data from multiple methods of assessment in order to effectively interpret continuous improvement.
- Candidates will understand and recognize human diversity.
- Candidates will develop professional knowledge and effective practices for student growth.
- Candidates will seek appropriate leadership roles and opportunities while using collaboration with all stakeholders (families, students, colleagues, and community) in order to ensure learner growth.
- Candidates will understand and demonstrate central concepts utilizing tools of inquiry and foundations of the disciplines they teach in order to create experiences for student growth and mastery.
- Candidates will plan instruction using pedagogical constructs that will promote rigorous learning for all students in content areas and cross curriculum.

Bachelor of Arts in Elementary Education P-5

Program Description
The Bachelor of Arts program in Elementary Education (120 hours) 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Social Studies Teaching Methods EDU 419</td>
<td>3</td>
</tr>
<tr>
<td>World Civilization II HIS 102</td>
<td>3</td>
</tr>
<tr>
<td>World Civilization I HIS 101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Environmental Science Laboratory ENV 202</td>
<td>1</td>
</tr>
<tr>
<td>History of the United States Since 1865 HIS 141</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Teaching Methods EDU 425</td>
<td>3</td>
</tr>
<tr>
<td>Science Teaching Methods EDU 421</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Environmental Science ENV 201</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics and History of the English Language ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>The Exceptional Child and Legal Aspects of Special Education EDU 315</td>
<td>3</td>
</tr>
<tr>
<td>Educational Evaluation Techniques EDU 332</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Literacy EDU 338</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Learning I EDU 210</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Field Experience EDU 286</td>
<td>0</td>
</tr>
<tr>
<td>Middle School Field Experience EDU 287</td>
<td>0</td>
</tr>
<tr>
<td>Secondary (High School) Field Experience EDU 288</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics for Teachers I EDU 202</td>
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</tr>
<tr>
<td>Multicultural Education EDU 314</td>
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<tr>
<td>P5 Content Emphasis*</td>
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<td>Electives</td>
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<tr>
<td>TOTAL</td>
<td>120</td>
</tr>
</tbody>
</table>

(*See Teacher Education Department for additional P-5 Content Emphasis General Education requirements and Dual Certification – Elementary/Middle School)

**Bachelor of Arts in Middle School English**

**Program Description**

The Bachelor of Arts in Middle School Education (120 hours) 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.
Initial Field Experience EDU 188................................................................. 0
Technology in the Educational Setting EDU 201............................................... 3
Teaching and Learning I EDU 210................................................................. 3
Elementary Field Experience EDU 286 .......................................................... 0
Middle School Field Experience EDU 287 ......................................................... 0
Secondary (High School) Field Experience EDU 288........................................... 0
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 Literacy to All Students across Grade Levels and Content Areas EDU 370...... 3
Reading and Language Arts Teaching Methods EDU 405................................. 3
Student Teaching EDU 498.................................................................................. 12
Human Growth and Development PSY/EDU 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

**Electives**........................................................................................................ 2-8

**TOTAL**........................................................................................................ 120

**Bachelor of Arts in Middle School Math**

**General Education Requirements for Bachelor Degree** ......................................... 34-40

**Major Course Requirements** ........................................................................ 48

Teacher Education Orientation must be attended prior to taking EDU 103, 108, 188, and 201
Introduction to Education EDU 103 .............................................................. 3
Introduction to Teacher Education Concentrations EDU 108 ............................... 3
Initial Field Experience EDU 188................................................................. 0
Technology in the Educational Setting EDU 201............................................... 3
Teaching and Learning I EDU 210................................................................. 3
Elementary Field Experience EDU 286 .......................................................... 0
Middle School Field Experience EDU 287 ......................................................... 0
Secondary (High School) Field Experience EDU 288........................................... 0
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 Literacy to All Students across Grade Levels and Content Areas EDU 370...... 3
Mathematics Teaching Methods EDU 425......................................................... 3
Student Teaching EDU 498.................................................................................. 12
Human Growth and Development PSY/EDU 260 ............................................. 3

**Middle School Math Requirements** ................................................................... 27

College Algebra MTH 140.................................................................................... 3
Trigonometry MTH 143 .......................................................... 1
Finite Mathematics MTH 145 .................................................. 3
Mathematics for Teachers I EDU 202 ........................................ 3
Calculus I MTH 220 ............................................................... 4
Calculus II MTH 222 ............................................................. 4
College Geometry MTH 230 ................................................... 4
Probability and Statistics MTH 245 ......................................... 3
Mathematics for Teachers II EDU 302 ..................................... 3

Electives ................................................................................. 5-11
TOTAL ..................................................................................... 120

Bachelor of Arts in Middle School Science

General Education Requirements for Bachelor Degree .................................................................. 34-40
Major Course Requirements ........................................................................................................... 48
Teacher Education Orientation must be attended prior to taking EDU 103, 108, 188, and 201
Introduction to Education EDU 103 ........................................... 3
Introduction to Teacher Education Concentrations EDU 108 ......................................................... 3
Initial Field Experience EDU 188 .................................................... 0
Technology in the Educational Setting EDU 201 ................................................................. 3
Teaching and Learning I EDU 210 ................................................ 3
Elementary Field Experience EDU 286 ........................................................................ 0
Middle School Field Experience EDU 287 ................................................................................... 0
Secondary (High School) Field Experience EDU 288 ............................................................. 0
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 Literacy to All Students across Grade Levels and Content Areas EDU 370 ............... 3
Teaching Science Methods EDU 421 ......................................................................................... 3
Student Teaching EDU 498 ...................................................................................................... 12
Human Growth and Development PSY/EDU 260 .................................................................... 3

Middle School Science Requirements .......................................................................................... 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

Electives ......................................................................................... 5-11
TOTAL ......................................................................................... 120

Bachelor of Arts in Middle School Social Studies

General Education Requirements for Bachelor Degree .................................................................. 34-40
Major Course Requirements ........................................................................................................... 48
The Bachelor of Arts in Secondary Education (120 hours) 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 those students in the traditional day program.

**General Education Requirements for Bachelor Degree** .............................................. 40

**Major Course Requirements** .................................................................................. 48

Teacher Education Orientation must be attended prior to taking EDU 103, 108, 188, and 201

Introduction to Education EDU 103 ............................................................................. 3

Introduction to Teacher Education Concentrations EDU 108 ........................................ 3

Initial Field Experience EDU 188 ................................................................................ 0

Technology in the Educational Setting EDU 201 ......................................................... 3

Teaching and Learning I EDU 210 ............................................................................... 3

Elementary Field Experience EDU 286 ....................................................................... 0

Middle School Field Experience EDU 287 ................................................................... 0

Secondary (High School) Field Experience EDU 288 ............................................... 0

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 Literacy to All Students across Grade Levels and Content Areas EDU 370 ..... 3

Social Studies Teaching Methods EDU 419 ............................................................... 3

Student Teaching EDU 498 ...................................................................................... 12

Human Growth and Development PSY/EDU 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

**Electives** ............................................................................................................... 8-14

**TOTAL** .................................................................................................................. 120
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<tr>
<th>Course Title</th>
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<tr>
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<td>Teaching and Learning II EDU 360</td>
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<td>Teaching Literacy to All Students across Grade Levels and Content Areas EDU 370</td>
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</tr>
<tr>
<td>Secondary Biology Teaching Methods EDU 410</td>
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<td>Student Teaching EDU 498</td>
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<td>Human Growth and Development PSY/EDU 260</td>
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<td><strong>Biology Secondary Education</strong></td>
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<tr>
<td>General Biology I BIO 103</td>
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<tr>
<td>General Biology I Lab BIO 104</td>
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<td>General Biology II Lab BIO 106</td>
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<td>Principles of Botany BIO 230 with lab BIO 231 or</td>
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<tr>
<td>General Zoology BIO 304 with lab BIO 305</td>
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<tr>
<td>Medical Vocabulary BIO 204</td>
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<td>Microbiology BIO 225 with lab BIO 226</td>
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<td>Genetics and Molecular Biology BIO 325</td>
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<tr>
<td>Ethical Issues in Science BIO 401</td>
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<td><strong>TOTAL</strong></td>
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**Bachelor of Arts in Secondary English Education**

**General Education Requirements for Bachelor Degree** ........................................... **34-40**

**Education Major Course Requirements**........................................................................ **48**

Teacher Education Orientation must be attended prior to taking EDU 103, 108, 188, and 201

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education EDU 103</td>
<td>3</td>
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<tr>
<td>Introduction to Teacher Education Concentrations EDU 108</td>
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<tr>
<td>Initial Field Experience EDU 188</td>
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<tr>
<td>Technology in the Education Setting EDU 201</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Learning I EDU 210</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Field Experience EDU 286</td>
<td>3</td>
</tr>
<tr>
<td>Middle School Field Experience EDU 287</td>
<td>0</td>
</tr>
<tr>
<td>Secondary (High School) Field Experience EDU 288</td>
<td>0</td>
</tr>
<tr>
<td>Multicultural Education EDU 314</td>
<td>3</td>
</tr>
<tr>
<td>The Exceptional Child and Legal Aspects of Special Education EDU 315</td>
<td>3</td>
</tr>
<tr>
<td>Educational Evaluation Techniques EDU 332</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Literacy EDU 338</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Learning II EDU 360</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Literacy to All Students across Grade Levels and Content Areas EDU 370</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Reading and Language Arts Teaching Methods EDU 404</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching EDU 498</td>
<td>12</td>
</tr>
<tr>
<td>Human Growth and Development PSY/EDU 260</td>
<td>3</td>
</tr>
<tr>
<td><strong>Secondary English Course Requirements</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>Introduction to Literature ENG 210</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics and History of the English Language ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>Studies in World Literature ENG 305</td>
<td>3</td>
</tr>
<tr>
<td>Professional Writing ENG 312</td>
<td>3</td>
</tr>
<tr>
<td>American Literature Survey I ENG 313</td>
<td>3</td>
</tr>
<tr>
<td>American Literature Survey II ENG 315</td>
<td>3</td>
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<tr>
<td>British Literature Survey I ENG 327</td>
<td>3</td>
</tr>
<tr>
<td>British Literature Survey II ENG 328</td>
<td>3</td>
</tr>
</tbody>
</table>

111
Bachelor of Arts in Secondary Mathematics Education

General Education Requirements for Bachelor Degree ................................................. 34-40

Major Course Requirements .................................................................................... 48

Teacher Education Orientation must be attended prior to taking EDU 103, 108, 188, and 201
Introduction to Education EDU 103 ........................................................................ 3
Introduction to Teacher Education Concentrations EDU 108................................. 3
Initial Field Experience EDU 188 ............................................................................ 3
Technology in the Educational Setting EDU 201 .................................................. 3
Teaching and Learning I EDU 210 ......................................................................... 3
Elementary Field Experience EDU 286 ................................................................. 0
Middle School Field Experience EDU 287 ............................................................ 0
Secondary (High School) Field Experience EDU 288 .......................................... 0
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
Teaching Literacy to All Students across Grade Levels and Content Areas EDU 370 ....... 3
Secondary Mathematics Teaching Methods EDU 420 .................................. 3
Student Teaching EDU 498 ................................................................. 12
Human Growth and Development PSY/EDU 260 .............................................. 3

Mathematics Secondary Education Course Requirements ................................... 30

College Algebra MTH 140 .................................................................................. 3
Trigonometry MTH 143 ................................................................................. 1
Finite Mathematics MTH 145 ........................................................................... 3
Mathematics for Teachers I EDU 202 .............................................................. 3
Calculus I MTH 220 ...................................................................................... 4
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

Electives ............................................................................................................ 2-8

TOTAL .............................................................................................................. 120

*See Teacher Education Department for possible Math elective courses.

Learning and Behavior Disorders

Learning and Behavioral Disorders (21 hours) 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 Learning and Behavior Disorders 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 ................................................................................

**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 a MAT program.

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

**Student Learning Outcomes of Program**

- Candidates will collect and analyze data from multiple methods of assessment in order to effectively interpret continuous improvement.
- Candidates will understand and recognize human diversity and develop professional knowledge and effective practices for student growth.
- Candidates will seek appropriate leadership roles and opportunities while using collaboration with all stakeholders (families, students, colleagues, and community) in order to ensure learner growth.
- Candidates will understand and demonstrate central concepts utilizing tools of inquiry and foundations of the disciplines they teach in order to create experiences for student growth and mastery.
- Candidates will plan instruction using pedagogical constructs that will promote rigorous learning for all students in content areas and cross curriculum.

**Bachelor of Arts in Education Studies – English Emphasis**

**General Education Requirements for Bachelor Degree** .................................................................................. 34-40

**Major Education requirements** .................................................................................................................. 30
Introduction to Education EDU 103 .................................................................................................................. 3
Introduction to Teacher Education EDU 108 ...................................................................................................... 3
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/EDU 260 ............................................................................................ 3

**English Emphasis** ........................................................................................................................................... 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
Bachelor of Arts in Education Studies – Mathematics Emphasis

General Education Requirements for Bachelor Degree ................................................................. 34-40
Major Education requirements ........................................................................................................ 30
Introduction to Education EDU 103 ................................................................................................. 3
Introduction to Teacher Education EDU 108 .................................................................................. 3
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/EDU 260 ...................................................................... 3
Mathematics Emphasis .................................................................................................................. 27
College Algebra MTH 140 .............................................................................................................. 3
Trigonometry MTH 143 ................................................................................................................... 1
Finite Mathematics MTH 145 ......................................................................................................... 3
Mathematics for Teachers I EDU 202 ............................................................................................ 3
Calculus I MTH 220 ....................................................................................................................... 4
Calculus II MTH 222 ...................................................................................................................... 4
College Geometry MTH 230 .......................................................................................................... 3
Probability and Statistics MTH 245 ............................................................................................ 3
Mathematics for Teachers II EDU 302 ......................................................................................... 3
Electives ....................................................................................................................................... 23-29
TOTAL ........................................................................................................................................... 120

Bachelor of Arts in Education Studies – Science Emphasis

General Education Requirements for Bachelor Degree ................................................................. 34-40
Major Education requirements ........................................................................................................ 30
Introduction to Education EDU 103 ................................................................................................. 3
Introduction to Teacher Education EDU 108 .................................................................................. 3
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/EDU 260 ...................................................................... 3
Science Emphasis .......................................................................................................................... 28
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
Electives ....................................................................................................................................... 23-29
TOTAL ........................................................................................................................................... 120
Trigonometry MTH 143 ... 1
Physics I PSC 240 ... 4
Physics I Lab PSC 241 ... 1
Electives ... 22-28
TOTAL ... 120

Bachelor of Arts in Education Studies – Social Studies Emphasis

General Education Requirements for Bachelor Degree ..... 34-40
Major Education requirements ..... 30
Introduction to Education EDU 103 ..... 3
Introduction to Teacher Education EDU 108 ..... 3
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/EDU 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
Principles of Micro Economics ECO 217 or Macro Economics ECO 220 ..... 3
Principles of Sociology SOC 120 ..... 3
Electives ..... 22-28
TOTAL ..... 120

English
Bachelor of Arts in English

Program Description
The study of English, with its focus on critical thinking, reading, and writing in response to various texts, prepares students for further graduate or professional study in English or other fields, including law school, as well as 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 with emphasis on careers in teaching, graduate school, creative or professional writing, editing and publishing, and law school.

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.

**General Education Requirements for Bachelor Degree** ................................................................. 34-40

**Major Course Requirements** ........................................................................................................ 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Literature ENG 210</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Literary Criticism ENG 215</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Creative Writing ENG 220</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics and History of the English Language ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>Studies in World Literature ENG 305</td>
<td>3</td>
</tr>
<tr>
<td>American Literature Survey I ENG 313</td>
<td>3</td>
</tr>
<tr>
<td>American Literature Survey II ENG 315</td>
<td>3</td>
</tr>
<tr>
<td>British Literature Survey I ENG 327</td>
<td>3</td>
</tr>
<tr>
<td>British Literature Survey II ENG 328</td>
<td>3</td>
</tr>
<tr>
<td>Special Topics in Literature ENG 390</td>
<td>3</td>
</tr>
<tr>
<td>Shakespeare ENG 405</td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar ENG 498</td>
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</tr>
</tbody>
</table>

**English Electives (15 hours must be taken from the following)** ............................................ 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Journalism ENG 211</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Practicum ENG 280</td>
<td>3</td>
</tr>
<tr>
<td>Professional Writing ENG 312</td>
<td>3</td>
</tr>
<tr>
<td>Adolescent Literature ENG 341</td>
<td>3</td>
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<tr>
<td>*Special Topics in Literature ENG 390</td>
<td>3</td>
</tr>
<tr>
<td>*Topics in Writing ENG 410</td>
<td>3</td>
</tr>
<tr>
<td>Internships for English Majors ENG 420</td>
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</tr>
</tbody>
</table>

**Electives** .................................................................................................................. 26-32

**TOTAL** ............................................................................................................................ 120

*(NOTES: *Additional sections of Special Topics in Literature ENG 390 may be taken for more than the required 6 hours; additional sections of Topics in Writing ENG 410 may be taken for more than 3 hours. ENG 281 – Theatre Practice may be taken for 1 hour each semester throughout one's enrollment at Midway.)*

Students who are interested in more of a writing focus are encouraged to take ENG 211, ENG 312, and ENG 410 as electives. ENG 410 may be repeated under different topics.

**English Minor**

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** ........................................................................................................ 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Literature ENG 210</td>
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</table>

**Choose 15 credits from among the following** ................................................................. 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Literary Criticism ENG 215</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Journalism ENG 211</td>
<td>3</td>
</tr>
<tr>
<td>Creative Writing ENG 220</td>
<td>3</td>
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<tr>
<td>Theatre Practicum ENG 280</td>
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<tr>
<td>Linguistics and History of the English Language ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>Studies in World Literature ENG 305</td>
<td>3</td>
</tr>
<tr>
<td>Professional Writing ENG 312</td>
<td>3</td>
</tr>
<tr>
<td>American Literature Survey I ENG 313</td>
<td>3</td>
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<tr>
<td>American Literature Survey II ENG 315</td>
<td>3</td>
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<tr>
<td>British Literature Survey I ENG 327</td>
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</table>
Environmental Science
Bachelor of Science in Environmental Science

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, human-environmental sustainability, 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.

General Education Requirements for Bachelor Degree ........................................................................ 40
**Major Course Requirements** (Courses in the major require a grade of C or better) ........................................ 35

- General Biology I and Lab BIO 103/BIO 104 ................................................................................................. 4
- General Biology II 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 ENV 312 or Global Ecology ENV 305 ........................................................................... 3
- Ethical Issues in Science 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
- Investigating and Evaluating Environmental Issues ENV 417 .................................................................. 3
- College Algebra MTH 140 .......................................................................................................................... 3
- College Algebra MTH 140 .......................................................................................................................... 3
- Trigonometry MTH 143 ............................................................................................................................... 1
- Probability and Statistics MTH 245 ............................................................................................................. 3

**Supporting Courses Required** (Courses in the major require a grade of C or better) .................................. 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
- General Chemistry II and Lab CHM 175/CHM 176 ...................................................................................... 5
- College Algebra MTH 140 .......................................................................................................................... 3
- Probability and Statistics MTH 245 ............................................................................................................. 3

**Choose at least 6 additional hours in Major** (Courses in the major require a grade of C or better) ............ 6

- Microbiology and Lab BIO 225/BIO 226 ...................................................................................................... 4
- General Ecology 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
- Trigonometry MTH 143 ............................................................................................................................... 1
- General Zoology and Lab BIO 304/BIO 306 ................................................................................................. 4
- General Ecology ENV 312 or Global Ecology 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

**Electives** ............................................................................................................................................. 20

**TOTAL** ................................................................................................................................................. 120

**Environmental Science Minor**

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.

**Minor Requirements** .......................................................................................................................... 8

- General Biology II and Lab BIO 105/BIO 106 ................................................................................................. 4
- Principles of Botany and Lab BIO 230/BIO 231 ........................................................................................... 4

**Choose 10 credits from among the following:** .................................................................................... 10

- Environmental Science Methods and Lab ENV 308/ENV 309 .................................................................. 4
- General Zoology and Lab BIO 304/BIO 306 ................................................................................................. 4
- General Ecology ENV 312 or Global Ecology 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
Equine Studies
Bachelor of Science in Equine Studies

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 spring 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 and 111 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

General Education Requirements for Bachelor Degree ................................................................. 40
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** ........................................................................................................ 20-21

**Concentration in Equine Management**

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**

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**

*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
Comparative Anatomy and Physiology EQS 325 .................................................... 3
Animal Nutrition EQS 351 ...................................................................................... 3
Trigonometry MTH 143 ........................................................................................... 1
Physics I PSC 240 ..................................................................................................... 4
Physics Lab I PSC 241 .............................................................................................. 1

**Electives** ................................................................................................................. 19-23

**TOTAL** ..................................................................................................................... 120

**Equine Studies Minor**

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.
# Bachelor of Science in Health Care Administration

## Program Description
The Bachelor of Science in Health Care Administration is designed as a degree program to give students knowledge and experience in the area of health care. 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.

## Student Learning Outcomes of Program
- Apply comprehensive management approaches to perceive, assess, and formulate competent business and organizational decisions in the health care industry.
- 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.
- Explore the theoretical framework of human resource management and the importance of employees as a significant resource to an organization structure.
- Examine various business software application programs and their use and impact in business.

## General Education Requirements for Bachelor Degree

### Major Course Requirements

- 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
- Health Careers & Practicum I HCA 391 .................................................... 3
- Health Careers & Practicum II HCA 392 .................................................. 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
- HCA Capstone HCA 492 ................................................................. 3

# Supporting Courses

- Principles of Accounting I ACC 210 .......................................................... 3

# Minor Requirements

- 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:

- 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

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121
Principles of Accounting II ACC 215 ................................................................................................................. 3
Medical Vocabulary BIO 204 .................................................................................................................................. 2
Principles of Management BUS 230 .......................................................................................................................... 3
Principles of Marketing BUS 255 .................................................................................................................................. 3
Business and Organizational Communication BUS 313 ................................................................................... 3
Research Methods BUS 319 ......................................................................................................................................... 3
Application Software CIS 235 ...................................................................................................................................... 3
Principles of Micro Economics ECO 217 ................................................................................................................ 3
Principles of Macro Economics ECO 220 ................................................................................................................ 3
Electives ........................................................................................................................................................... 18-24
TOTAL ................................................................................................................................................................... 120

Interdisciplinary Studies
Bachelor of Arts in Interdisciplinary Studies

Program Description
The Midway University Bachelor of Arts in Interdisciplinary Studies emphasizes practical, integrative, and collaborative learning while providing students with opportunities to develop their skills in communication, critical and creative thinking, technology and information literacy, and interdisciplinary expertise. The program has three tracks: Self-Designed, Professional Studies, and Career Development. The Self-Designed track provides an opportunity for students to create an academic major that is different from the other majors offered by the University. Students may combine multiple academic disciplines to customize a unique program of study individually tailored to their goals and interests.

In the Professional Studies and Career Development tracks students may build their core skills and choose an area of emphasis. The Professional Studies track is primarily designed for those who have decided to change their major, such as changing program from Teacher Education. The Career Development track is designed for the adult learner who has a substantial number of credits and desires a bachelor's degree without having to add a significant number of credit hours.

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.

Self-Designed Track
General Education ........................................................................................................................................ 34-40
Supporting courses ............................................................................................................................................. 12
Introduction to Interdisciplinary Studies IDS 101 ............................................................................................. 3
Experiential/Service Learning I IDS 310 .............................................................................................................. 3
Experiential/Service Learning II IDS 410 .............................................................................................................. 3
Writing in the Disciplines ENG 380 (fulfills General Education Requirement) ...................................... 3
Self-Designed Major ............................................................................................................................................ 39
Courses for the self-designed major are to be proposed by students and their advisor and then submitted to the appropriate Dean for presentation and approval by the Curriculum and Policy Committee ........................................................................................................................................ 36
IDS Capstone IDS 490 ..................................................................................................................................................... 3
Electives ........................................................................................................................................................... 29-35
TOTAL ................................................................................................................................................................... 120
Marketing Communication
Bachelor of Science in Marketing Communications

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 organization’s marketing communication approach.
- Produce effective marketing communication deliverables.
- Utilize the technology, terminology, theories and principles of the profession in developing quality work.

General Education Requirements for Bachelor Degree ........................................ 34-40

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
Electives ........................................................................................................ 23-29
Concentration 1: Writing OR Concentration 2: Graphic Design ................. 18
TOTAL ........................................................................................................ 120

Concentration 1: Writing
Introduction to Journalism ENG 211 .......................................................... 3
Professional Writing ENG 312 ................................................................. 3
Business Communication BUS 313 .......................................................... 3
Advertising Writing MCO 318 ............................................................................................................................ 3
Political Writing MCO 350 ....................................................................................................................................... 3
Applied MCO Writing MCO 410 ............................................................................................................................ 3

Concentration 2: Graphic Design
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

Mathematics
Bachelor of Arts in Mathematics

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.

General Education Requirements for Bachelor Degree .................................................................................. 34-40
Major Course Requirements ............................................................................................................................. 39
Calculus I MTH 220 .................................................................................................................................................. 4
Calculus II MTH 222 ................................................................................................................................................. 4
Calculus III MTH 223 ............................................................................................................................................... 4
Probability and Statistics MTH 245 .......................................................................................................................... 3
Differential Equations MTH 301 .............................................................................................................................. 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

Supporting Courses Required .......................................................... 10
Physics I PSC 240 .................................................................................. 4
Physics I Lab PSC 241 ........................................................................... 1
Physics II PSC 245 .............................................................................. 4
Physics II Lab PSC 246 ........................................................................ 1

Electives ............................................................................................ 31-37
TOTAL ................................................................................................. 120

Mathematics Minor
The minor in mathematics requires a minimum of 21 semester hours. At least 9 semester hours must be selected from courses numbered 300 or higher.

Minor Requirements ................................................................. 12
Calculus I MTH 220 ............................................................................ 4
Calculus II MTH 222 ........................................................................... 4
Calculus III MTH 223 ......................................................................... 4

Any three of the following .............................................................. 9
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
Discrete Mathematics MTH 320 ...................................................... 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

Nursing
Associate of Science in Nursing (ADN)

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 graduates 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, (For TRD: NSG 125, NSG 130) (For EON: NSG 130, NSG 125), NSG 212, NSG 215, NSG 225, 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. Complete a separate application specifically for admission to the nursing program. Admission to Midway University does not guarantee admission to the Associate Degree Nursing program. Application for the Associate Degree Nursing program is available in the department office or apply online at [https://www.midway.edu/wp-content/uploads/2019/02/ADN-Application-Fall-2019.pdf](https://www.midway.edu/wp-content/uploads/2019/02/ADN-Application-Fall-2019.pdf)
2. Submit official high school transcripts or GED score.
3. Submit official college or university transcripts from a regionally accredited educational institution.
4. Admission interview with the chairperson of the program or designee, may be required.
5. 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).
6. An ACT score of 21 or equivalent SAT score.
   a. Two years of high school algebra or one intermediate college algebra course with a grade of C or better.
   b. Submit the following: evidence of immunizations or titer showing immunity for measles, mumps, rubella (MMR), Hepatitis B or waiver, Tdap; Varicella; Influenza; current negative tuberculin skin test or T-spot; current American Heart Association BLS certification; letter from health insurance company with evidence of health insurance prior to beginning clinical rotations to meet the health criteria of clinical facilities.
7. 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)
8. Current Kentucky Medicaid Nurse Aide Certification SRNA (CNA) or Certified Medical Assistant Certification (CMA)
9. 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. Successful completion of ENG 101, ENG 102, PSY/EDU 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. Proof of an active Kentucky or compact state LPN license and transcript from a regionally accredited LPN school

c. Documentation of the above may result in a waiver of NSG 115 (must be approved by Dean)

10. Failure of a required non-nursing 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.

General Education Requirements for Associate Degree .......................................................................................................................... 19

Major Course Requirements ........................................................................................................................................................................ 45

Fundamentals of Nursing NSG 115 .................................................................................................................................................................. 9
Medical Surgical Nursing NSG 125 ................................................................................................................................................................. 5
Mental Health Nursing NSG 130 ................................................................................................................................................................. 4
Obstetrics and Women’s Health Nursing NSG 212 ........................................................................................................................................ 4
Pediatric Nursing NSG 215 ........................................................................................................................................................................ 5
Advanced Medical Surgical Nursing and Clinicals NSG 225 ........................................................................................................................ 6
Synthesis and Integrative Practicum 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

TOTAL ........................................................................................................................................................................................................... 64

Students who successfully complete the associate degree in Nursing and pass the NCLEX-RN may have a seamless transition into the RN-BSN Program.

Bachelor of Science in Nursing – Prelicensure (BSN)

Program Description
The prelicensure Bachelor of Science in Nursing (BSN) offers the qualified student a 4-year program of study that combines general education courses with professional nursing theory courses and concentrated, supervised clinical experiences in several central Kentucky healthcare. This program prepares students as providers of direct and indirect client care; as designers, coordinators, and managers of client care; and as members of the nursing profession. This role includes advocacy for clients, their families, and the nursing profession. Students who successfully complete the program are eligible to take the National Council Licensure Examination-RN (NCLEX-RN).

This traditional 4-year program is taught in person during the day on the Midway campus.

Students will be required to take nationally-normed assessments from Assessment Technologies Institute (ATI) throughout the curriculum. The focus of the ATI assessment and remediation program is to supplement course work and enhance 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

- Facilitate evidence-based health promotion, quality, safety, and patient-centered nursing care to individuals, families, groups, and diverse populations across the lifespan.
- Utilize effective interprofessional communication with community leaders to advocate for culturally sensitive care for individuals, families, groups, and diverse populations.
- Synthesize theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to incorporate evidence into practice and in development of capstone project.
- 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, utilization 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.
- Integrate professional responsibility, accountability, standards, values, ethics, morals, and legal/political aspects into caring for the health of the public.

Program Admission Requirements
To be considered for admission to the BSN program, the student must meet the following criteria:

1. Accepted to Midway University.
2. Prior to admission to the BSN Program, applicants must have earned a “C” or better in the required pre-requisite courses listed below:
   - BIO 190 Anatomy and Physiology I*
   - BIO 191 Anatomy and Physiology I Lab*
   - BIO 198 Anatomy and Physiology II*
   - BIO 199 Anatomy and Physiology II Lab*
   - ENG 101 College Writing I
   - ENG 102 College Writing II
   - CHM 150 Principles of Chemistry
   - MTH 140 College Algebra
   - NSG XXX Introduction to Professional Nursing
   - PSY 260 Human Growth and Development
*Must be taken within the last five years.
3. Completion of 30 hours of university credit.
4. A minimum cumulative GPA of 3.0 on a 4.0 scale. The GPA includes all college credits taken as a high school or college student.
5. ACT composite score of 21 or higher
6. Current Kentucky Medicaid Nurse Aid Certification (SRNA)
7. Complete application for admission to the BSN Program during the Spring semester of Freshman year; admission decision will occur during Summer of Freshman year.
   a. Documentation of hepatitis B immunization; immunity to measles, mumps, rubella and varicella; current negative 2-step tuberculin skin test or T-spot; current American Heart Association CPR BLS certification; letter from health insurance provider verifying current coverage; criminal background check; urine drug screen; and current SRNA.
   b. Three character reference letters of recommendation from professionals such as professors, coaches, ministers, supervisors.

Completion of eligibility criteria does not guarantee admission to the BSN Program. Students who meet the above criteria will be ranked using the following Admission Ranking System. Spaces are limited to 20 students and those with the top 20 scores on this ranking system will be selected for admission.
# Prelicensure BSN Program Admission Ranking System

<table>
<thead>
<tr>
<th>Completion of Pre-Requisite Courses</th>
<th>Earned Grade with Point Value</th>
<th>Repeat Grade (A: 3; B: 2; C: 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>D or F (-2)</td>
<td>C (+1)</td>
</tr>
<tr>
<td>BIO 190</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 198</td>
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<td></td>
</tr>
<tr>
<td>BIO 199</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 150</td>
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<td></td>
</tr>
<tr>
<td>ENG 101</td>
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<td></td>
</tr>
<tr>
<td>ENG 102</td>
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<td></td>
</tr>
<tr>
<td>MTH 140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSG 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 260</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Measures</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative College GPA</td>
<td>3.0 – 3.39 (+1)</td>
<td>3.4 – 3.69 (+2)</td>
</tr>
<tr>
<td>Composite ACT Score</td>
<td>21 - 22 (+1)</td>
<td>23 - 25 (+2)</td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td>26 or higher (+3)</td>
</tr>
</tbody>
</table>

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.

## General Education Requirements for Bachelor’s Degree

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Professional Nursing Concepts NSG 101</td>
<td>3</td>
</tr>
<tr>
<td>Health Assessment NSG 235</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiology I NSG 240</td>
<td>3</td>
</tr>
<tr>
<td>Adult Medical-Surgical I: Fundamentals NSG 245</td>
<td>6</td>
</tr>
<tr>
<td>Pathophysiology II NSG 250</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Teaching and Learning NSG 255</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Nursing NSG 260</td>
<td>6</td>
</tr>
<tr>
<td>Adult Medical-Surgical II NSG 345</td>
<td>6</td>
</tr>
<tr>
<td>Perinatal Nursing NSG 350</td>
<td>6</td>
</tr>
<tr>
<td>Population Health Nursing NSG 355</td>
<td>4</td>
</tr>
<tr>
<td>Pediatric Nursing NSG 365</td>
<td>6</td>
</tr>
<tr>
<td>Evidence-Based Nursing Research NSG 435</td>
<td>3</td>
</tr>
<tr>
<td>Adult Medical-Surgical III: High Acuity Nursing NSG 445</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Leadership NSG 470</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Nursing for Registered Nurses (RN-BSN Completion Program)

Program Description
The Bachelor of Science in Nursing (RN-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 practica. 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 Kentucky or compact state RN license. The program 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 in-seat; however, students may schedule appointments with faculty as needed.

Student Learning Outcomes of Program
- Facilitate evidence-based health promotion, quality, safety, 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 interprofessional communication with community leaders to advocate for the health and well-being of the public.
- Synthesize theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to incorporate evidence into practice and in development of capstone project.
- 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.
- Integrate professional responsibility, accountability, standards, values, ethics, morals and legal/political aspects 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 high school transcripts or GED score.
3. Submit official college or university transcripts from a regionally accredited educational institution.
4. Must hold current and unencumbered registered nurse (RN) license in Kentucky or compact state.
5. Complete an admission interview with the director of the program or designee.
6. Submit a current resume.
7. Be a graduate of an ADN program from a regionally accredited institution 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.
8. Have a GPA of 2.5 on a 4.0 scale (2.0 on a 4.0 scale for Midway University ADN graduates).
9. Provide evidence of current clinical practice within the last five years via:
   a. Graduation transcript from a regionally accredited school of nursing within the past two years
   b. Work experience (preferred)
10. 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.
11. Submit the following: evidence of immunizations or titer showing immunity for measles, mumps, rubella (MMR), Hepatitis B, Tdap; Varicella; Influenza; current negative tuberculin skin test or T-spot; current American Heart Association BLS for Healthcare Providers certification; and evidence of health insurance prior to beginning practica rotations to meet the health criteria of clinical facilities.
12. Students must earn a C or better in all required general education and supporting courses.

After students are admitted to the University, students complete BSN admission criteria and may be granted an interview with the director or designee of the RN-BSN program.

General Education Requirements for Bachelor Degree ................................................................. 28*
ADN Nursing Courses .................................................................................................................. 37
Major Course Requirements ......................................................................................................... 34

- 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 .......................................................................... 3
- Introduction to Evidence Based Research NSG 430 (Fulfills ENG 380 requirement) * .... 3
- Trends and Issues NSG 440 ............................................................................................. 3
- Nursing Leadership and Management NSG 460 ............................................................. 4
- Nursing Leadership and Management Practicum NSG 461 .............................................. 2

Supporting Requirements ........................................................................................................ 19
- Anatomy & Physiology II BIO 198 .................................................................................. 3
- 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 PHIL 301 (Fulfills Arts and Humanities requirement) * .................................................................3
Business elective (200 level or higher) .................................................................................................3
Electives .................................................................................................................................................2
TOTAL .....................................................................................................................................................120

*28 Hours + NSG 430 (3 hours) and PHIL 301 (3 hours) = 34 Hours of General Education

Psychology
Bachelor of Arts in Psychology

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 service learning 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 service learning, and provides opportunities to evaluate future directions.

General Education Requirements for Bachelor Degree .................................................................34-40
Major Course Requirements ...............................................................................................................39
General Psychology PSY 180 .............................................................................................................3
Human Growth and Development PSY/EDU 260 ...........................................................................3
Social Psychology PSY 312 ...............................................................................................................3
Psychological 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
Beginning Practicum in ADC PSY 370 .......................................................... 3
Concentration Requirements ........................................................................ 21

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 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 may be taught during the evenings and/or 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

Electives ........................................................................................................ 35-41
TOTAL ....................................................................................................... 120

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

Electives ........................................................................................................ 35-41
TOTAL ....................................................................................................... 120

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

Minor Requirements .................................................................................. 6
General Psychology PSY 180 ....................................................................... 3
Human Growth and Development PSY/EDU 260 ........................................ 3

Choose any four courses from the following .............................................. 12
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
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.

General Education Requirements for Bachelor Degree .................................................. 34-40
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
Electives ..................................................................................................................... 38-47
Sport Management Minor
The minor in Sport Management requires 18 credit hours.

Minor Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sport Management Theory and Practice SPM 110</td>
<td>3</td>
</tr>
<tr>
<td>Sociocultural Dimensions Sport SPM 200</td>
<td>3</td>
</tr>
<tr>
<td>Legal Issues in Sport SPM 320</td>
<td>3</td>
</tr>
<tr>
<td>Management and Leadership in Sport SPM 325</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose any two courses from the following:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Applications in Sport SPM 315</td>
<td>3</td>
</tr>
<tr>
<td>Sport Marketing SPM 330</td>
<td>3</td>
</tr>
<tr>
<td>Facility Management and Design SPM 340</td>
<td>3</td>
</tr>
<tr>
<td>Managing Sport Events SPM 400</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 120
Graduate Programs

Academic Policies
The respective school dean will determine up to six transfer graduate credits for their programs. Written approval must be obtained prior to the first day of the first course in the 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  Failure

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

A letter grade of C must be repeated, with only one attempt at a repeat allowed in each course. 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 minimum grade of B is required in all course work.

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.

Master of Business Administration Degree
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
A. Earned a bachelor degree from a regionally accredited college or university.
B. If the applicant’s degree is not in the area of business, the student must successfully complete BUSM 501 Foundations of Graduate Business within the first term of enrollment in the MBA program.
C. GPA of 3.0 on a 4.0 scale is recommended.
D. 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
*Foundation Graduate Business BUSM 501 (non-business undergrads) ................................................. (3)
Leadership and Effective Decision-Making BUSM 520 ................................................................................. 3
Organizational Behavior BUSM 540 ...................................................................................................................... 3
Business Law BUSM 550 ......................................................................................................................................... 3
Financial Management BUSM 560 ......................................................................................................................... 3
Economic Analysis for Business Decision-Making BUSM 570 .................................................................... 3
Strategic Marketing Management BUSM 600 ......................................................................................................... 3
Global Business BUSM 620 ............................................................................................................................... 3
Operations Management BUSM 640 ...................................................................................................................... 3
Strategic Management BUSM 660 ............................................................................................................................ 3
Management Issues BUSM 690 .............................................................................................................................. 3

* If the applicant’s degree is not in the area of business, the student must successfully complete BUSM 501 Foundations of Graduate Business within the first term of enrollment in the MBA program.

Concentration in Equine Management
The Equine Management 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

*Foundation Graduate Business BUSM 501 (non-business undergrads) ............................................. (3)
Organizational Behavior BUSM 540 ................................................................................................................. 3
Financial Management BUSM 560 ............................................................................................................................. 3
Economic Analysis for Business Decision-Making BUSM 570 ................................................................. 3
Strategic Marketing Management BUSM 600 ................................................................................ 3
Global Business BUSM 620 ................................................................................................................................. 3
Strategic Management BUSM 660 ............................................................................................................................. 3

Concentration Requirements

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 ........................................................................................................ 3

* 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.

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

*Foundation Graduate Business BUSM 501 (non-business undergrads) ............................................. (3)
Organizational Behavior BUSM 540 ................................................................................................................. 3
Business Law BUSM 550 ................................................................................................................................. 3
Economic Analysis for Business Decision-Making BUSM 570 ................................................................. 3
Strategic Marketing Management BUSM 600 ................................................................................................. 3
Global Business BUSM 620 ................................................................. 3  
Strategic Management BUSM 660 ................................................................. 3  

**Concentration Requirements** ................................................................. 15  
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 ............................................................. 3  

*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.

**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  
*Foundation Graduate Business BUSM 501 (non-business undergrads) ................. (3)  
Organizational Behavior BUSM 540 ............................................................. 3  
Business Law BUSM 550 ............................................................................. 3  
Economic Analysis for Business Decision-Making BUSM 570 ....................... 3  
Strategic Marketing Management BUSM 600 ............................................. 3  
Global Business BUSM 620 ................................................................. 3  
Strategic Management BUSM 660 ............................................................. 3  

**Concentration Requirements** ................................................................. 15  
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 .................................................... 3  

*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.

**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 ................................................................. 15
*Foundation Graduate Business BUSM 501 (for non-business undergraduates) ...................... (3)
Business Law BUSM 550 ............................................................................. 3
Financial Management BUSM 560 ............................................................... 3
Strategic Marketing Management BUSM 600 ....................................................... 3
Global Business BUSM 620 ............................................................................. 3
Strategic Management BUSM 660 ............................................................... 3

Concentration Requirements .................................................................... 15-18
Bourbon Tourism Industry Analytics TEM 520 .................................................... 3
The Bourbon Experience and Hospitality TEM 576 ............................................ 3
Destination Branding and the Bourbon Experience TEM 600 ............................. 3
Event Management and the Bourbon Experience TEM 632 ............................. 3
Bourbon Capstone Experience TEM 642 ................................................... 3-6

* 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.

Master of Education

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
5. demonstrate the ability to lead

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.

- Candidates will collect and analyze data from multiple methods of assessment in order to effectively interpret continuous improvement.
- Candidates will understand and recognize human diversity.
- Candidates will develop professional knowledge and effective practices for student growth.
• Candidates will seek appropriate leadership roles and opportunities while using collaboration with all stakeholders (families, students, colleagues, and community) in order to ensure learner growth.
• Candidates will understand and demonstrate central concepts utilizing tools of inquiry and foundations of the disciplines they teach in order to create experiences for student growth and mastery.
• Candidates will plan instruction using pedagogical constructs that will promote rigorous learning for all students in content areas and cross curriculum.

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) 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
• Bachelor degree
• Licensed and current practicing teacher

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.

Master of Education Core Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers as Professional Leaders EDU 501</td>
<td>3</td>
</tr>
<tr>
<td>Closing the Achievement Gap through Assessment, Evaluation and Data Analysis EDU 502</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Literacy Instruction and Leadership EDU 504</td>
<td>3</td>
</tr>
<tr>
<td>Teaching for Equity and Justice in Schools through Leadership EDU 511</td>
<td>3</td>
</tr>
<tr>
<td>Action Research for Teacher Leaders I EDU 529</td>
<td>3</td>
</tr>
<tr>
<td>Action Research for Teacher Leaders II EDU 531</td>
<td>3</td>
</tr>
</tbody>
</table>

Teacher Leadership

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy and Law for Teacher Leaders EDU 506</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Leadership: Collaborating, Coaching and Mentoring with Teachers EDU 507</td>
<td>3</td>
</tr>
<tr>
<td>Professional Growth and Development in Teacher Leadership EDU 508</td>
<td>3</td>
</tr>
<tr>
<td>Topics and Trends in P-12 Schools EDU 509</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Science Nursing

Student Learning Outcomes of Program
• Construct effective 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.
• Create 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 incorporates professional nursing
standards and accountability for practice.

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. Submit official transcripts from each college or university attended.
   c. Recommend a cumulative grade point average of 3.0 in nursing (on a 4.0 scale).
   d. Must hold current and unencumbered registered nurse (RN) license in Kentucky or compact state.
   e. Submit professional resume or curriculum vitae.
   f. Participate in interview with the Dean of the School of Health Sciences or designee.
   g. Three (3) professional recommendations using the provided form
      http://www.uky.edu/armyrotc 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.
   h. Writing requirement: Applicants must submit a typed paper on their professional goals and how graduate study will support those goals (limit 2 pages), including discussion of each of the following:
      • Your understanding of the role of the MSN-prepared nurse.
      • Your reasons for pursuing the MSN degree.
      • How obtaining this degree will change your future practice.
      • Life modifications you have made or will need to make to be successful in this program.
      • Your understanding of online/independent learning.
      • The academic strengths and weaknesses you bring to the program and online learning. Explain how you plan to grow in your weaker areas.
3. Submit the following: evidence of immunizations or titer showing immunity for measles, mumps, rubella (MMR), Hepatitis B, TDAP; Varicella; Influenza; current negative tuberculin skin test or T-spot; current American Heart Association BLS for Healthcare Providers certification; and letter from health insurance company with evidence of health insurance prior to beginning practicum rotation 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 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. Earn a minimum grade of B in all graduate nursing courses.
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.

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
Track Requirements ........................................................................................................................................... 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
   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
   Healthcare Financial Management HCA 602 .......................................................................................... 3

Nursing Education Track
Track Requirements ........................................................................................................................................... 18
Advanced Pathophysiology/Pharmacology NSG 560 ....................................................................................... 3
Advanced Health Assessment NSG 580 ............................................................................................................. 3
Curriculum Development and Implementation NSG 625 .............................................................................. 3
Outcome Measurement and Evaluation in Education NSG 635 ..................................................................... 3
Nursing Education Practicum NSG 650 ............................................................................................................. 3
Nursing Education Scholarly Project NSG 660 OR NSG 670 Nursing Education Thesis ...................... 3
Course Descriptions

Accounting

ACC 210 Principles of Accounting I .............................................................. 3
This course examines principles of financial accounting. Course topics include 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.
Emphasis 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.

ACC 496 Accounting Senior Project ............................................................ 3
The senior project is the culmination of a students’ undergraduate education, integrating a liberal
arts education with competency in accounting. The nature of the course varies with the student’s
choice of project.

Airforce

AFS 111 Aerospace Studies I ........................................................................ 1
A course designed to provide the student with a basic understanding of the nature and principles of
war, national power, and the Department of Defense role in the organization of national security. The
A student also develops leadership abilities by participating in a military organization, the cadet corps, which offers a wide variety of situations demanding effective leadership.

**AFS 112  Leadership Laboratory I** ................................................................. 1
A course designed for development of basic skills required to be a manager, including communications, human relations, and administration of equal opportunity. Credit will not be granted toward the hours requirements for the degree. Pass/fail only. Coreq: AFS 111.

**AFS 113  Aerospace Studies I** ........................................................................... 1
A course designed to provide the student with a basic understanding of the contribution of aerospace power to the total U.S. strategic offensive and defensive military posture. The student also develops leadership abilities by participating in a military organization, the cadet corps, which offers a wide variety of situations demanding effective leadership. Prereq: AFS 111.

**AFS 114  Leadership Laboratory I** ................................................................. 1
A continuation of AFS 113. A course designed to develop managerial skills including superior/subordinate relationships, communications, customs and courtesies, basic drill movements and career progression requirements. Credit will not be granted toward the hours requirements for the degree. Pass/fail only. Coreq: AFS 113.

**AFS 211  Aerospace Studies II** ......................................................................... 1
Introduces the study of air power from a historical perspective; focuses on the development of air power into a primary element of national security. Leadership experience is continued through active participation in the cadet corps. Lecture, one hour; leadership laboratory, one hour. Prereq: AFS 111, 113 or PAS approval.

**AFS 212  Leadership Laboratory II** ............................................................... 1
A course designed for development of advanced skills required to be a manager/leader, including leadership styles, public speaking, group dynamics, motivation and preparation for field training. Credit will not be granted toward the hours requirements for the degree. Pass/fail only. Coreq: AFS 211.

**AFS 213  Aerospace Studies II** ......................................................................... 1
Provides a foundation for understanding how air power has been employed in military and non-military operations to support national objectives. Examines the changing mission of the defense establishment, with particular emphasis on the United States Air Force. Leadership experience is continued through participation in the cadet corps. Lecture, one hour; leadership laboratory, one hour per week. Prereq: AFS 111, 113 or PAS approval.

**AFS 214  Leadership Laboratory II** ............................................................... 1
A continuation of AFS 213. A course designed to develop supervisory management skills to include communications, techniques of critique, social actions, personnel evaluation procedures, problem solving, role playing and field training preparation. Credit will not be granted toward the hours requirements for the degree. Pass/fail only. Coreq: AFS 213.

**AFS 311  Aerospace Studies III** ....................................................................... 3
A study of management functions with emphasis on the individual as a manager in an Air Force environment. Individual motivational and behavioral process, communication, and group dynamics are included to provide a foundation for the development of professional skills as an Air Force Officer. Students refine their leadership and managerial abilities by organizing and managing a quasi-military unit. Prereq: Acceptance into POC or approval of PAS.

**AFS 312  Leadership Laboratory IIIA** .......................................................... 1
A course designed and focused on developing advanced leadership skills. Students fill the mid-level management function within the cadet corps. The course involves the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other written and oral communications. Pass/Fail only. Coreq: AFS 311.

**AFS 313  Aerospace Studies III** ....................................................................... 3
A study of leadership with specific emphasis on the Air Force leader. Includes theoretical, professional and communicative aspects. In addition, military justice and administrative law are discussed within the context of the military organization. Students continue to develop and refine their leadership abilities by organizing and managing a military unit, the cadet corps, which offers a wide variety of situations requiring effective leadership. Prereq: AFS 311.
AFS 314  Leadership Laboratory III ................................................................. 1
Laboratory to accompany AFS 313. Pass/fail only. Coreq: AFS 313.

AFS 395  Independent Aerospace Studies ..................................................... 2-6
A study of an advanced problem on a subject area in aeronautical science under the guidance of a
departamental staff member. One discussion per week; term paper is required. May not be repeated.
Prereq: Senior standing in the AFROTC Program, and 3.0 standing in Aerospace Studies.

AFS 411  Aerospace Studies IVA ................................................................. 3
A study of the military profession, civil-military interaction, communicative skills, framework of
defense policy, and formulation of defense strategy. Students refine their leadership abilities by
organizing and managing a military unit, the cadet corps, which offers a wide variety of situations
requiring effective leadership. Prereq: AFS 313, or approval of PAS.

AFS 412  Leadership Laboratory IVA ........................................................... 1
A course designed and focused on developing advanced leadership skills. Students fill the top level
management function within the cadet corps. The course involves the planning and controlling of
military activities of the cadet corps, and the preparation and
presentation of briefings and other written and oral communications. The lab also includes practice
of leadership techniques aimed at motivating and instructing cadets in the lower three levels.
Pass/Fail only. Laboratory, two hours per week. Coreq: AFS 411.

AFS 413  Aerospace Studies IVB ................................................................. 3
Continues the study of strategy and the management of conflict, formulation and implementation of
U.S. defense policy, defense organization, and case studies in defense policy making. Students also refine their leadership abilities
by organizing and managing a military unit, the cadet corps, which offers a wide variety of situations
requiring effective leadership. Prereq: AFS 411 or approval of PAS.

AFS 414  Leadership Laboratory IVB ........................................................... 1
A continuation of AFS 412. A course designed and focused on developing advanced leadership skills.
Students fill the top level
management function within the cadet corps. The course involves the planning and controlling of
military activities of the cadet corps, and the preparation and presentation of briefings and other
written and oral communications. The lab also includes practice of leadership techniques aimed at
motivating and instructing cadets in the lower three levels. Pass/Fail only. Laboratory, two hours per
week. Coreq: AFS 413.

Army

AMS 101  Introduction To The Army ............................................................ 2
This introductory level course is designed to give students an appreciation for the role the Army
currently plays in our society. The course covers the history of the Army and the roles and
relationships of the Army within our society. The course also covers some of the basic skills necessary
for today's leaders to include oral presentation, time management, map reading, basic rifle
marksmanship and squad tactics. Prereq: Must be concurrent with AMS 250.

AMS 102  Introduction To Leadership ......................................................... 2
This course is designed to acquaint the student with the fundamental skills necessary to be a leader,
both in military and civilian context. Course also covers basic military map reading skills. Prereq:
Must be concurrent with AMS 250.

AMS 211  Advanced Leadership I ................................................................. 2
This course focuses on both theoretical and practical aspects of leadership. Students will examine
topics such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation, and
organizational culture and change. Prereq: AMS 101 and 102, or consent of instructor. Must be taken
concurrent with AMS 250.
AMS 212  Advanced Leadership II .................................................................................................. 2
This course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed investigation of the origin or our institutional values and their practical application in decision making and leadership. Prereq: AMS 101, 102 and 211, or consent of the instructor. Must be taken concurrent with AMS 250.

AMS 250  Basic Military Science Lab ............................................................................................. 1
A hands-on practicum which exposes the student to the military skills required for basic technical and tactical competence to enter the Advanced Course. Laboratory, two hours per week and two week-end exercises. May be repeated to a maximum of four credits.

ADVANCED COURSES

AMS 301  Leadership and Management I ..................................................................................... 3
Course of study in development of basic skills required to function as a manager; study of leadership styles, group dynamics, communications, motivation and military instruction methods; and school of the soldier and exercise of command. Prereq: AMS 101, 102, graduate or undergraduate student (male or female), successful completion of basic course or basic camp, physically fit to pursue program; consent of PMS. Must be taken concurrent with AMS 350.

AMS 302  Advanced Tactics .............................................................................................................. 3
Small unit tactics and communications, organization and mission of combat arms units; leadership and the exercise of command. Prereq: AMS 101, 102, graduate or undergraduate student (male or female), successful completion of basic course or basic camp, physically fit to pursue program; consent of PMS. Must be taken concurrent with AMS 350.

AMS 320  Advanced Studies In American Military History ................................................... 3
This course will furnish upper level UK ROTC Cadets, and qualified History majors or minors with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. AMS/HIS 320 will emphasize basic research skills: understanding historiographical debates within a military framework, developing effective note taking, outlining techniques, picking a feasible research topic, finding useful primary sources and drawing inferences from them, examining American military campaigns and leaders in order to complete a battle analysis, and short research assignments. Prereq: Consent of instructor (Same as HIS 320.)

AMS 341  Leadership and Management II ................................................................................... 3
An advanced study of logistics, operations, military administrations, personnel management, military justice, world change and military implications, service orientation and leadership training. Prereq: AMS 301, 302. Must be taken concurrent with AMS 350.

AMS 342  Command Management .................................................................................................. 3
An advanced study of logistics, operations, military administration, personnel management, military justice, world change and military implications, service orientation and leadership training. Prereq: AMS 301, 302. Must be taken concurrent with AMS 350.

AMS 350  Advanced Military Science Lab ................................................................................... 1
A hands-on practicum which exposes the student to the military skills required for advanced technical and tactical competence as an Army officer. The course affords junior and senior cadets opportunities to develop and refine their leadership style and abilities under differing constraints and environments. Laboratory, two hours per week and two weekend exercises. May be repeated to a maximum of four credits. Prereq: AMS 250, AMS 101, AMS 201 and AMS 202. Concurrent: AMS 301, 302, 341 or 342.

AMS 395  Independent Study in Leadership ........................................................................... 1-2
Advanced study in leadership. Students are under guidance and confer individually with faculty on approved topic(s). A written report or paper is expected and will be filed in the chairperson’s office. May be repeated to a maximum of four credits. Prereq: Completion of AMS 302 and approval of PMS.
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.

Biology

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. Prerequisites: 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. Prerequisites: BIO 103 and BIO 104. 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, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, with consideration of metabolism, development, and inheritance. Prerequisites: 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, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Exploration of the mechanisms of inheritance is included. Animal dissection is required. Requires two laboratory hours per week. Prerequisites: BIO 190 and 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. Prerequisite: None

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 consists 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; 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. Prerequisites: 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. Prerequisites: BIO 105 and BIO 106; CHM 175 and CHM 176.

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. Prerequisites: 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 meets 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. Prerequisites: BIO 103, BIO 104, BIO 105 and BIO 106. Prerequisite 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 and species identification. Special emphasis is upon dissection detailing morphological relationships. Two laboratory hours per week. Prerequisites: 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, BIO 241, 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 and aberrant vertebrate cells, tissue and organs as applied to the human body. Prerequisites: 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 ................................................................. 2
This course concentrates on the microscopic study of the characteristics of normal and aberrant vertebrate cells, tissues, and organs through study of prepared slides. Prerequisites: 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 328  Genetics and Molecular Biology Laboratory .......................................... 1
This course will serve to illustrate techniques typically utilized in genetics and molecular biology research and clinical application. DNA extraction, genetic exchange, gene amplification, protein analysis, and bioinformatics will be covered in this laboratory. This course is closely tied to the information learned in the BIO 325 Genetics and Molecular Biology lecture course, thus it is recommended that students enroll in both the lecture and laboratory courses. Genetic diseases and their treatments as well as ethical issues of genetics research will be covered in this course. Prerequisites: BIO 105 and BIO 106; CHM 175 and CHM 176; CHM 330 and CHM 331. Prerequisite or corequisite: BIO 325.

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. Prerequisite: 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. Prerequisite: junior or senior standing and 12 semester hours of biology and approval of instructor. Also listed as ENV 485.

BIO/MTH 487 Senior Research Data Collection ................................................................. 2
Under the supervision of a scientist, students will conduct research to gather data for research papers to be completed in BIO 488. Prerequisite: Senior standing and satisfactory completion of BIO 405. Can be repeated for up to 4 credits.

BIO 488 Senior Biology Research .................................................................................. 1
The student will, under scientist supervision, carry to completion an independent scientific research project of a biological nature. The data collected from BIO/MTH 487 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 and at least 2 credits of BIO/MTH 487.

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 290 Introduction to Human Resource Management .............................................. 3
The field of human resource management plays an increasingly important role in organizations. This course will provide students with practical knowledge and skills in key functional areas of human resource management. Topics include staffing, performance management, training and development, compensation and benefits, labor relations and employee safety.

BUS 308 Fundamentals of Ethical Leadership ............................................................... 3
This course will explore central concepts in leadership and ethics. Learners explore and develop foundational concepts of ethical leadership, consider their personal talents and predispositions as they relate to ethical leadership tendencies.

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
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. Prerequisite: ACC 210 Principles of Accounting I.

BUS 328 Conflict Management & Negotiation
Conflict is inherent in organizations. Conflict management and negotiations is a basic leadership skill that all successful leaders need. This course will provide students with a practical and effective framework and toolset to prepare for all types of conflict management and negotiations. This course explores how to develop effective negotiator skills, using a very individual, personalized approach. Grounded in theory and research, it examines the psychological and sociological factors inherent in the negotiation process. It explores the complexities of negotiations, by looking at how conflict is related and how temperaments and personality traits impact the process. Students are given opportunities to complete exercises, self-assessment tools, and cases, to develop, practice, and perfect their own unique set of conflict management and negotiation skills.

BUS 340 Legal Environment of Business
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 390 Global Business
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 405 Leading Change
Through assigned readings, case studies, website connections, discussion questions, class discussion, and individual writing assignments, students will be exposed to leadership change situations, terminology, theory and best practices. They will be given the opportunity to apply these principles and concepts in real world change situations.

BUS 410 Innovation Leadership
This course looks at how innovation is changing the landscape of organizational leadership. Innovation can transform and disrupt firms, industries and whole nations. In this course, we look at how leaders cultivate a culture of innovation within their organizations. Topics such as disruptive innovation, identifying breakthrough innovations, project selection, managing projects and how to measure impact will be covered.

BUS 411 Strategic Planning
This course introduces students to various management planning models and techniques. It stresses the concepts of strategic planning models and development processes. Students will examine the importance and limits of managers in strategic planning, using case studies to analyze actual strategic planning practices and systems utilized by organizations.

BUS 425 Special Topics in Business
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 427 Business Plan Development
This course will provide students with the opportunity to research and develop business plans. The main outcome will be the preparation and analysis of a business plan. Through the development of a business plan students will consider the critical elements of a business venture. Topics covered will include capital costs, personnel, markets, competition and future needs. These items are often overlooked when an entrepreneur develops his or her business plan.

BUS 490 Capstone
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 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 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 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 560  **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 570  **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 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 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.
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).

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.

Chemistry

CHM 150 Principles of Chemistry 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 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 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 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 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 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 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 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 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.

Communication

COM 205  Oral Communication......................................................................................................... 3
The study and practice of group, interpersonal communication and public communication for a
variety of social and career settings with special attention to gendered and co-cultural
communication.

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.

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  Constitutional Rights and Criminal Procedures ........................................................ 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 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 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 320  Special Topics in Criminal Justice ................................................................................ 3
Special topics courses are offered on a variety of issues pertaining to the field of criminal justice. They
will be designed to offer an in depth look at a particular aspect of criminal justice. Prerequisite: to
be determined or consent of instructor.

CRJ 350  Policing America ................................................................................................................ 3
This course is designed to introduce students to the origins and history of policing, various law
enforcement agencies and careers, and the current functioning of policing in America. Students will
study strategies of policing as well as current debates in the field.

CRJ 370  Criminological Theory ..................................................................................................... 3
This course is designed to introduce students to the various classical, biological, psychological, and
sociological theories of crime with emphasis placed predominately on sociological explanations of
crime. Students will learn more about the correlates of criminal behavior at the individual, group,
and societal level as well as measures intended to control crime and the theoretical frameworks that
guide our thinking about the criminal justice system. Prerequisite: CRJ 101 Introduction to Criminal
Justice.

CRJ 405  Criminal Justice Ethics ..................................................................................................... 3
This course provides a broad overview of ethics as it applies to criminal justice practitioners. Ethical
issues such as abuse of authority, racial discrimination, lying and deception, and others are addressed
in the context of policing, courts, corrections, probation, and parole. Special attention is paid to the
role leaders in criminal justice agencies play in establishing ethical practices within the organization.

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 introduces students to the process by which crime scene investigation is conducted.
Students learn about the various personnel involved in crime scene processing and the important
role each plays in a criminal investigation. Guidelines for crime scene processing and evidence
gathering are emphasized in the context of investigating various types of crimes.

CRJ 495  Internship in Criminal Justice ....................................................................................... 3
This course is individually designed for upper level students who wish to complete a criminal justice
internship. Students will work under the advisement of a criminal justice faculty member to find
placement and complete the internship requirements which include minimum hours worked, written
reflections, and a final paper. Three (3) credits repeatable.

CRJ 496  Criminal Justice Capstone ............................................................................................... 3
This course is the culmination of the student’s learning throughout the criminal justice program.
Students will complete a series of assignments that further explore career options within the criminal
justice field with an emphasis on experiential learning.

CRJ 498  Criminal Justice Research Practicum .............................................................................. 3
This course is designed to introduce students to the various research methodologies used to
understand crime and the criminal justice system. The course will cover research design, data
collection, and data analyses culminating in the completion of a class research project in which
students will collect, input, analyze, and report findings from their research in a final research paper.
Prerequisite: CRJ 101 Introduction to Criminal Justice. Students strongly encouraged to take ENG
380 with this course.
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.

Economics
ECO 217 Principles of Microeconomics ...................................................................................... 3
This course continues the study of economic theory. It emphasizes relationship between consumers
and firms, distribution and public policy.
ECO 220 Principles of Macroeconomics ..................................................................................... 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.

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.

Must attend Teacher Education Orientation prior to taking EDU 103, 108, 188, and 201.

EDU 103 Introduction to Education .............................................................................................. 3
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. Must attend Teacher Education Orientation to
take this class.
EDU 108 Introduction to Teacher Education Concentrations ............................................ 3
This course is an introduction to teaching. Topics covered include: the role of education in
contemporary society, the history of education, different philosophies and objectives of elementary,
middle, and secondary (high) school education. The nature of the school learner, goals, academic
expectations and curriculum at each level are also studied in this course. Must attend Teacher
Education Orientation to take this class.
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. Must attend Teacher
Education Orientation to take this class.
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. Must attend Teacher Education Orientation to take this
class.
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. Prerequisite: admission to
the Education program.
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 103, EDU 108 and admission to the Education program.

EDU/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.

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 sixty elementary school field hours towards this requirement. Prerequisite: admission to the Education program.

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 sixty middle school field hours towards this requirement. Prerequisite: admission to the Education program.

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 sixty high school field hours towards this requirement. Prerequisite: admission to the Education program.

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. Prerequisite: admission to the Education program.

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
Schools are primary agents of socialization. This is a course designed to increase the student's knowledge and awareness of diverse classroom populations. The course will focus on enhancing critical thinking skills when teaching cultural diversity and differentiation for diverse learners. It will examine learning styles affected by cultural diversity and exceptionalities such as language, disability, and the intellectually gifted, and their impacts on classroom teaching and learning. The course will introduce behaviorist and constructivist strategies for accommodating areas of exceptionalities and assessing their impacts upon student learning styles. Prerequisites: EDU 210 and admission to the Education program.

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 103, EDU 108, EDU 210, and admission to the Education program. Field Experience required.
EDU 321 Characteristics of Children and Youth with Learning and Behavior Disorders ..............................................................................................................................

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. Field Experience required.

EDU 329 Characteristics and Educational Programming for Secondary and Learning Behavior Disorder Students ..............................................................................................................................

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. Field Experience required.

EDU 332 Educational Evaluation Techniques ..............................................................................................................................

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 ..............................................................................................................................

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. Prerequisite: admission to the Education program.

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

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. Field Experience required.

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

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. Field Experience required.

EDU 360 Teaching and Learning II ..............................................................................................................................

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, and admission to the Education program. Field Experience required.

EDU 370 Teaching Literacy to All Students across Grade levels and Content Areas ..............................................................................................................................

The purpose of the course is to provide students with the foundations of literacy, the relationship between reading, writing, listening and speaking skills, provide a variety of instructional strategies,
integrate literacy skills into the content areas, provide opportunities to view and use assessment data to inform instruction, and to review a variety of assessment tools to monitor student progress.

**EDU 380**  
**Educational Programming for Elementary Students with Learning and Behavior Disorders**  
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. Field Experience required.

**EDU 390**  
**Children and Youth with Exceptionalities in Regular Education**  
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**  
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**  
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**  
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**  
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**  
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. Prerequisites: EDU 210, EDU 360 and admission to the Education program.

**EDU 421**  
**Science Teaching Methods**  
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, completion of all other coursework 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 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 529  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 529 cannot be taken in the first year of one's program. Prerequisite: EDU 501.

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. Prerequisites: All other MED coursework must be completed either prior to or concurrently with this course during the final semester. EDU 531 cannot be taken in the first year of one’s program.

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. This course seeks to bring the fields of environmental science, ethics and religion together in rich conversation in order to discern how they might 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

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.

English

ENG/RDG 100  
Introduction to College English

English 100 is a required course for all students whose ACT score or other evaluation indicates a need for preparatory instruction in the areas of reading comprehension and writing skills. This course counts as an elective for graduation but may not be used to meet specific program requirements or 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

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. Completion with a C or higher required. Prerequisites: an ACT English score of 18; or equivalent SAT Writing Score; or completion of EDG/RDG 100 with a minimum grade of C or higher required.

ENG 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 with focus on argument. This course involves multimodal composition and critical thinking. Completion with a C or higher required. Prerequisite: Completion of ENG 101 with a grade of C or higher.

ENG 210  
Introduction to Literature

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

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

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

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 280  
Theatre Practicum

Theatre Practicum is a 3-hour course for those interested in participating in a full theatrical production. Students will be introduced to basic theatre history, acting techniques, stagecraft, script analysis, lighting and sound design, set building, costuming, make-up, and all aspects of putting on a
play. Students will then be assigned to various roles both on-stage and back-stage. Prerequisite: ENG 101. May be used to fill Gen Ed humanities requirement or electives.

**ENG 281 Theatre Practice** ................................................................. 1
Theatre Practice may be repeated any number of times for one additional hour credit each repeat for
students to continue learning and working in theatre production for the Midway stage. Each
repeated course will involve additional material to learn and roles to play. Prerequisite: ENG 280.

**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. Prerequisites: ENG 102 with C or better and Junior status.
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 his or her perspective to the understanding of the topic.
Prerequisite: senior standing.

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
deposition, 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
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. Prerequisite: Junior standing and twelve hours of biology. 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  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  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  Natural Resource Management in Diverse Cultural Contexts ................................. 3
In this course, students focus on the human dimensions in 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/MTH 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 University 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 521  Natural Resource Management in Diverse Cultural Contexts ........................... 3
In this course, students focus on the human dimensions in 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. (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.)

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 398  
**Travel Abroad** ........................................................................................................... 1-12
Equine majors have the opportunity to spend the Spring semester of their sophomore or junior year in Chiriquí, Panama working on a thoroughbred farm.

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. 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. 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 issues such as immigration, 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** ............................................................. 3
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.

**First-Year Seminar (also listed as Midway 101)**

**MWY 101  Pathways and Perspectives** .......................................................... 3
This course equips students to make a successful academic and personal transition to Midway University. Through the exploration of Midway’s core values, student’s own values, and the values of others, the course helps students align their personal decisions with their future goals. This course aims to help students understand and adopt strategies for academic success; to engage in critical thinking, reading, writing and discussion; to develop an understanding of diverse viewpoints; to foster a sense of belonging as a member of the university community; to promote engagement in the
curricular and co-curricular life of the university; and to help students continue to clarify their individual sense of purpose and direction.

**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.

**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.

**Health Care Administration**

All Health Care Administration 300 level courses must be taken prior to 400 level courses.

**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. Pre-requisites: ECO 217 and ECO 220.

**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 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 391 Health Careers & Practicum I**  
In this 8-week course, students will begin to explore a health care organization of interest and identify a research topic within the chosen organization while completing 60 practicum hours. The students will explore challenges, opportunities, and careers available in the health care profession.

**HCA 392 Health Careers & Practicum II**  
This 8-week course consists of 60 practicum hours. The 60 hours of practicum is a continuation of practicum from HCA 391. Students will shadow a health care administrator or manager of the organization. Students will be required to document their time in the facility and note areas needing improvement. Students begin to narrow their topic for the capstone project. Prerequisite: HCA 391.

**HCA 400 Legal Issues in Health Care**  
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**  
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**  
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**  
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 HCA Capstone**  
This 16-week senior level course focuses on the structure of Health Care Administration. This course consists of 90 practicum hours. Students will use the research completed during HCA 391 and HCA 392 as well as the theories and substantive knowledge gained throughout the program as the basis for their capstone project. Students will complete a paper with a clear question or problem and a proposed method of answering the question or solving the problem. Students will present the capstone project either in a poster board submission or an oral presentation at the Midway Research Symposium. This course may not be taken until all other courses within the program have been completed. Prerequisite: HCA 392.
HCA 602 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 ............................................................................. 3
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.

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.

Human Resource Management

HRM 300 Strategic HR Management ........................................................................ 3
The richest and still largest untapped source of competitive advantage is an organization’s human
capital. This course examines the link between an organization’s strategy and the human resources
needed to execute it. Topics such as change management, mergers, outsourcing and insourcing are
evaluated considering their impact on human resources. Prerequisite: BUS 290.

HRM 302 Training and Development ....................................................................... 3
Training is a key ingredient for success in today’s competitive world. Development of the workforce, from entry level through top management, is a responsibility of both the line
manager and the human resource professional. This course provides essential knowledge of training theory and its practical applications. It also seeks to for students to understand the investment organizations make in the training and development of their workforce. Prerequisite: BUS 290.

**HRM 303 Employment Law** ................................................................. 3
This course reviews and analyzes how employment laws enacted by the Federal, State and local governments regulate the relationships between employers and employees. Students will gain an understanding of how to comply with employment law and possible remedy options when there is a violation of the law. Prerequisite: BUS 290.

**HRM 401 Recruiting and Performance Management** .......................... 3
This course examines the rationale, the process and typical patterns of assessment in personnel decisions. This includes recruitment, selection and performance management. Topics such as career development and coaching will also be addressed. Prerequisite: BUS 290.

**HRM 405 Compensation Management** ............................................. 3
This course allows students to explore the art and science of compensation management and its role in promoting a company’s competitive advantage. This course addresses the use of compensation to motivate and reward employee performance, including statutory and voluntary benefits. Prerequisite: BUS 290.

**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 I** .............................................. 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 410 Experiential/Service Learning II** ............................................. 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 IDS Capstone** .................................................................... 3 or 6
This course provides students the opportunity to demonstrate their knowledge and growth as they complete the IDS program. Students will ask a research question and investigate it through academic research and experiential learning, resulting in a final paper and presentation.

**Marketing Communications**

**MCO 201 Introduction to Marketing Communication** ........................... 3
Provides a broad introduction to marketing communications. Students learn the elements of a strategic marketing communications plan.

**MCO 210 Writing for Marketing Communications** ............................... 3
In this course, students will develop a toolkit of effective and efficient writing techniques for a comprehensive marketing communication strategy. Prerequisites: 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 in the current business environment. Prerequisite: MCO 201.

**MCO 230 Graphic Design I** ............................................................... 3
This course introduces graphic design principles as the foundation of effective visual communication. Prerequisite: MCO 201.

**MCO 301 Introduction to Public Relations** .......................................... 3
This course introduces the strategic communication process that builds mutually beneficial relationships between organizations and the public. 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
In this course, students will integrate and apply their learning from the Marketing Communication Program to research, plan, develop, and present a marketing communication campaign for a specific organization. Prerequisite: Senior standing.

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. 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 135, MTH 139, and MTH 145. 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 and MTH 143. 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. Minimum grade of C required for successful completion. Prerequisite: MTH 120 with a minimum grade of C or a suitable test score. ACT Math score of 18 (minimum) or a SAT Math score of 430. The course counts as an elective for graduation but may not be used to meet specific program requirements.

MTH 139 Introduction to Statistics ................................................................................................ 3
Introduction to using statistical techniques 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. Minimum grade of C required for successful completion. Prerequisites: MTH 120 with a minimum grade of C or a suitable test score. ACT Math score of 18 (minimum) or equivalent SAT Math score.

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. Minimum grade of C required for successful completion. Prerequisites: MTH 135 with a minimum grade of C or a suitable test score. ACT Math score of 22 (minimum) or equivalent SAT Math score.

MTH 143 Trigonometry ...................................................................................................................... 1
This is a one-credit course in the fundamentals of trigonometry intended to prepare the student for physics and calculus. Minimum grade of C required for successful completion. Prerequisite: MTH 135 or a suitable test score. ACT Math score of 22 (minimum) or equivalent SAT Math score.

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, combinatorics, probability, linear modeling, matrices, linear programming, and the mathematics of finance. Prerequisites: MTH 120 with a minimum grade of C or a suitable test score. ACT Math score of 18 (minimum) or equivalent SAT Math score. The course counts as an elective for graduation but may not be used to meet specific program requirements.

MTH 220 Calculus I ............................................................................................................................... 4
Calculus I is a standard introductory calculus course. 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 and MTH 143 with a minimum grade of C or a suitable test score. ACT Math score of 27 (minimum) or equivalent SAT Math score.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MTH 222</td>
<td>Calculus II</td>
<td>MTH 220</td>
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<tr>
<td></td>
<td>Calculus II covers techniques and applications of integration and the calculus of transcendental functions.</td>
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<tr>
<td>MTH 223</td>
<td>Calculus III</td>
<td>MTH 222</td>
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<td>Calculus III covers topics in polar coordinates, vector calculus, partial differentiation and multiple integrals.</td>
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<td>MTH 230</td>
<td>College Geometry</td>
<td>MTH 140 and MTH 143</td>
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<td>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.</td>
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<td>MTH 245</td>
<td>Probability and Statistics</td>
<td>MTH 140</td>
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<td>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.</td>
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<td>MTH 301</td>
<td>Differential Equations</td>
<td>MTH 222</td>
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<td>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.</td>
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<tr>
<td>MTH 305</td>
<td>Mathematical Reasoning and Proofs</td>
<td>MTH 222</td>
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<td>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.</td>
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<tr>
<td>MTH 310</td>
<td>Linear Algebra</td>
<td>MTH 220 with a minimum grade of C</td>
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<td>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.</td>
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<td>MTH 315</td>
<td>Mathematical Statistics I</td>
<td>MTH 220 with a minimum grade of C</td>
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<td>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.</td>
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<td>MTH 316</td>
<td>Mathematical Statistics II</td>
<td>MTH 223</td>
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<td>Transformations, order statistics, point estimation, sufficient statistics, Rao-Blackwell Theorem, delta method, confidence intervals, likelihood ratio tests, applications.</td>
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<td>MTH 320</td>
<td>Discrete Mathematics</td>
<td>MTH 220 with a minimum grade of C</td>
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<td>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.</td>
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179
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/BIO 487  Senior Research Data Collection .................................................................................. 2
Under the supervision of a scientist, students will conduct research to gather data for research papers
to be completed in BIO 488. Prerequisite: Senior standing and satisfactory completion of BIO 405.
Can be repeated for up to 4 credits.
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.

Music
MUS 111  College Chorale ..................................................................................................................... 1
A choral ensemble designed to provide interested students with an opportunity to perform a variety
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 167  Music Appreciation ............................................................................................................. 3
This course examines the place of music in civilization, in global awareness, 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. 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. Offered in conjunction with MUS 111.
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.

**Midway 101**

**MWY 101  Pathways and Perspectives** ............................................................................................ 3
This course equips students to make a successful academic and personal transition to Midway University. Through the exploration of Midway’s core values, student’s own values, and the values of others, the course helps students align their personal decisions with their future goals. This course aims to help students understand and adopt strategies for academic success; to engage in critical thinking, reading, writing and discussion; to develop an understanding of diverse viewpoints; to foster a sense of belonging as a member of the university community; to promote engagement in the curricular and co-curricular life of the university; and to help students continue to clarify their individual sense of purpose and direction.

**Nursing**

Students must be accepted into the Nursing Program before being allowed to take courses with a NSG prefix.

**NSG 101  Introduction to Professional Nursing Concepts** ................................................................ 3
This course provides an overview of concepts that introduce the student to the BSN nursing program and baccalaureate generalist nursing practice. Students will become familiar the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), *National League for Nursing (NLN) Education Competencies Model* (2012), and other nursing standards. The course includes an introduction of nurse theorists, evidence-based practice, client safety and quality of care, cultural and spiritual aspects, informatics, and other professional nursing concepts. In addition, the role of professional nursing in society and in the healthcare delivery system is discussed.

**NSG 115  Fundamentals of Nursing** ................................................................................................ 9
This course is designed to introduce the nursing process and its application to basic concepts and principles of nursing assessment and care. Emphasis is placed on comprehension and knowledge of the nursing process, caring, communication and documentation, teaching/learning, and culture and spirituality. Six (6) hours of theory and eight (8) hours of clinical and required per week.

**NSG 125  Medical-Surgical Nursing** ............................................................................................... 5
This course is designed as an introductory-level adult medical-surgical course to develop students’ application of the nursing process for adults experiencing altered health states related to all body systems. This eight-week course includes didactic, clinical, and nursing skills lab experiences. Prerequisite: Admission to the ADN Program and Grade of “C” or higher in all previous ADN nursing courses.

**NSG 130  Mental Health Nursing** .................................................................................................... 4
This course builds on concepts from NSG 115. In this course the nursing process is used as a tool to provide care to individuals with psychiatric disorders. Topics include: therapeutic communication, psychobiology, psychopharmacology, anxiety disorders, thought disorders, substance abuse disorders, depressive, psychotic, dissociative, eating disorders, bereavement, victims or abuse and neglect and trauma. The disorders are presented in individuals across the lifespan including children and adolescents. Admission to the ADN Program and Grade of “C” or higher in all previous ADN nursing courses.

**NSG 212  Obstetric and Women’s Health Nursing** .......................................................................... 4
This course is designed to further develop students’ theoretical knowledge and clinical application of the nursing process as it applies to women, from child-bearing through post menopause. Emphasis is on the care of the childbearing family, newborn, potential high-risk OB
conditions, and care of women both pre- and post-menopause. Additional foci include: Enhancement of students’ knowledge, communication techniques, and clinical judgment. This course includes didactic, clinical and nursing skills laboratory experiences. Prerequisite: Admission to the ADN Program and Grade of "C" or higher in all previous ADN nursing courses.

**NSG 215 Pediatric Nursing**

This course is designed to further develop students’ theoretical knowledge and clinical application of the nursing process as it applies to children and childrearing families in acute care and community settings. Emphasis is on the care of sick children from birth through adolescence, the care of childrearing families, and on wellness promotion. Additional foci include: Enhancement of students’ knowledge, communication skills, and clinical judgement related to the care of children and childrearing families. This course includes didactic, clinical and nursing skills laboratory experiences. Prerequisite: Successful completion of all previous ADN nursing courses.

**NSG 225 Advanced Medical-Surgical Nursing and Clinicals**

NSG 225 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 students’ 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. Six hours of theory are required per week. In addition, a total of 72 clinical hours. Prerequisite: Earn a "C" or better in all previous nursing courses.

**NSG 230 Synthesis and Integrative Practicum**

This course is a 5-week, capstone course that consists of didactic instruction, discussions, and 120 integrated practicum hours to facilitate 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. Classroom discussion focuses on current issues and trends encountered in professional nursing practice. Students will explore leadership styles and submit a Leadership Portfolio. Prerequisite: Earn a “C” of better in all previous nursing courses.

**NSG 235 Health Assessment**

This course is designed to enhance the nurse’s physical and psychosocial assessment skills using standardized assessment instruments for diverse clients across the lifespan. Students will begin to identify pathologic changes and make clinical inferences using nursing diagnoses. Prerequisites: Completion of NSG 101, BIO 190/191 and BIO 198/199 with a minimum grade of "C" and acceptance into the BSN program or consent of the Dean, School of Health Sciences.

**NSG 240 Pathopharmacology I**

This course relates normal body functioning to pathophysiologic changes as well as the major categories of medications that treat these changes. Major health problems across the life-span and ethnic variations are discussed with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy. Topics discussed include foundational pathophysiologic and pharmacologic concepts, the integumentary system, fluid and electrolytes, acid/base, neurologic system, and musculoskeletal system. Pharmacokinetics of aging, issues of polypharmacy, and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions will be examined. Additional content includes unique individual and cultural responses and client education needs. Client safety and the role of information technology are highlighted. Emphasis is placed on the importance of communication between nurses and members of the interprofessional team as the client transitions between healthcare facilities and home. Prerequisites: BIO 190/191 and BIO 198/199 with a grade of C or better and admission to the BSN Program or permission of the Dean, School of Health Sciences.

**NSG 245 Adult Medical-Surgical Nursing I: Fundamentals**

This course is designed to assist students to apply the nursing process to foundational concepts and principles of nursing care. Emphasis is placed on knowledge and comprehension of basic human needs, nurse-client interaction, cultural competence, and measures essential for the physical and
psychological comfort and safety of clients across the lifespan. The nursing care of clients and families experiencing effects of aging and death and dying, as well as alterations in spiritual health and self-concept, will be explored. Medical-surgical nursing care will be introduced for clients experiencing altered health states that relate to the integumentary, neurologic, and musculoskeletal systems; fluid, electrolyte, and acid/base balance; and chronic illnesses. Three (3) hours of theory, eight (8) hours of clinical, and one (1) hour of skills lab are required per week. Co-requisites: NSG 235 Health Assessment and NSG 240 Pathopharmacology I.

**NSG 250 Pathopharmacology II** ........................................................................................................3
This course relates normal body functioning to pathophysiologic changes as well as the major categories of medications that treat these changes. Major health problems across the life-span and ethnic variations are discussed with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy. Topics discussed include the neuro-psychological, cardiac, respiratory, gastrointestinal, endocrine, metabolic, renal, genitourinary, and reproductive systems. Pharmacokinetics of aging, issues of polypharmacy, and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions will be examined. Additional content includes unique individual and cultural responses and client education needs. Client safety and the role of information technology are highlighted. Emphasis is placed on the importance of communication between nurses and members of the interprofessional team as the client transitions between healthcare facilities and home. Pre-requisites: BIO 190/191 and BIO 198/199, NSG 240, and admission to the BSN Program or permission of the Dean, School of Health Sciences.

**NSG 255 Principles of Teaching and Learning** ........................................................................3
This course focuses on teaching/learning theories and strategies used by professional nurses to meet individual, family and community education needs. The nursing process provides a basis for planning, implementing, and evaluating teaching. The effectiveness of the baccalaureate nurse’s teaching on client readmissions, and quality client outcomes is emphasized. Students analyze content, reading levels, and quality of print, web and other materials and redesign resources as appropriate. In addition, students will examine the impact of aging and co-morbid conditions on learning ability as well as age appropriate teaching strategies. Pre-requisite: NSG 101 and admission to the BSN Program or permission of the Dean, School of Health Sciences.

**NSG 260 Mental Health Nursing** .................................................................................................... 6
This course is designed to develop students’ theoretical knowledge and clinical application of the nursing process as it applies to clients’ mental health across the lifespan, such as therapeutic communication, family-centered care, crisis intervention, and psychiatric emergencies. Topics include psychobiology; psychopharmacology; anxiety, substance abuse, depressive, psychotic, dissociative, and eating disorders; and trauma. Three (3) hours of theory and nine (9) hours of clinical are required per week. Co-requisite: NSG 250 Pathopharmacology II. Pre-requisite: PSY/EDU 260 Human Growth and Development.

**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 two nursing best practice documents: the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults (2010). The course includes an overview of nurse theorists, nursing research, client safety, aging and cultural aspects, health policy, and informatics. 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.

**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 ethnic variations are discussed. In view of an aging population, particular emphasis is placed on recognizing the geriatric syndromes experienced by older adults. Pre-requisites: Admission to the RN-BSN Program or permission of the Dean, School of Health Sciences.
NSG 340  Health Assessment and Clinical Inference .................................................................3
This course is designed to enhance the nurse’s physical and psychosocial assessment skills using standardized assessment instruments for clients across the lifespan. The functional, cognitive, psychological, and social changes unique to older adults are highlighted. 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 to and independently obtain individuals for final assessment check offs. Prerequisites: Completion of BIO 190/191 and BIO 198/199 with a minimum grade of “C” and acceptance into the BSN program or consent of the Dean, School of Health Sciences.

NSG 345  Adult Medical-Surgical Nursing II ........................................................................6
This course builds on concepts from NSG 245 and is designed to further develop students’ theoretical knowledge and clinical application of the nursing process. Medical-surgical nursing care will be explored for clients experiencing altered health states that relate to the neuropsychological, cardiac, respiratory, gastrointestinal, endocrine, metabolic, renal, genitourinary, and reproductive systems. Three (3) hours of theory, eight (8) hours of clinical, and one (1) hour of skills lab are required per week. Pre-requisites: NSG 240 Pathopharmacology I, NSG 245 Adult Med-Surg I: Fundamentals, NSG 250 Pathopharmacology II.

NSG 350  Perinatal Nursing ........................................................................................................6
This course is designed to further develop students’ theoretical knowledge and clinical application of the nursing process as it applies to child-bearing clients and their families. Foci include: concepts of conception, genetics, pregnancy, labor and delivery, postpartum, newborn, and complications specific to this population. Three (3) hours of theory, eight (8) hours of clinical, and one (1) hour of skills lab are required per week. Prerequisite: NSG 235 Health Assessment, NSG 250 Pathopharmacology II, NSG 255 Principles of Teaching and Learning.

NSG 355  Population Health Nursing......................................................................................4
This course focuses on population health issues in the local and wider global communities. Discussion is framed around nursing care of aggregates of the general population. Principles of epidemiology, community characteristics, and available health services will be examined. Research findings will be utilized to design health promotion and illness prevention strategies in the delivery of care. The effectiveness of community resources in caring for clients and their families across the lifespan will be analyzed to maximize function and maintain independence. Three (3) hours of theory and three (3) hours of clinical are required per week. Pre-requisites: BIO 225 and 226 Microbiology and Lab, NSG 235 Health Assessment, NSG 255 Principles of Teaching and Learning.

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 across the lifespan. Pharmacokinetics of aging, issues of polypharmacy, and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions will be examined. Additional content includes unique individual and cultural responses and client education needs. Client safety and the role of information technology are highlighted. Emphasis is placed on the importance of communication between nurses and members of the interprofessional team as clients transition between healthcare facilities and home. Pre-requisite: Admission to the RN-BSN Program or permission of the Dean, School of Health Sciences.

NSG 365  Pediatric Nursing ......................................................................................................6
This course is designed to further develop students’ theoretical knowledge and clinical application of the nursing process as it applies to safe, evidence-based care of pediatric clients and their families. Foci include: concepts of growth and development, weight-based medication administration, pediatric abuse and trauma, as well as health promotion, disease prevention, and disease processes specific to the pediatric population. Three (3) hours of theory, eight (8) hours of clinical, and one (1) hour of skills lab are required per week. Prerequisite: NSG 235 Health Assessment, NSG 250 Pathopharmacology II, NSG 255 Principles of Teaching and Learning, NSG 345 Adult Medical-Surgical Nursing II.
In this course the student begins to synthesize concepts from previous coursework with theories of adaptation. Gerontological nursing competencies, evidence-based practice and client safety are underscored. Situational and maturational crises, stress, ethical considerations, 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 a presentation, book/movie analysis, and case study. Students will explore group dynamics by attending various types of support groups and will reflect on their experiences with journal writing.

This course focuses on teaching/learning theories and strategies used by professional nurses to meet individual, family and community education needs. The nursing process provides a basis for planning, implementing, and evaluating teaching. The effectiveness of the baccalaureate nurse's teaching on client readmissions, quality client outcomes, and health care costs is emphasized. Students analyze content, reading levels, and quality of print, web and other materials and redesign resources as appropriate. In addition, students will examine the impact of aging and co-morbid conditions on learning ability as well as age appropriate teaching strategies. A health promotion project allows students to practice and demonstrate teaching skills and techniques. Pre-requisite: Admission to the RN-BSN Program or permission of the Dean, School of Health Sciences.

This senior level course focuses on public health issues in the local and wider global communities. Discussion is framed around nursing care of aggregates of the general population. Principles of epidemiology, community characteristics, and available health services are utilized in conducting an extensive community assessment. Students will use research findings to design health promotion and illness prevention strategies in the delivery of care to the community. Students will analyze the effectiveness of community resources in caring for clients and their families across the lifespan to maximize function and maintain independence.

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 for families and populations across the lifespan, maximizing health promotion and disease prevention. Co-requisite: NSG 410.

NSG 430 emphasizes the professional nurse’s role in participating in, conducting, and integrating evidence into practice. This course introduces students to the use of evidence for advancement of best practices and prepares them to read and critically appraise research findings. Students will use the research process and outcome measures to apply quality and safety concepts in identified clinical problems. Assignments include critical analysis of research evidence and a systematic literature review as the initial components of the Capstone Project. Prerequisites: Completion of MA 245 with minimum grade of "C" or higher and admission to BSN Program or permission of Dean, Nursing and Health Sciences. This course must be completed immediately prior to the last semester of the program.

This course emphasizes the professional nurse’s role in participating in, conducting, and integrating evidence into practice. This course introduces students to the use of evidence for advancement of best practices and prepares them to read and critically appraise research findings. Students will use the research process and outcome measures to apply quality and safety concepts in identified clinical problems. Applications include critical analysis of research evidence and a systematic literature review as the initial components of the Capstone Project. Prerequisites: MA 245. This course must be completed immediately prior to the last semester of the program.

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 healthcare 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 health-care technology.

NSG 445 Adult Medical-Surgical Nursing III: High Acuity Nursing
This course addresses care of the complex, high-acuity adult medical-surgical clients. It is designed 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 disease. Didactic, clinical, and nursing skills lab experiences are employed to increase the students' prioritization, time management skills, and interprofessional collaboration. Three (3) hours of theory, eight (8) hours of clinical, and one (1) hour of skills lab are required per week. Pre-requisites: NSG 345 Adult Medical-Surgical Nursing II.

NSG 460 Nursing Leadership and Management
This senior level course focuses on the leadership roles of the professional nurse. Emphasis is placed on leadership concepts, skills and decision making in the provision of high quality nursing care and healthcare team coordination. Various leadership models and change theories will be studied. The senior capstone project, which is completed in this course, serves as a culmination of the student's baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. This 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 college and the professional community.

NSG 461 Nursing Leadership and Management Practicum
This course is the practicum component to NSG 460 Nursing Leadership and Management and includes 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. Co-requisite: NSG 460.

NSG 470 Nursing Leadership
This course focuses on evidence-based professional nursing leadership by the baccalaureate nurse in a constantly evolving healthcare system. Current issues and emerging trends related to legal, ethical, economic, political and social concerns; an aging society; information management and technology; healthcare policy; finance; and regulatory environments will be examined. Emphasis is placed on leadership concepts, skills and decision making in the provision of safe, high quality nursing care and healthcare team coordination. Various leadership models and change theories will be studied. Co-requisite: NSG 435 Evidence-Based Nursing Research; Pre- or Co-Requisites: BUS elective; PHIL 301 Ethics.

NSG 490 Synthesis/Capstone
This is a capstone course that consists of didactic instruction, discussion, and 135 integrated practicum hours to facilitate students' transition from academia into competent and confident nursing practice. Students will refine the knowledge and skills necessary to manage care as part of an interprofessional team. This preceptorship provides the student with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments. In addition, it provides opportunities for building clinical reasoning, management, and evaluation skills; increase the student's self-confidence; and develop their professional identity. The senior capstone project, which is completed in this course, serves as a culmination of the student's baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. This 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 college and the professional community. Pre-requisites: All previous BSN nursing courses. 5 credits: 2 hours of didactic per week; total of 135 practicum hours for course.

NSG 510 Professional Role Transition
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 clients. 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 client safety will be the focus of this course. The history of quality improvement and client 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 examines the current standards and uses of informatics in client care delivery and healthcare systems. Electronic healthcare systems will be critiques regarding current architecture and ethical standards, provider usability and support, and role in client safety and quality improvement. Students will develop the ability to integrate nursing science, computer science and information science to improve population health. Emerging technologies and innovations will be examined for client and provider applications in improving health outcomes.
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 client outcomes and client 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.

NSG 650  Nursing Education Practicum ............................................................... 3
This course provides 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 provides practical experiences in application, demonstration, and synthesis of leadership and administrative theories and competencies. Students will incorporate change processes demonstrating transformational leadership skills. In addition, students will work theory and transformational leadership strategies in implementation of a practice change. In addition, students will work closely with an experienced 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
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
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.

Philosophy
PHIL 301 Ethics
This course allows the student to examine 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.

Physical Education
PHE 102 Yoga (P/F Grading Option Only)
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 (P/F Grading Option Only)
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 (P/F Grading Option Only)
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 (P/F Grading Option Only)
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.

Physical Science
PSC 105 Exploring Dynamic Connections on Earth
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
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
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. ACT Math score of 27 (minimum) or equivalent SAT Math score.

PSC 241 Physics Laboratory I
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**  
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**  
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**  
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**  
Lab experiments to accompany PSC 250. Pre-requisites: concurrent PSC 250.

**PSC 252**  
**Physics for Engineers II**  
Continuation of PSC 250, including electricity, magnetism, optics, etc. Pre-requisites: PSC 240-241; concurrent MTH 223.

**PSC 253**  
**Physics for Engineers II Lab**  
Lab experiments to accompany PSC 252. Pre-requisite: concurrent PSC 252.

**Psychology**

**PSY 180**  
**General Psychology**  
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/EDU 260**  
**Human Growth and Development**  
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**  
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**  
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**  
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.

**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. Prerequisites: PSY 180 and PSY/EDU 260.

**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 or PSY/EDU 260.

**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. Prerequisite: 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.

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.

Reading
RDG/ENG 100  Introduction to College Reading ........................................... 3
Reading 100 is a required course for all students whose ACT score or other evaluation indicates a need for preparatory instruction 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: RDG/ENG 100. This course counts as an elective for graduation but may not be used to meet specific program requirements.

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.
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.

Spanish
SPAN 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.

SPAN 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.

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 .................................................................
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 ..................................
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 .................................................................
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 ....................................
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 ...................................................
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 .................................................................
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 ...........................
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 .................................................................
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 ........................................
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.................................................................................... 3
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.

Tourism and Event Management
TEM 460  Bourbon 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 as it relates to tourism in general and bourbon-based tourism more specifically.

TEM 476  The Bourbon Experience and Hospitality................................................................. 3
This course considers the history of and changing trends in hospitality, how the hospitality industry creates value, how the hospitality experience is defined from guest and management experiences, and the strategic value of success definitions and analytics for hospitality organizations. Special attention is devoted to the Kentucky Bourbon Tourism industry within the greater hospitality industry.

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 482  Destination Branding and the Bourbon Experience .................................................. 3
For the bourbon industry, this course considers place branding from a tourism planning perspective. Consideration is given to how bourbon tourism can be organized among discrete organizations to create unified image, consistency, valuation, and co-branding structures to attract business, leisure travelers and individual/family entities.

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 487  Event Management and the Bourbon Experience...................................................... 3
Professional event management is one to the fastest growing categories of job opportunity within the hospitality sector. This course is designed to prepare students to understand the current science, strategy and philosophy of event management and how value is created for clients, hosts, guests, vendor and everyone else participating in an event or a stream of interrelated events.

TEM 520  Bourbon 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 as it relates to tourism in general and bourbon-based tourism more specifically.

TEM 576  The Bourbon Experience and Hospitality................................................................. 3
This course considers the history of and changing trends in hospitality, how the hospitality industry creates value, how the hospitality experience is defined from guest and management experiences, and the strategic value of success definitions and analytics for hospitality organizations. Special
attention is devoted to the Kentucky Bourbon Tourism industry within the greater hospitality industry.

**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 600 Destination Branding and the Bourbon Experience** ................................................................. 3
This course considers place branding from a tourism planning perspective. Consideration is given to how bourbon tourism can be organized among discrete organizations to create unified image, consistency, valuation, and co-branding structures to attract business, leisure travelers and individual/family entities.

**TEM 632 Event Management and the Bourbon Experience** ............................................................................. 3
Professional event management is one of the fastest growing categories of job opportunity within the hospitality sector. This course is designed to prepare students to understand the current science, strategy and philosophy of event management and how value is created for clients, hosts, guests, vendor and everyone else participating in an event or a stream of interrelated events.

**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.

**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 Gender Studies** ...................................................................................................................... 3
Students develop an understanding of gender and its social construction as it affects individuals and their personal, interpersonal, and institutional interactions. Broadens the course.

**WST 310 Special Topics in Women’s Studies** ...................................................................................................................... 3
The purpose of each gender studies course is to demonstrate understanding of the historical forces that have shaped the development of women’s roles in society in the present.
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Thomas Highley............................................................................................................ Assistant Professor of Education  
B.F.A, Eastern Kentucky University; M.Ed., University of Cincinnati

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Raymond Jones ............................................................................................................ Assistant Professor of Nursing  
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Stephanie Keeley....................................................................................................... Instructor of Equine Studies  
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B.S. and M.S., Loyola College; M.A., West Virginia University; M.S., Washington State University; Ph.D., University of Kentucky

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Edie McClellan.......................................................................................................... Assistant Professor of Psychology  
B.A, University of Kentucky; M.S. and Ph.D., West Virginia University

Shannon Raymer Muhlenkamp .................................................................................... Instructor of Nursing  
A.A., Midway College; B.S.N., McKendree College; M.S.N., University of Kentucky; M.A, Eastern Kentucky University

Kimberly Parker-Brown ................................................................................................ Assistant Professor of Education  
B.A, University of Kentucky; M.A., Eastern Kentucky University

Charles H. Roberts ..................................................................................................... Professor of Education  
B.S., Cumberland University; M.A. and Ed.S., Union University; Ph.D., Vanderbilt University

Jennifer Robinson ..................................................................................................... Assistant Professor of Education  
B.A, Wittenberg University; M.A., Northern Kentucky University; Ed.D., University of Kentucky

Cynthia Ryder............................................................................................................ Assistant Professor of Biology  
B.S., Furman University; Ph.D., Wake Forest University

Tonya Stephens ........................................................................................................... Instructor and Coordinator, Nursing Skills/Simulation Laboratory  
A.D., Eastern State University; A.D.N., Lexington Community College; B.S.N., Indiana Wesleyan University; M.S.N., Grand Canyon University

Becky Stocker ............................................................................................................. Assistant Professor, Health Care Administration  
B.S., The University of Tennessee at Chattanooga; M.S.W., University of South Carolina; D.B.A., Argosy University, Atlanta

Brian T. Weldon......................................................................................................... Instructor of Accounting in Business Administration  
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