

2017-2018 Graduate Catalog



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This catalog is **not** to be construed as a contract. The College reserves the right to change the regulations governing admission, tuition, fees, or other expenses; add or delete courses; revise the academic programs; the granting of degrees; or any regulations affecting the student body. Such changes, academic or otherwise, shall take effect whenever the administration determines that such changes are prudent.

Students have the responsibility to read this catalog, official announcements, notices posted on the website and sent via email and otherwise to be informed completely in regard to the programs of study, diploma requirements, credits, degree requirements, and other facts relating to life at Morningside College.

Morningside College

Mission Statement

The Morningside College experience cultivates a passion for life-long learning and a dedication to ethical leadership and civic responsibility.

Vision Statement

The College is a student-centered participatory community, offering a liberal arts curriculum combined with a diverse array of practical experiences. The goal is the development of the whole person through an emphasis on critical thinking, effective communication, cultural understanding, practical wisdom, spiritual discernment, and ethical action. The Morningside College graduate is equipped for both personal and professional success.

Profile

Historical Background. Morningside College was founded in 1894 by the Methodist Episcopal Church as a private, four year, coeducational, liberal arts institution. It maintains its affiliation with the United Methodist Church.

Academic Year. The College operates on a two semester system with sessions from late August to December and January to May. In addition, some graduate courses are offered throughout the summer.

Accreditation. The Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, (800) 621-7440 or (312) 263-0456; <https://www.hlcommission.org/>); the Iowa Department of Education; the Iowa Board of Nursing; the Commission on Collegiate Nursing Education; the National Association of Schools of Music; and the University Senate of the United Methodist Church.

The Campus

The Morningside College campus is located in a residential suburb in the southeastern part of Sioux City. The entire campus is a National Register of Historic Places District for its mixture of Romanesque, Italian Renaissance Revival, and Art Moderne buildings, interspersed with newer, contemporary buildings. The 68-acre campus is adjacent to a city park, swimming pool, tennis courts, eating establishments, and is a short drive from major regional shopping centers.

Lillian E. Dimmitt Alumni House (1921) was the home of Lillian E. Dimmitt, who was Dean of Women for 26 years. In 1983, the house was dedicated and used as a meeting place for alumni. It remains a site for meetings and smaller gatherings.

Bass Field, near the center of campus, is the location for a number of outdoor events, including intramural sports and other student activities.

Buhler Rohlfs Hall (2014) is the first completely new classroom building constructed on campus since 1974. It has classrooms and offices for the Regina Roth Applied Agricultural and Food Studies Program, the Sharon Walker School of Education and the Nysten School of Nursing.

Charles City College Hall (1890), the first building on Morningside's campus, is listed individually on the National Register of Historic Places. It houses classrooms and offices for the History, Philosophy, Religious Studies, and Theatre Departments.

Lillian E. Dimmitt Residence Hall (1927) houses 380 students, and includes 14 apartments.

Eugene C. Eppley Fine Arts Building (1966) provides one of the finest music and art facilities in the region. The auditorium, which was remodeled in 2013, seats 1,300 people and is noted for the majestic Sanford Memorial Organ used for recitals and teaching. The organ was a gift of Art and Stella Sanford of Sioux City. The Eppley Art Gallery, located in the foyer, regularly features exhibitions by guest artists, faculty, and students.

Grace United Methodist Church (1960) is located southeast of campus.

Hickman-Johnson-Furrow Learning Center (1984) includes the former Wilhelmina Petersmeyer Library and Marian Jones Hall of Culture. This building was first constructed as a gymnasium in 1913, converted to Petersmeyer Library in 1955, and renovated and expanded in 1984. It was redesigned as a Learning Center in 2005. A renovation completed in 2014 created a new main entrance and converted the second floor into a study lounge. The building includes Library Services, the Writing Center, Student Academic Support Services, and the Spoonholder Café. It also houses the Department of Writing and Rhetoric, the Mass Communication Department, and visual art displays. The website for the Learning Center is <http://library.morningside.edu>.

Hilker Campus Mall (2008) is a pedestrian mall and green space that starts at the back of Lewis Hall, extends south past the Hickman-Johnson-Furrow Learning Center and terminates at Garretson Avenue near the Eppley Fine Arts Building. The mall incorporates three outdoor gathering spaces: the Buhler Outdoor Performance Center, the Lieder Fountain, and the Kline Family Pergola.

Hindman-Hobbs Center (1989) includes facilities for all recreational and intramural programs and features three activity courts, a swimming pool, a golf room, a wrestling room, weight rooms, and an indoor track, as well as classroom facilities, and offices. It is the home of the Mustang wrestling and swimming teams. Recreational and fitness programs and all facilities are available to students, faculty, and staff. The center underwent significant renovation during

2006, including the installation of new sports performance floors for the activity courts and indoor track.

Elizabeth and Irving Jensen Softball Complex (2006) is located near the center of campus and features cement dugouts, seating for 400, and a two-story press box. The complex is home to the Mustangs' softball team.

Klinger-Neal Theatre (1964) includes a 300-seat theatre and support areas. The theatre features a variable performance space allowing for proscenium, thrust, and arena staging.

Krone Advising Center (2014) is connected to Buhler Rohlf's Hall and will house offices for the full-time advisors who work with Morningside's first-year undergraduate students.

Lags Hall (2007) features single bedroom housing. This apartment-style residence hall houses 60 students in 15 four-bedroom suites, complete with restroom and living room/kitchen. The facility also features a large community room and fitness center. Lags Hall is home of the Morningside Leadership Academy.

Helen Levitt Art Gallery (1998), adjoining the Eppley Fine Arts Auditorium, is home to the Levitt art collection which includes work by internationally famous artists. Works by Tamayo, Rauschenberg, Johns, Frankenthaler, Nevelson, Motherwell, Miro, and Hockney are included in the million-dollar collection.

Lewis Hall (1900), Morningside's second oldest building, contains administrative offices, Student Services, the Graduate Program in Education, and classrooms and offices for the English and Modern Languages Department and the Economics, Political Science and Sociology Department.

Robert M. Lincoln Center (1974) houses the U.P.S. Auditorium, business library, conference rooms, and the Center for Entrepreneurship and Education, as well as classrooms and offices of the Business Administration Department.

The MacCollin Classroom Building, adjoining the Eppley Fine Arts Building, houses offices, art studios, practice rooms, and classrooms for the Music and Art Departments.

Elwood Olsen Stadium (1940), formerly Roberts Stadium, is home to Morningside's football, soccer, and track and field teams. More than \$2.5 million in renovations to the stadium were completed in 2005, including the installation of field turf and a new track, new field lighting, and a new parking lot.

The Olsen Student Center (1962) is the hub of student activity on campus and is the location for many college and community activities. Over \$2 million in renovations to the main level of

the building were completed in 2007, including complete remodeling of the Dick and Marty Weikert Dining Hall, lobby, Hickman Room, and Yockey Family Community Room. The building also houses the Mustang Grill, the Bookstore, the Office of Residence Life, Campus Security offices, Student Government and student activities office, Health Services, the Media Center, Computer service Center, and the student post office.

Physical Plant Building (2007) is located on the south edge of the campus. It is home to the maintenance department and the print shop.

Donald E. Poppen Apartments and the Joan L. and Norman W. Waitt, Sr. Apartments (2003) house a total of 72 students. Each apartment has three or four bedrooms, two bathrooms, and a shared living room/kitchen area. Study rooms, laundry facilities, and parking are also available on site.

Residence Complex (1966) houses 93 students.

Roadman Hall (1953) houses 248 students and one professional staff member. Along with student rooms, the building contains 12 apartments. It also houses the Information Services Center and includes the Iowa Communications Network (ICN) classroom. Extensive renovations of the south wing of Roadman were completed in 2005 and included installation of air conditioning in each student room, new restroom and laundry facilities, and a new combination kitchen/study area.

Rosen Verdoorn Sports Center-George M. Allee Gymnasium (1949) seats more than 2,500 spectators and houses athletic offices as well as the athletic training room and a weight room facility. In 2007, the college invested nearly \$3 million in renovations to the facility, including construction of a new lobby, concession stand, M-Club Room, and restrooms. It is home of the Mustangs' basketball and volleyball teams.

James and Sharon Walker Science Center (2001) is a renovated science facility comprised of the **A. W. Jones Hall of Science** (1948) and the **Jacobsen Annex** (1969). Facilities include classrooms, laboratories, and faculty offices for Biology, Chemistry, Computer Science, Mathematical Science, Physics/Engineering, and Psychology.

Morningside College History

Morningside College was founded on December 5, 1894, when a committee of 15 ministers of the Northwest Iowa Conference of the Methodist Episcopal Church and 12 laypersons filed Articles of Incorporation. The college purchased the grounds and single building (known today as Charles City College Hall) of the failing University of the Northwest, started in 1890 by Methodist ministers and local businessmen. Under President G. W. Carr, classes started at Morningside College in the fall of 1895.

Morningside grew from a high school academy with a few college students to the largest college in northwest Iowa under the leadership of its second president, Rev. Wilson Seeley Lewis. Lewis oversaw the completion in 1900 of the second campus building, today's Lewis Hall, and began the college endowment before he was called to be Bishop to China.

The fourth president, Rev. Alfred E. Craig, rebuilt both original buildings after fire reduced them to shells, and erected the Alumni Gymnasium, the core of today's Hickman-Johnson-Furrow Learning Center. In 1914 Charles City College merged with Morningside. A German Methodist Episcopal college founded in 1868 in Galena, Illinois, it had moved to Charles City, Iowa in 1891.

Under the fifth president, alumnus Frank E. Mossman, Morningside added its first residential facility (later named after long-time Dean of Women, Lillian E. Dimmitt) in 1927. Other residence halls include Roadman Hall (1953), the Residence Complex (1966), the Poppen and Waitt Apartments (2003), and Lags Hall (2007).

After difficult times during the Great Depression, Morningside experienced new growth under Earl Roadman, its seventh president. Roadman brought financial stability to the college, and persuaded the U.S. Army to bring its Aviation Cadet Training Program to campus during WWII. After the war, Roadman launched a massive building program to accommodate the returning soldiers, including Jones Hall of Science (1948), Allee Gymnasium (1949), and O'Donoghue Observatory (1953).

Building continued under his successor, President J. Richard Palmer, with the Olsen Student Center (1962), Klinger-Neal Theatre (1964), Eppley Auditorium (1966), and Jacobsen Computer Center (1969). More recent campus additions have been Lincoln Center (1974), under President Thomas S. Thompson, and two buildings completed under President Miles Tommeraasen: Hickman-Johnson-Furrow Library Center (1984) and Hindman-Hobbs Center for Health, Physical Education, and Recreation (1989).

Since 2000, under the administration of President John Reynders, Morningside has invested nearly \$50 million in new programs and capital improvements. Between 2001 and 2008, the following projects transformed the physical appearance of the campus: rebuilt Walker Science Center; construction of Waitt, Poppen, Lags apartment style residence halls; Roadman Residence Hall south wing remodel; renovated Rosen Verdoorn Sports Center-Allee Gymnasium; Hilker Campus Mall construction; remodel of Olsen Student Center main level; and construction of the Jensen Softball Complex. The "Vision 2020: Transformation II" campaign announced in 2012 has raised funds for construction of Buhler Rohlf's Hall, Krone Advising Center, and the remodel of Hickman-Johnson-Furrow Learning Center, Eppley Auditorium, and Dimmitt Residence Hall.

Although the college no longer has legal ties with the United Methodist Church, it still maintains close relations with the church and shares common ecumenical goals. From its founding as a coeducational institution, Morningside has promoted equal access to education, enrolling international and African-American students in its first decade. In 1911, Morningside graduates founded what would become the first college for women in China, Hwa Nan College. Community service has remained an important part of the college's mission. Recent initiatives include the adoption of a non-discrimination policy regarding sexual orientation and yearly programming celebrating diversity and spiritual growth.

Morningside College is committed to providing the best possible college experience for its students.

Board of Directors, Academic Year 2017-2018

2017-2018 Officers

MR. CRAIG I. STRUVE, Chair, Spirit Lake, Iowa
MRS. CYNTHIA C. MOSER, Secretary, Sioux City, Iowa
MR. CLIFFORD E. TUFTY, Assistant Secretary, Sioux City, Iowa
MR. RONALD A. JORGENSEN, Treasurer, Sioux City, Iowa

Members of The Board of Directors

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MR. LARRY P. ARNOLD, Scottsdale, Arizona
MR. ADAM J. BAUMGARTNER, Le Mars, Iowa
MR. MICHAEL L. BENNETT, Jefferson, South Dakota
DR. ZEDDIE P. BOWEN, Savannah, Georgia
REV. DR. THOMAS CARVER, Storm Lake, Iowa
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MR. CARTER R. DENNIS, Sioux City, Iowa
MR. JOHN W. GLEESON, Sioux City, Iowa
REV. JAMES F. HANKE, Cedar Rapids, Iowa
MR. DAN E. HENDERSON, Sioux City, Iowa
MRS. LINDA L. JENNINGS, Des Moines, Iowa
MR. IRVING F. JENSEN, JR., Sioux City, Iowa
BISHOP DEBORAH L. KIESEY, Iowa City, Iowa
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MRS. CYNTHIA C. MOSER, Sioux City, Iowa
DR. THOMAS C. NARAK, West Des Moines, Iowa
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MR. MARTIN B. PALMER, Sioux City, Iowa
MR. KHALID A. RASHEED, Sioux City, Iowa

MR. THOMAS J. ROSEN, Fairmont, Minnesota
 MS. REGINA S. ROTH, Dakota Dunes, South Dakota
 MR. RONALD L. SHURTS, Scottsdale, Arizona
 MR. JOHN J. STEELE, Omaha, Nebraska
 MR. CRAIG I. STRUVE, Spirit Lake, Iowa
 MS. MIA SUDO, Fujisawa City, Japan
 MR. CLIFFORD E. TUFTY, Sioux City, Iowa
 MR. NORMAN W. WAITT, JR., Omaha, Nebraska
 MR. JAMES A. WALKER, Wayzata, Minnesota
 DR. CRAIG S. WANSINK, Virginia Beach, Virginia
 MR. CURTIS N. WHITE, Westfield, Indiana
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 MS. CONNIE P. HORTON WIMER, Des Moines, Iowa
 MR. RONALD C. YOCKEY, Dakota Dunes, South Dakota

Ex Officio Members

BISHOP LAURIE HALLER, Iowa Conference of The United Methodist Church, Des Moines, Iowa
 MR. JOHN C. REYNDERS, President, Morningside College, Sioux City, Iowa
 DR. LESLIE A. WERDEN, Associate Professor, Writing and Rhetoric, Morningside College, Sioux City, Iowa (Faculty Representative)
 MR. BRIAN A. JOHNSON, Sergeant Bluff, Iowa (Alumni Representative)
 MR. ANTHONY J. PATTON, Lincoln, Nebraska (Student Representative)

Administrative Offices, Academic Year 2017-2018

President's Office

President	John C. Reynders
Administrative Assistant to the President	Lisa Krohn

Academic Affairs

Provost	William C. Deeds
Associate Dean for Academic Affairs	Alden Stout
Academic Affairs Coordinator	Vivian K. Isaacson

Business Office

Vice President for Business and Finance	Ron A. Jorgensen
Associate Vice President for Business Services/Controller	Paul W. Treft
Assistant Controller	Jeanette Frey
Business Office Associate	Jerrie Hanson
Accounting Assistant	Stacia Schuur

Graduate Programs

Associate Vice President for Graduate Programs and Institutional Assessment	John N. Pinto
Administrative Assistant for Assessment, Institutional Research, and Graduate Programs	Kim Hawkins
Department Chair for Graduate Program in Education	Steve Gates
Director of Graduate Program in Education	Barb Chambers
Dean of Nursing	Jacklyn R. Barber
Graduate Student Records; Enrollment Coordinator	Tracy Sursely
Recommending Official	Joan Shaputis
Student Information and Office Manager	Karen Lewon

Registrar's Office

Registrar	Jen Dolphin
Associate Registrar	Davi Gradert
Registrar's Office Associate	Renee Bock

Student Financial Planning

Director of Student Financial Planning	Karen Gagnon
Associate Director Financial Planning	Randi Hudson
Assistant Director of Student Financial Planning	Michelle Robinson
Work Study/Student Financial Coordinator	Caity Nowosatka
Administrative Assistant	Casie Rehder
Graduate Financial Planning Coordinator	Kendra Ebert

Administrative Organization

The administration of each Graduate Program is delegated to a Dean or Director. The Dean/Director of each program reports to the Vice President for Graduate Programs and Institutional Assessment. The Graduate Committee is responsible for all graduate curricular and assessment matters and to ensure that graduate students are given a fair and equitable opportunity to have a successful and satisfying academic experience.

Non-Discrimination Policy

Morningside College believes in and promotes non-discrimination. It is our policy and practice to promote equal opportunities without regard to age, sex, religion, creed, race, color, gender identity, sexual orientation, marital status, disability, genetic information, or national origin. This basic philosophy applies not only in searching for new employees, but also in the recruiting of students. It is believed that there should be no discrimination in the selection or placement

of employees, as well as in administration, supervision, compensation, training, promotions, and termination of employment. Every other practice or procedure, both in the areas of academics and business, must subscribe to the intent of this basic philosophy which is inherent in Judeo-Christian principles.

The College is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973, the College has made modifications to some of its buildings and grounds in such a manner as to allow students and faculty, including those with visual or hearing impairments, auxiliary aids, modification in classroom schedules and locations and adjustment of classroom techniques and practices in order to allow equal access to the regular program and degree objectives offered by the College.

Persons wishing additional information about this policy or assistance to accommodate individual needs should contact the Equal Employment Opportunity Officer at the Business Office. The telephone number is 712-274-5128.

Student Services

Advising

Students enrolled in a program of study will be assigned an advisor. Advisors at Morningside College are responsible for making program regulations available to current and prospective graduate students. The advisor will be available by email and phone to assist the student in understanding the student's individual program and the College policies, regulations, and administrative procedures. While the College makes every effort to advise and counsel students on their academic programs and degree requirements, the student is ultimately responsible for fulfilling all requirements for a degree, certificate, or endorsement.

Disability Services

Morningside College is committed to providing reasonable accommodations for all students with documented disabilities. Students must have appropriate documentation on file with the Dean/Director of their program and the Disability Services Coordinator before any course accommodations can be made. Based on provided documentation, the Disability Service Coordinator will make a determination of what are reasonable accommodations and create a Letter of Accommodation. Once the instructor receives authorization from the Disability Services Coordinator via an official Letter of Accommodation, necessary adjustments will be made in the course. Accommodations are not retroactive; therefore, early planning is essential. Please contact the Disability Services Coordinator with any questions or to coordinate services.

Commencement

The Morningside College commencement ceremony is held annually. Individuals who satisfactorily complete the requirements for the degree are invited to participate in the commencement ceremony, attired in appropriate academic regalia. Students who complete their degrees in May are eligible to participate in the commencement ceremony of the same year. Students who complete their degrees in August or December are eligible to participate in the commencement ceremony the following year. The graduation fee is required regardless of whether the individual participates in the graduation. Upon graduation, the diploma and transcript will be held if there are financial obligations to the College.

Library Services

The Hickman-Johnson Furrow Learning Center's full collection of materials is available to all students. Books, DVDs, and CDs found in the catalog can be mailed to students at no cost. Items not in the catalog can be requested via interlibrary loan. Library databases can be accessed online. Graduate students, both on and off campus, must use their assigned username/password to access databases, check out materials, and request materials through interlibrary loan.

Online Writing Center

In conjunction with the Morningside College Writing Center, consultants are available online to assist students with the writing process.

Research Center

The Graduate Program's data analysis lab seeks to promote sound statistical analysis, assessment, and research. The lab provides assistance to graduate students during all stages of data collection, analysis, and interpretation.

MySIDE Portal

MySIDE Portal (<https://my.morningside.edu>) is the site to access password protected resources. Students are assigned a username and given a link to create their own password. These credentials give the student access to CampusWEB, Morningside email, and Moodle which are all available on the MySIDE Portal.

CampusWEB. The portal to personal account information is CampusWEB. Use CampusWEB to register for classes, access your bill, accept/review financial aid, review your schedule, review grades, and print an unofficial transcript.

Email. All students will be given a Morningside email address. The email address is the student's username, followed by @morningside.edu. This is the official form of communication at Morningside College. It is the responsibility of all students to check their Morningside email regularly to stay apprised of official college notices and information, as this is the email address that will be used to communicate with them.

Moodle. Graduate courses are 100% online. Courses are delivered through Moodle, the course management system utilized by Morningside College. Technical assistance for Moodle is available 24/7 by contacting eClass4learning at 1-800-408-4935 ext 6.

Career Services

Career Services are provided within each graduate program. Students may receive valuable career guidance necessary to make career advancements, build professional networks, and continue their education. For information regarding career support contact the Director of Graduate Program in Education or Dean of Nursing.

Student Health and Personal Counseling

The campus office of Student Health and Personal Counseling provides a list of off campus resources for graduate students.

Bookstore

Graduate students have access to MBS Direct online bookstore to purchase or rent most required textbooks. However, students are not required to use MBS Direct and may purchase their textbooks from other vendors.

Academic Policies and Regulations

Academic Integrity

Academic Integrity is basic to all academic activities so that grades and degrees will have validity. Graduate Programs at Morningside College expect students to:

- Perform their work honestly and equitably
- Not hinder others in their academic work
- Not unfairly assist other students

These expectations and penalties for not meeting the standards are outlined below. A student in doubt about his or her responsibilities as a scholar or is unsure whether a particular action is appropriate should consult the syllabus and instructor of the course.

In an academic community, including an online community, students are encouraged to work together to help each other learn and at times are required to collaborate on course activities. However, all work a student submits or presents as part of course assignments or requirements must be his or her own original work unless expressly permitted by the instructor. This includes work in written, oral, and electronic forms as well as any artistic medium.

Plagiarism is a major form of academic dishonesty. When students use another person's ideas, thoughts, or expressions in writing or other presentations, each instance requires the appropriate acknowledgment to an original source. Examples of plagiarism include:

- Deliberate Copying
 - Buying (from a service or individual) or borrowing and submitting it as one's own
 - Copying someone else's paper or project and submitting it as one's own
- Inaccurate Documentation
 - Using a direct quote from a source without putting it in quotation marks and providing appropriate citation
 - Submitting direct quotations as a paraphrase
 - Changing only a few words and a quotation and using it as a paraphrase
 - Invention of information or citation

Additional actions and behaviors violating the Academic Integrity policy may include but are not limited to:

- Submitting a paper or other presentation in more than one class without the instructor's express permission
- Providing unauthorized help in taking tests and quizzes or preparing any other requirements of a course
- Communicating answers in any way to another student during an exam
- Tampering with or damaging the work of other student(s)
- Reading or observing the work of another student without his or her consent
- Lying to an instructor or Graduate administrative staff member
- Damaging or abusing library and other academic resources
- Forging signatures on official documents
- Misrepresenting illnesses, personal crises, or otherwise intentionally as an excuse for missed or late academic work

An instructor who suspects a student of violating the Academic Integrity policy will consult with the Dean/Department Chair of their Program. If the violation is verified, the instructor will, as a minimum penalty, assign a grade of zero for the assignment. The maximum penalty is a failing grade in the course in which the violation occurred.

If there is more than one violation in the same course, the instructor will assign a failing grade in the course. A student receiving a failing grade due to an Academic Integrity violation may not withdraw from the course. The student will be informed in writing of the violation and the penalty and a copy of this written notification will be placed in the student's electronic file.

If this is not the first reported violation for the student, the Dean/Department Chair of their Program may intervene to pursue suspension or expulsion from Morningside College or other penalties beyond a failing grade in the course.

Graduate students may appeal decisions to the Graduate Committee. Refer to the Grievance Policy and Appeals Procedure.

Academic Warning, Probation, Suspension, and Discontinuance

The Academic Warning, Probation, Suspension, & Discontinuance policy is designed to help keep graduate students on track to complete their programs of study and/or degree in a reasonable time period. At the end of each term, the academic records of all students are reviewed. To remain in good academic standing, students must maintain a minimum graduate GPA of 3.0 **each semester and cumulatively**.

Academic Warning

Academic Warning is for students whose graduate status cumulative GPA is at or greater than 3.0 but whose term GPA is less than 3.0. This warning alerts the student to potential difficulties and potential loss of financial aid eligibility. Students on academic warning are strongly encouraged to work with their Advisor to develop an Academic Success Plan for improving their academic standing.

Academic Probation

If a student's cumulative grade point average falls below 3.0 in any academic term (i.e., fall, spring, summer), the student will be placed on academic probation the following term. While on academic probation, the student must earn a term GPA of 3.0 or higher. Students will receive a notice of probation at the end of the term, and the notice of probation will be imprinted on the student's transcript. When the student achieves a cumulative GPA of 3.0 or higher, the student returns to good academic standing.

Academic Suspension

A student on academic probation who fails to maintain a term GPA of 3.0 will be placed on academic suspension for a minimum of two academic terms. Students who have academic suspension status may not enroll in more than one graduate course per term and will not receive financial aid from Morningside College during their suspension. Following the two term

suspension, students may apply for reinstatement if they have maintained a term GPA of 3.0. Students may be reinstated by approval from the appropriate graduate program department Chair/Dean.

If a suspended student enrolls in college coursework elsewhere during the suspension, evidence of this course work must be presented to Morningside College and may be used to determine whether or not to reinstate the student.

Discontinuance

Graduate students who fail to achieve a term GPA of 3.0 after two terms of suspension will be discontinued from the program. Discontinued students are not allowed to enroll in courses or reapply for admission at Morningside College for at least five years.

Standards for Decision

All academic decisions are based on aforementioned standards. Graduate students will receive notification regarding academic warning, academic probation, academic suspension, and discontinuance from the Dean/Department Chair of the Graduate Program. Graduate students may appeal decisions to the Graduate Committee.

Financial Aid

Graduate students who receive financial aid are subject to different course completion requirements and academic standards for continuation of their aid. See the Satisfactory Academic Progress for Financial Aid Policy.

Request for a New GPA (GPA Bankruptcy)

Individuals who have been discontinued as students from Morningside College, or who have formerly been a student at Morningside College and have not been enrolled at Morningside College for at least three years, may appeal to the Graduate Committee to begin a new Morningside College cumulative GPA. To be eligible for a request of new GPA, the student must first be readmitted as probationary status and successfully complete 6 credits at Morningside with a semester GPA of no less than 3.0 in the first semester in which the student is readmitted, and have a cumulative GPA of less than 3.0 at the end of the same semester. The Graduate Committee will consider the student's previous cumulative GPA, graduate level course work completed while the student was away from Morningside College, and the student's written appeal describing why starting a new GPA is appropriate in deciding whether or not to grant a new GPA. The appeal must document that a significant improvement in academic performance has occurred and that the current cumulative GPA would delay progress toward graduation. If a new GPA is granted, it would begin from the date that the student was readmitted. All previous courses at Morningside College would then be treated as transfer courses. That is, the credit

hours could count towards graduation but not factored into the new cumulative GPA. All other policies regarding transfer courses would also apply to these courses. Students who are granted a new GPA are subject to immediate discontinuance if their new cumulative GPA falls below 3.0. A new GPA will not be granted more than once for any student.

Administrative Withdrawal

Students are expected to prepare for and attend all classes for which they are registered and to act in a manner consistent with an academic environment while attending class. The College may administratively withdraw a student who is not attending, actively participating, exhibits disruptive or unruly behavior in class, or is otherwise not demonstrating a serious academic effort. After an Administrative Withdrawal, the student cannot register for the same course until the next time it is offered. The student's transcript will reflect the Administrative Withdrawal. Administrative withdrawals through the final day to drop a class within that semester will receive a grade of AW in the course(s). Administrative withdrawals from a course after the final day to drop a class within that semester will be recorded as an AF, which is computed as an F. The student is responsible for any charges owed to the College at the time of the Administrative Withdrawal as determined by the Refund Policy. Being Administratively Withdrawn does not eliminate a student's financial obligation to the College. An administrative withdrawal may also impact the student's financial aid. Refer to the Financial Aid and Refund policies.

Class Attendance

Students are expected to prepare for, attend, and participate in all courses for which they are registered. Online courses are considered no different from face-to-face courses in regard to class attendance. Class attendance/participation is defined as participation in a weekly academically related activity. Class attendance in online courses will be stated in the individual course syllabus. Academically related activities may include: discussion forum posting, online test/quizzes, reflection, assignment, email, field trip, telephone call or electronic communication regarding the course.

A class census will be taken between 3 to 6 business days after the start of the course. In the summer term the census will be taken the day after the start of the course. Class attendance/participation will be monitored on a weekly basis throughout the term and measured by documentation of the student's submission of an academically related activity.

The student login will not be considered sufficient for attendance and may not be used for reporting of "last day of attendance." The student's "last day of attendance" is determined by the student's last submission of an academically related activity. It is the student's responsibility to inform the faculty member of late assignments and missed class/participation

sessions. Students who are not attending class/participating by not submitting weekly academic related activity will be administratively withdrawn from the course. Faculty will attempt to contact the student via email to inquire about the student's attendance/participation. If the student does not respond within 3 days of the email, the faculty member will call the student. If the student still does not communicate within 24 hours of the faculty member's phone call, the student will be Administratively Withdrawn from the course.

Drop/add and withdrawal dates are listed in the Graduate Calendar and Graduate Catalog. Students who determine that they do not plan to attend a class in which they are enrolled are responsible for initiating a withdrawal prior to the official drop deadline for that course.

The Family Educational Rights and Privacy Act

Official Notification of Rights Under FERPA

Student education records are official and confidential documents protected by the Family Educational Rights and Privacy Act (FERPA). Educational records, as defined by FERPA, include all records that schools or education agencies maintain about students. FERPA affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review their records. Students should contact the Office of the Registrar to determine the location of appropriate records and the procedures for reviewing such records.
- The right to request that records believed to be inaccurate or misleading be amended. The request should be submitted in writing to the office responsible for maintaining the record. If the request for change is denied, the student has a right to a hearing on the issue.
- The right to consent to disclosures of personally identifiable information contained in the student's educational records. Generally, the College must have written permission from the student before releasing any information from the student's record. FERPA does, however, authorize disclosure without consent in certain situations. For example, disclosure without consent can be made to school officials with a legitimate education interest in the record.

A school official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position; a person or company with whom the institution has contracted (i.e., an auditor, attorney or collection agency); contractors, volunteers, and other non-employees performing institutional services and functions; a person serving on the Board of Trustees; a student serving on an official committee or assisting another school official in performing his/her task. A legitimate

education interest exists if the school official needs to view the education record to fulfill his or her professional responsibility.

Upon request, Morningside College will disclose education records, without consent, to officials of another school in which the student seeks or intends to enroll.

Morningside College may also disclose “directory” information without the student’s prior consent. Directory information is defined as:

- Name
- Local and permanent addresses
- Telephone number(s)
- Email address
- Date and place of birth
- Major or field(s) of study
- Dates of attendance
- Grade level
- Enrollment status (FT/PT; undergraduate/graduate)
- Degrees, awards, and honors received and dates
- Expected date of completion of degree requirements and graduation
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Most recent educational institution attended
- Photograph

Students have the right, while enrolled, to prevent directory information from being released. In order to maintain directory information as confidential, a student must sign a non-release form in the Registrar’s Office by the end of the first week of the semester.

This release restriction is effective for one academic year only and must be renewed each year. If a student requests non-disclosure of directory information in his or her last term of attendance, that request will be honored until the student requests its removal. A student should carefully consider the consequences of a decision to withhold directory information, as future requests for such information from other schools, loan or insurance companies, prospective employers or other person or organizations will be refused as long as the request for non-disclosure is in effect.

Students may indicate on CampusWEB that they would like non-disclosure of directory information, and all college personnel should honor this request. However, official notification of non-disclosure must still be made in writing at the Registrar’s Office.

The right to file a complaint with the U.S. Department of Education concerning an alleged failure by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-605
Phone: (202) 260-3887
Fax: (202) 260-9001
Email: ferpa@ed.gov

Grading Policy

Morningside College uses alphabetic characters to indicate levels of achievement in courses. Grades with + or – are recorded as follows:

<u>Grade</u>	<u>Grade points per credit</u>
A Excellent	4.0
A-	3.7
B+	3.3
B Good	3.0
B-	2.7
C+	2.3
C Satisfactory	2.0
C-	1.7
D+	1.3
D Marginal	1.0
D-	0.7
F Failure	0.0
AF	0.0
WF	0.0
AW	--
W	--

A maximum of 6 hours of C+ or C can be used to fulfill the requirements of a certificate or master's degree. Any grade of C- or below will not fulfill the requirements of a certificate or a master's degree. No grade lower than C- can be used to fulfill the requirements of an

endorsement and the student will not receive a full institutional recommendation from Morningside College. A graduate cumulative GPA of 3.0 is also required for completion of the degree.

A grade of W is assigned for student-initiated drops/withdrawals prior to the official drop deadline. A grade of AW is assigned for an administrative withdrawal prior to the official drop deadline. A grade of WF or AF is assigned for a student-initiated withdrawal or administrative withdrawal after the official drop deadline. A grade of W or AW does not affect the student's GPA. However, a grade of WF or AF is computed in the GPA in the same manner as a grade of F. The W, AW, WF, or AF grade is assigned by the Registrar upon notification by the Dean/Director of the student's respective graduate program. Withdrawing from a course or receiving an administrative withdrawal may impact the student's financial aid and does not eliminate a student's financial obligations to the College.

Graduate GPA is the GPA calculated for courses registered directly with Morningside at Morningside's tuition rate. It does not include transfer credits or courses registered with an academic partner even though Morningside credit may be awarded for that academic partner and the course is used to fulfill degree or endorsement requirements.

Change of Grade

After grades are submitted to the Registrar's Office, students are not allowed to submit extra work or ask for a reexamination of work in order to raise a grade. A grade which has been reported and recorded on the student's transcript cannot be changed except in the following instances:

- Error in Grade—An incorrect course grade will be changed by the Registrar when the Registrar is notified of the error by the Dean/Department Chair of the student's respective graduate program.
- Student Appeal—In the case of a successful student appeal, a course grade will be changed by the Registrar when the Registrar is notified of the change by the Dean/Department Chair of the student's respective graduate program.

Any grade change, other than from an Incomplete, must be filed as a petition by the faculty member to the Graduate Committee no later than 30 days following the published date of the official opening of the next regular academic term.

A student who believes a change of a final course grade is warranted must contact the course instructor to discuss the grade within 10 business days of the end of the term grading window for which the grade was entered. If the student is not satisfied with the outcome of this discussion and still believes a change of grade is warranted, the student should contact the

Dean/Department Chair of their graduate program, who will investigate the situation and make a decision to uphold or reverse the decision of the instructor.

Incomplete

An Incomplete (I) grade for a course may be given at the discretion of the instructor only when the student has been actively participating in a class up until the official drop deadline and is unable to finish the required coursework because of extenuating circumstances beyond the student's control. A grade of I will then be assigned for the course. It is the student's responsibility to contact the instructor for each class in which the student is requesting an incomplete.

Incomplete grades must be completed and converted to a permanent grade no later than 30 days following the published date of the official opening of the next regular academic term. Failure to complete the required course work as a basis for conversion of the Incomplete to a permanent grade within the required period of time will result in an automatic conversion to the grade of F. A grade of Incomplete may be extended only until the end of the term which follows the term in which the I was given.

Both I and F grades will affect a student's financial aid status and may jeopardize the student's continuance at Morningside College.

Repeating a Course

A student who wishes to repeat a course for a better grade may do so once. The better grade will be used in calculating the current cumulative grade point average. However, both grades will appear on the transcript of record.

Grievance Policy and Appeals Process

Morningside College graduate students who wish to file a grievance/appeal should first attempt to resolve the issue at its source with the members involved. However, should a resolution be impossible, the student may pursue the following steps if he/she wishes to file a petition. The written petition should be submitted to the Dean/Department Chair of their program. The student with the grievance/appeal must fill out the Graduate Petition form for Grievance/Appeal stating the following information:

- Name and subject or reason the grievance is being sought
- What action request and/or solution being sought
- Justification which includes date or dates of incidents(s); name(s) and contact information (if applicable) of any witness
- List of items submitted for evidence

The petition form must be filed with the Dean/Department Chair of their program within 10 business days of the alleged incident and/or grievance. The Dean/Department Chair will submit the petition to the Graduate Committee for Academic Grievances/Appeals or to the Vice President of Graduate Studies for non-academic grievances within 5 business days.

The College will determine on a case-by-case basis whether petitions filed after this deadline will be considered. All parties involved with the petition will be notified of the grievance/appeal, may know the source of the grievance/appeal, and will be allowed to provide pertinent information in addressing the grievance/appeal.

A written determination as to the validity of the grievance/appeal and a description of resolution, if any will be issued with a copy forwarded to the student with the grievance/appeal. At this point the student has exhausted the Morningside College Graduate Grievance/Appeal process. Further action may be made to: The Iowa College Student Aid Commission at the following link: <https://www.iowacollegeaid.gov/sdrf-start>.

Refund Policy

Withdrawing from Morningside College or dropping a course does not eliminate your financial obligations to the College. You are responsible for any charges owed to the College at the time you withdraw as determined by the drop and refund policies. Withdrawing from the College or dropping a course may impact your financial aid.

When aid is returned, the student may owe money to the College. The student should contact the Office of Student Financial Planning (1-800-831-0806 x5230) and/or the Business Office (1-800-831-0806 x5117) to make arrangements to pay the balance.

Graduate students, who withdraw from all courses in a term or drop from a course, must officially drop or withdraw by notifying the Graduate Studies Office (1-800-831-0806 x5375) of their intent. Graduate students who are administratively withdrawn from all courses in a term or from a course follow the same guidelines. For tuition charges, if the student drops or withdraws prior to completing 60% of the course, tuition will be refunded based on the percentage of the course that has not been completed. If a student has received financial aid, it will be adjusted according to federal guidelines. For financial aid purposes, if the student drops or withdraws prior to completing 60% of the term, aid will be refunded based on the percentage of the term that has not been completed.

For tuition charges, all graduate courses will be refunded based on the following schedule prorated to the day the course was dropped.

For example:

- 100% Refund for withdrawals before the course starts, during the first week of full term courses in the fall and spring, the first three days of half-term courses during the fall and spring, and the first three days of all summer courses
- 90% Refund when 10% of the classes have been completed
- 80% Refund when 20% of the classes have been completed
- 70% Refund when 30% of the classes have been completed
- 60% Refund when 40% of the classes have been completed
- 50% Refund when 50% of the classes have been completed
- 40% Refund when 60% of the classes have been completed

After 60% of the class has been completed no refund will be granted nor will financial aid be reduced. The portion of the class completed is based on calendar days from the first day of the class through the last scheduled day of class, including weekends and breaks of less than five days. **Withdrawal date**, the day the student withdraws, is the date (determined by the school) that:

- the student began the withdrawal process prescribed by the school
- the student otherwise provided the school with official notification of the intent to withdraw
- is the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless the institution can document a withdrawal date) if the student does not begin the school's withdrawal process or notify the school of the intent to withdraw (this may include a student who earns a semester GPA of 0.00).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss or other such circumstances beyond the student's control, the school may determine the appropriate withdrawal date under our Administrative Withdrawal Policy.

Registration

Students may take classes as admitted or non-admitted students. However, non-admitted students **are not** eligible for financial aid. Students are admitted into certificate, endorsement and/or degree programs by indicating their choices on the formal application. Students can receive financial aid only for courses taken to fulfill the requirements of the program(s) to which they are admitted.

An undergraduate student may begin graduate work while fulfilling the requirements for an undergraduate degree if the student's academic performance and situation justify such action.

Graduate hours cannot be used to complete the hour requirement of the undergraduate degree. Credits earned in graduate level courses in excess of those required for the undergraduate degree may, however, be applied toward an advanced degree at Morningside. The Dean/Department Chair of the student's graduate program must approve in advance the graduate courses taken.

Registration for Courses

Students are provided an opportunity to register online well in advance of the beginning of each term's classes using CampusWEB available at my.morningside.edu. Students are responsible for checking the online course listings page for information regarding each course and for registering for the appropriate classes. If a student is unable to register online during the registration period, the student may still be able to register by calling the Graduate Office if there is still space in the class, until the published date of the last day to register. No registration is permitted after the published date of the last day to register.

The College reserves the right to change instructors or cancel or otherwise change courses should conditions require. However, every attempt is made to maintain the schedule as published. To more evenly distribute students among various sections of online courses, the College also reserves the right to move a student to a different section of a course.

Changes in Registration

A student can add or drop a course online until online registration closes. Once online registration closes, a student may add or drop a course by completing the online Drop Form or calling the Graduate Office until the published date of the last day to register. A student can drop a course without it appearing on his or her permanent record during the drop period, the dates for which are specified in the current Graduate Calendar (approximately the first week of full term classes during the fall and spring, the first three days of half term classes during the fall and spring, and the first three days of all classes during the summer).

A withdrawal after the initial add/drop period, but before the official drop deadline, will be recorded as a W on the student's permanent record. Non-attendance or non-participation in any online course does not constitute as an official drop or withdrawal and the student will be subject to the guidelines outlined in the Class Attendance and Administrative Withdrawal Policies.

A student must call the Graduate Office or submit the electronic Drop Form to drop a course after online registration for a term has closed. Sending an email, text message, or tweeting the Graduate Office or informing an instructor of intent to drop does not constitute an official drop or withdrawal.

Dropping a course or withdrawing from Morningside does not eliminate a student's financial obligations to the College. The student is responsible for any charges owed to the College at the time of the drop or withdrawal. Withdrawing from the College may also impact the student's financial aid. Please refer to the Refund Policy and the Satisfactory Academic Progress for Financial Aid Policy.

Credit Hour

The standard unit of work is the semester credit. It is expected that participants will spend approximately 40 hours on course activities for each hour of course credit. These activities will include but are not limited to learning experiences such as reading and study; research; responding to and collaborating with peers; and the demonstration of course learning outcomes through assignments, papers, and projects.

Academic Load

To be considered full-time, a graduate student must be enrolled at Morningside in at least 9 credit hours for a single term. To be considered three-quarter time, a graduate student must be enrolled at Morningside in 7-8 credit hours for a single term. To be considered half-time, a graduate student must be enrolled at Morningside in 5-6 credit hours for a single term. To be considered less than half-time, a graduate student must be enrolled at Morningside in 1-4 credit hours for a single term. Graduate students who are in good academic standing may register for up to 12 credit hours during a single term. A student who either has: a) a history of exemplary academic achievement and/or; b) experienced extenuating circumstances that warrant an exception may seek administrative approval from the Dean/Department Chair of their graduate program to enroll in additional hours.

Research

All research at Morningside College is subject to applicable federal and state laws and college policies pertaining to the conduct of the research. It is the responsibility of each researcher, including students, to be aware of these regulations and applicable college policies and comply fully with their requirements found on the college website (see [IRRB website](#)).

College policy requires that all research which involves human participants, regardless of the source of financial support, be reviewed and approved by the Morningside College Institutional Research Review Board (IRRB) before it can be initiated. Research need not involve physical intervention to require approval; many kinds of data-gathering must be reviewed by the committee. All faculty members sponsoring student research are required to complete National Institute of Health (NIH) or Collaborative Institutional Training Institute (CITI) certification (see [IRRB website](#)).

At the point when a degree-seeking graduate student has determined the scope and substance of his or her action research, the student will be required to acknowledge in writing his or her compliance with those regulations and policies specific to the research project.

Sexual Harassment

Morningside College is committed to fostering a healthy learning and working environment and to upholding the dignity and integrity of its individual members and the institution. Sexual harassment and sexist behavior limit an individual's options, experiences, and opportunities for full achievement and will not be tolerated at Morningside College. The college prohibits sexual harassment of or by members of the college community, guests, or visitors to campus. Sexual harassment violates both college policy and, when a student is the victim, Title IX of the Educational Amendments of 1972; or when an employee is the victim, Title VII of the Civil Rights Act of 1964, as amended.

Definition

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors or other verbal, visual, or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive situation or environment; or
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment.

Sexual harassment is understood to include a range of behaviors. In determining whether a specific conduct constitutes sexual harassment, the college will look at the totality of circumstances, including the nature of the alleged incident, the effect on the individual to whom the behavior is directed, and the context in which it occurred.

Procedures

Consultation

Members of the Morningside College community who have general concerns regarding sexual harassment may contact the Office of Academic Affairs (5103) to be directed to the campus representative. Persons who feel there has been an incident of sexual harassment are encouraged to consult with the campus representative immediately.

Any individual has the opportunity to consult with the campus representative in matters pertaining to sexual harassment. The incident or concern will be discussed for clarification and problem identification. The campus representative may provide information, suggest resources, and assist in identifying reasonable options for resolution. The discussion will take place in confidence. Merely discussing a complaint does not preclude an individual from filing formal charges, nor is the advising phase required prior to the filing of a formal complaint. Formal complaint procedures are initiated when a member of the college community files a signed, written complaint. Individuals should be aware, however, that allegations involving a clear violation of the sexual harassment policy must be investigated whether or not a formal complaint is filed.

Formal Complaint Procedures

Any person who believes that he or she has been subjected to sexual harassment may file a formal complaint. The campus representative is available to assist with the composition of such a complaint. Guidelines governing the formal complaint stage are as follows:

- The complainant will file a signed statement indicating the name(s) of the accused, the nature and date(s) of the incident(s), and a statement indicating that this is a formal complaint.
- The written complaint will be forwarded to the campus representative for initiating the judicial process.
- The campus representative will promptly notify the accused party of the complaint and will conduct a full, impartial, and timely investigation into the alleged incident. In order to investigate fully, the campus representative may confer with any personnel he/she feels is appropriate.

All written records will be retained in a locked, secure area to protect the rights and privacy of all concerned parties and will be treated with the highest level of confidentiality.

Resources

Students, faculty, staff, and administrators are encouraged to discuss concerns related to sexual harassment with the resources listed below:

Campus Resources

Campus Representative

Personal Counseling Services – lower level, Olsen Student Center, 712-274-5606

Student Health Office – lower level, Olsen Student Center, 712-274-5178

Office of Campus Security – main level, Olsen Student Center, 712-274-5234

Office of Student Services – 1st floor, Lewis Hall, 712-274-5191

Campus Ministry – lower level, Olsen Student Center, 712-274-5148

Off-Campus Resources

Council on Sexual Assault and Domestic Violence – 712-258-7233

Mercy Medical Center – 712-279-2010

UnityPoint Health – St. Luke’s – 712-279-3500

Sioux City Police Department – 712-279-6960

Standard for Written Work

The Graduate Programs use the latest edition of the Publication Manual of the American Psychological Association (APA) as the standard for students’ written work. Copies of the manual are available for use in the campus library and for purchase in the college bookstore and online. Links to APA style are also found online in individual courses.

Student Conduct

Students are responsible for acting in a respectful and equitable manner toward other students, faculty, or staff in the conduct of their academic work. All graduate students are expected to be respectful of diversity in all its forms including but not limited to gender, sexuality, disability, age, socio-economic status, ethnicity, race, religion, and culture. Further, students are responsible for reporting unprofessional conduct by students, faculty, or staff to the Dean/Department Chair of their graduate program; they should be able to do so without fear of reprisal.

A student whose disruptive online and offline behavior, including verbal and written disrespect or any type of threatening behavior, makes it impossible, in the judgment of the instructor, to conduct the class, thus depriving other students of instruction to which they are entitled, may be removed from a course according to the following procedures:

- The instructor must make an explicit request of the disruptive student to cease and desist.
- If the student persists in disruptive behavior, the instructor will immediately report the case to the Dean/Director of the appropriate graduate program.
- The Dean/Director will discuss the matter with the student to determine whether the student’s continued attendance is detrimental to the success of the course.
- If the Dean/Director rules that the student’s continued attendance is detrimental, the Dean will inform the student that he or she may not continue in the course.
- Further appeal can be made to the Graduate Committee following procedures described in the Academic Appeals Process.
- Actions taken as prescribed above shall be documented and placed in the student’s file.

Students found in violation of the Student Conduct Policy may be withdrawn from the course or dismissed from the College which may impact the student's financial aid and does not eliminate a student's financial obligations to the College.

Transfer Policy

A student may request transfer of credit into a master's degree program by submitting the Request for Transfer of Credit form and supplying the appropriate information/materials. It is the student's responsibility to submit all required documentation; incomplete materials will not be reviewed. Credits will be considered for transfer into a master's degree program if all of the following criteria are met:

- Credit was awarded by a regionally accredited institution (for Nursing: CCNE or NLNAC)
- Credit was in the form of graduate hours
- A letter grade of at least B (3.0 GPA on a scale of 4.0) was earned; courses with grades of P, S, or CR are not accepted for transfer
- An official transcript is submitted for review
- A syllabus for each course is submitted for review
- Credit represents courses equivalent to the content or performance standards of Morningside courses
- Course credits meet the federal definition of rigor, i.e., a minimum of 40 hours of course activities per hour of credit

Requests for transfer of credit are reviewed by the Dean/Director of each graduate program and notification of approval or denial is sent to the student.

Additional Graduate Program in Education Requirements: Students transferring credits into the MAT degree may transfer up to 9 semester hours of graduate credit. Courses taken more than three calendar years prior to the student's formal admission cannot be used to meet the requirements of the degree.

Additional Graduate Program in Nursing Requirements: Students transferring credits into the MSN degree may transfer up to 12 semester hours of graduate credit. Courses taken more than five calendar years prior to the student's formal admission cannot be used to meet the requirements of the degree.

Veteran's Benefits

Effective December 1, 1976, the following will be the criterion for determining satisfactory progress for a veteran or dependent attending Morningside College under Veteran's assistance programs:

- A student will be placed on academic probation any time his or her graduate status cumulative grade point average falls below 3.0 and will then have one semester in which to bring the average up to 3.0 by Morningside standards.
- When a veteran or dependent falls below either of the above criteria, he or she will be placed on probation for one semester during which they must bring their cumulative grade point up to the required level or face suspension of Veteran's benefits for one semester following which they may apply for reinstatement with V.A. counseling.
- Veterans or dependents that miss three consecutive classes in a course will be presumed to have dropped and the V. A. will be notified. This will cause an adjustment in benefits and likely a request for repayment of the money paid to the veteran for said course. The presumed date of withdrawal will be the date of the first absence.
- A grade of I received by one drawing benefits will result in a claim for reimbursement if not made up by the required date in the following semester.
- What does this mean to the veteran or dependent receiving V.A. Benefits?
It means that benefits are only payable for course work that counts towards the degree objectives of the recipient. Therefore, the V.A. will not pay for W grades if elected after the last day to ADD a course and the recipient should expect to be billed for a refund of the money received for such courses assuming they reduced the load to less than 9 hours full-time status. This ruling applies to work begun after January 10, 1977.

Student Financial Planning

Tuition and Fees

Graduate Program in Education

Tuition for graduate courses is charged on a per hour basis. Regardless of geographic location, students are charged the same tuition rate.

Graduate Education Tuition.....	\$250.00
Graduate Education Application Fee.....	Waived
Internship Fee.....	\$50.00
Graduation Fee	\$110.00
Transcript Fee	\$7.50
Transcript Fee including express mail.....	\$47.50

Nylen School of Nursing - Graduate Nursing

Admission

Application fee*	\$65
Certified Background (paid directly to vendor)	\$48
Liability Insurance (paid to Morningside)	\$16
Application fee (paid to Morningside)	\$25
Total paid to vendor	\$154
Total paid to Morningside	\$41
*Application fee paid to NursingCAS vendor if applying through NursingCAS or paid to Morningside if applying with Morningside application	

Tuition per credit per track

Tuition per credit	\$510
Family Nurse Practitioner Track 47 total credits	\$23,970
Adult Gerontology Nurse Practitioner 46 total credits	\$23,460
Clinical Nurse Leader 38 total credits	\$19,380
Clinical Outcome Certificate	\$5,100

As needed fees

Medatrex Clinical Tracking Program: (paid to vendor) Required for Practicum Courses	\$5 per month for first year; Second year \$7.50 per month
Remote Proctor required for courses with exams. (students pay vendor) (only for courses with required proctored exams)	\$15 per exam
Total paid to vendor	TBA

Course Fees

Nurs524 fee (paid to Morningside)	\$65
Estimate of Course Textbooks and resources per semester	\$500-700

Pre-Practicum Course Fees

HIPPA Training	\$15
OSHA Training	\$15
Any clinical/practicum site-specific requirements (immunizations, drug testing)	Find at your expense

Other Fees

Graduation fee	\$110
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Billing and Payment

The College utilizes a paperless billing process. At the beginning of each month, students will receive a reminder at their Morningside email address to view their accounts online and pay their bill. Graduate students can view detailed listings of their accounts (charges, credits, aid) on CampusWEB.

A variable monthly FINANCE CHARGE is charged on the last day of the month by multiplying all charges older than 30 days, less all credits and outstanding FINANCE CHARGES, by the PERIODIC RATE of 1.5% (18% APR).

The balance of the charges for the term must be paid in full to pre-register for the next term or to have an official transcript released.

Debit/Credit Card and E-Check Payments

The College accepts cash, check, MasterCard, Visa, or Discover card payments. Debit/Credit card and e-check payments can only be made using <https://my.morningside.edu> and then select CampusWEB. Debit/credit cards and e-check payments are not accepted over the phone or at the cashier's window. You will be charged a 2.75% service fee for credit and debit card payments. There is no service fee for e-check payments.

Financial Aid

There is limited financial aid for graduate students. Students interested in applying for financial aid must:

- Be an admitted student in a Morningside College Graduate Program prior to the start of the semester for which the student is requesting aid. All required admission materials must be received in the Graduate Office by dates specified on the calendar to be *guaranteed consideration* for each term.
- Submit a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** at www.fafsa.gov for the appropriate year and request that **FAFSA** information be sent to Morningside College (Federal school code number 001879).
- Complete and return Graduate Application for Financial Aid to Office of Student Financial Planning.

Less than half-time graduate students (fewer than 5 credit hours per term) can apply for the following:

- Faith Based Grant
- Federal TEACH Grant (Loan) Program (only students seeking a Master's Degree are eligible)
- Nurse Alumni Grant

- Private Loan
- Private Resources identified by the student

At least half-time graduate students (5 credit hours per term) can apply for the following:

- Faith Based Grant
- Federal TEACH Grant (Loan) Program (only students seeking a Master's Degree are eligible)
- Federal Direct Subsidized Stafford Loan(s) (only students seeking an Endorsement are eligible for Undergraduate Subsidized Loan regulations)
- Federal Direct Unsubsidized Stafford Loan
- Federal Graduate PLUS Loan
- Nurse Alumni Grant
- Private Loan
- Private Resources identified by the student

Faith Based Grant

Faith Based Grants are awarded to students admitted into the Graduate Program in Education who are employed by an accredited faith based nonpublic institution listed in his or her respective state directory. Award is in the amount of \$30 per credit hour. Students apply by completing the Faith Based Grant Verification Form.

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

The TEACH Grant is a federally-funded program available to eligible graduate students who agree to serve as full-time teachers in high-need fields at schools that serve students from low-income families. Eligible applicants must be a U.S. citizen or eligible non-citizen and be enrolled in coursework necessary to begin a career in teaching. Applicants must meet one of the following: maintain a cumulative 3.25 grade point average on a 4.0 scale or score above the 75th percentile on at least one of the batteries in an undergraduate, post baccalaureate or graduate program admissions test. The above academic requirements do not apply to certain graduate students. This group comprises current teachers or retirees from another occupation with expertise in a high-need field who are seeking a master's degree, as well as current or former teachers who are completing a high-quality alternative certification, such as Teach for America. The applicant must complete the FAFSA, the TEACH Grant Agreement to Serve, and TEACH Grant Entrance Counseling at <http://www.studentloans.gov/>. A TEACH Grant award recipient can receive up to \$4,000 per academic year. Graduate aggregate maximum is \$8,000. Students who receive a TEACH Grant, but do not complete the required teaching service, are required to repay the grant as a Federal Direct Unsubsidized Stafford Loan with interest charged from the date of each TEACH Grant disbursement. *Federal grant funds will not be replaced by

Morningside College if the student is determined to be ineligible based on eligibility requirements, insufficient funding, or if funding ends.

Federal Direct Subsidized and Unsubsidized Stafford Loan (only students seeking an Endorsement are eligible for Undergraduate Subsidized Loan regulations)

The Federal Direct Subsidized and Unsubsidized Stafford Loans are a federally funded loans not based on demonstrated financial need and accrues interest while the student is enrolled in school. Application for a Federal Direct Stafford Loan is made by completing a Master Promissory Note and Entrance Counseling at www.studentloans.gov. Stafford Loans must be repaid. During enrollment periods, interest may be paid on an Unsubsidized Direct Stafford Loan on a quarterly basis or deferred until payment of principal begins. Repayment of principal (an accrued interest, if any) begins 6 months after enrollment is less that half-time. The interest rate for an Endorsement seeking student Subsidized and Unsubsidized loan is fixed at 4.45% as of July 1, 2017. The interest rate for a Graduate Unsubsidized Loan is fixed at 6.0% as of July 1, 2017. Note: The federal government may deduct up to 1.069% until October 1, 2017 and up to 1.066% until October 1, 2018 of the loan before disbursing the proceeds to the College. Graduate students may receive up to \$20,500 per year in Federal Direct Unsubsidized Stafford Loans. The maximum lifetime loan limit is \$138,500 in Federal Direct Stafford Loan funding (this includes both Subsidized and Unsubsidized Loans) of which a maximum of \$65,000 in Subsidized funding is allowed.

Federal Graduate PLUS Loan

The Federal Graduate PLUS Loan is a federally funded loan available to graduate students enrolled at least half-time in a program leading to a degree. It covers the cost of attendance minus other financial aid. The interest rate is fixed at 7% as of July 1, 2017. Note: The federal government may deduct up to 4.267% until October 1, 2017 and up to 4.264% until October 1, 2018. Repayment begins within 60 days after the final disbursement has been made.

Nurse Alumni Grant

Nurse Alumni Grants are awarded to students admitted into the Graduate Program in Nursing who have been identified as Alumni and were enrolled in the Nursing Certificate and/or Master's Degree Program before fall 2017.

Private Loan

Financing information for several private loan lenders is available via the FASTChoice Website at <https://choice.fastproducts.org/FastChoice/home/187900/1>.

Satisfactory Academic Progress for Financial Aid

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory academic progress toward their degree in order to receive financial aid. These standards apply to students who receive aid from federal, state, private, or institutional resources. These resources include grants, scholarships, work, and loan programs.

Academic standards contain both quantitative (cumulative credit hours earned divided by cumulative credit hours attempted) component and a qualitative (cumulative GPA) component. These are the minimum standards required in order to maintain financial aid eligibility.

The academic progress of financial aid recipients will be monitored at the end of each semester (December, May/June, and August). Students should contact the Office of Student Financial Planning with questions.

- All students must earn 67% of their attempted credit hours in order to continue to receive financial aid. Financial aid eligibility will end when the student has attempted more than 150% of the credit hours required for a specific program or degree.
- Graduate students are expected to achieve at least a 3.0 GPA each semester.

After the first semester of not completing the required number of credits and/or G.P.A., the student will be placed on financial aid warning. During this time, a student will be given one more semester of aid. After the end of the 2nd term, attempted and completed credits and GPA will again be reviewed. If at this time, the student has not completed the required credits and GPA, the student will be placed on financial aid suspension which is a loss of all aid. If the student has been placed on financial aid suspension, the student has the ability to appeal the suspension, writing a letter explaining what happened that the student did not complete the required expectations along with an academic plan to rectify the situation and achieve their degree timely. If the student's appeal is granted, the student will be given an agreement of expectations for the following term which is a term of financial probation. The student's situation will again be reviewed after the end of the next term to see if the expectations were met. If those expectations have not been met, the student will again be placed on financial aid suspension. Students will receive notice of any financial aid warnings or suspensions via email to their student email accounts.

Transfer Credits and GPA:

Upon admission, transfer students are assumed to be maintaining satisfactory academic progress. After admission to Morningside, courses successfully completed in subsequent terms at another institution that fulfill degree requirements at Morningside may be used to achieve satisfactory academic progress standards. Students must

provide documentation to the Office of Student Financial Planning regarding such credit. Transfer GPA is only used for Admission purposes. Once you are enrolled at Morningside College, your Morningside College GPA will only include the courses that you completed at Morningside.

Non-Credit Course Work and Repeated Courses:

Repeats in which a passing grade was previously earned, non-credit course work and audits will not be included when determining the number of credit hours a student has attempted or completed. The better GPA will be used in calculating the cumulative GPA. Students will receive credit for the course only one time.

Changes in Academic Load:

During the first week of the term (or the third day of Summer Sessions), students will have the opportunity to change their registration. After that point, the student locks in their number of credit hours they are attempting for satisfactory academic progress requirements. Course withdrawals after the drop/add period will be included as attempted credits. A dropped course grade is not used in the determination of the cumulative GPA.

Incomplete Grades:

Courses in which a student receives delayed/incomplete grades will be counted as hours attempted but will not be counted as successfully completed until a final passing grade is officially posted to the student's permanent record. The final grade will be used in determining the cumulative GPA.

Students who have met all degree requirements are no longer eligible for financial aid:

- Financial Aid will end when the student has attempted more than 150% of the credit hours required for a specific program or degree.
- Graduate Students:
 - Students seeking an Endorsement who have met all requirements for that Endorsement.
 - Students seeking a Master's Degree who have met all requirements for the Master's Degree.

Sharon Walker School of Education – Graduate Program in Education

Phone: 1-800-831-0806 ext. 5375 or 712-274-5375

Fax: 712-274-5488

Email: gradeduc@morningside.edu

Graduate Faculty and Staff

Barb Chambers, Director

Steve Gates, Department Chair

Emeriti Faculty

Glenna J. Tevis

Professor of Education, Emerita, 1983-2013

Richard Owens

Professor of Education, Emeritus, 1973-1978; 1986-1998

Faculty

Kimberly M. Christopherson

Associate Professor of Psychology, 2007-

B.A., University of St. Thomas, 1999; M.A., University of North Dakota, 2004; Ph.D., Ibid., 2007.

Steve Gates

Professor of Education, 2016-

Wartburg College, 1977, B.A.; Eastern New Mexico University, 1981, M.A.; University of Iowa, Ph.D., 2003.

Dharma Jairam

Assistant Professor of Education, 2015-

B.A., Keuka College, 1998; M.Ed., The State University of New York at Buffalo, 2004; Ph.D., The University of Nebraska-Lincoln, 2009.

Henry E. Knowlton

Professor of Education, 2014-

B.S., Temple University, 1972; M.Ed., University of Louisville, 1973; Ed.D., University of Kentucky, 1978.

Staff

Judy Bailey, Advisor

Lynnette Green, Academic Coordinator

George Wm. Holland, Academic Coordinator

Karen Lewon, Administrative Assistant

Joan Shaputis, Recommending Official

Tracy Sursely, Student Information Enrollment Coordinator

Sandy Van Drie-Yockey, Faculty Coordinator

Darby Young, Advisor

Project Proficient Staff

LuAnn Hasse, Project Director

Joan Nielsen, Project Manager

Beth Schlitter, Administrative Assistant

History

The Sharon Walker School of Education's Graduate Program has a long history of providing graduate level coursework that is responsive to the needs of licensed professional educators. Morningside began a Master of Arts in Teaching (MAT) program in 1966. The program has been 100% online since 2013.

Vision

Based on our commitment to the belief that every student will learn, the vision of the Sharon Walker School of Education at Morningside College is to cultivate highly effective educators who are collaborative and reflective, demonstrate ethical educational leadership, respect and support diversity, use current evidence-based practices, and value life-long learning.

Mission

The Sharon Walker School of Education at Morningside College aspires to cultivate highly effective educators who are committed to the belief that every student will learn.

Student Learning Outcomes

Teachers achieve excellence in teaching through the improvement of professional practice. The graduate student in teaching education improves professional practice by:

- Use appropriate assessment techniques to improve student learning.
- Conduct, analyze, and synthesize research.
- Candidates will assist students to become collaborative and active learners.
- Use technology to support student learning.
- Use critical thinking skills to evaluate trends and issues in education.

Admissions

Admission Requirements

A student who plans to study towards a graduate degree or endorsement program must meet the following admission requirements:

- Have earned a bachelor's degree with a minimum grade point average of 3.00 (on a 4.00 scale).
 - Any graduate coursework submitted must also have a cumulative grade point average of 3.00

- If a student does not have a 3.00 cumulative GPA, the last 60 hours taken will be reviewed for consideration under the same requirements.
- If a student is denied admission because of failure to meet the GPA requirement, the student will be allowed to register for coursework. If, after completing 9 graduate credit hours, the student maintains a minimum of a 3.00 cumulative GPA, the student will be admitted.
- Hold or have held teacher licensure.
- Complete the online admission application.
- Submit official transcripts of all undergraduate and graduate coursework. Electronic transcripts will be accepted from either (a) the institution or (b) an established provider such as Script Safe, Parchment, National Student Clearinghouse, Docufide, SENDedu, etc. Electronic transcripts may be sent to gradeduc@morningside.edu. Paper transcripts from the institution may be sent to: Morningside College; Graduate Program in Education, 1501 Morningside Avenue, Sioux City, IA 51106. Transcripts are not returned to the applicant.

Full Graduate admission for degree or endorsement purposes will be granted to an applicant who meets all requirements.

If an applicant meets all requirements with the exception of the minimum grade point requirement, the student may take courses under a *Non-Admit* status. However, the student must earn a 3.0 GPA in the first 9 hours at Morningside College to continue to take courses in a master's or endorsement program. If the student earns a minimum of a 3.0 average for the first 9 graduate hours at Morningside, the student will be reconsidered for admission. If the student has not earned a minimum of 3.0 GPA for the first 9 graduate hours at Morningside, the student's record will be reviewed by the Graduate Committee and a decision will be made regarding the student's continuance in the program. The hours earned under the non-admit status may be applied towards a masters or endorsement program if they are from appropriate courses and meet all other requirements.

Qualified students who enroll in graduate study for professional advancement but not to earn a Morningside College degree or endorsement or who are enrolled in a graduate program at another institution are not required to be formally admitted to graduate study at Morningside College.

College seniors may enroll in graduate coursework the semester they complete graduation requirements. Graduate courses may not be counted towards completion of the undergraduate degree.

Notification of Admission

The college will notify each student by letter of its decision on admission once the application file is complete.

Program Completion

A graduate cumulative GPA of 3.0 is required for good academic standing. If the GPA falls below that level, the student will be subject to the consequences outlined in the Academic Warning, Probation, Suspension, and Discontinuance policy.

Endorsements

There is no time limit for completing an endorsement unless the endorsement is part of a master's degree program. In most cases, the final course for an endorsement is an Internship or other type of capstone experience that is completed when all other endorsement requirements have been met. Individuals who complete the requirements for an Iowa-approved endorsement must then apply to have that endorsement added to their teaching license.

Graduate Internships: In addition to being fully admitted to the Graduate Program, students must complete all course requirements for the endorsement and submit the appropriate online Internship Application before they receive permission to complete the Internship. Students may not apply earlier than one semester before the semester when they want to complete an internship. Completed application forms are submitted online to the Graduate Program in Education for review and approval. The internship application is due according to the following schedule:

- By August 1 for Fall term internship placement
- By December 1 for Spring term internship placement
- By May 1 for Summer term internship placement

Summer placements are available for special education internships on a limited basis; summer placements for TAG and ESL internships are not available.

Master's Degree

A maximum of seven years is permitted for completion of the degree. All requirements for the degree must be completed within this seven-year time frame. The years are counted backwards from the anticipated date the degree will be conferred. Hours taken which exceed this time limit will not count in the degree program.

A graduate cumulative GPA of 3.0 is also required for completion of the degree. A maximum of 6 hours of C+ or C can be used to fulfill the requirements of the master's degree.

Admission to Candidacy for the Degree: Students admitted to a master’s degree program must file formal application for admission to candidacy for the degree. Formal admission to candidacy is based on a review of the student’s record. To be eligible for approval as a candidate in a degree program, the applicant must have completed at least 18 semester hours of graduate credit in the degree program at Morningside College with at least a 3.0 (B) average and with no incompletes in courses.

Completed forms are submitted online to the Graduate Program in Education for review and approval. The candidacy application is due according to the following schedule:

- November 1 for Spring Enrollment
- March 1 for Summer Enrollment
- July 1 for Fall Enrollment

Candidacy forms remain in the student’s permanent record. A letter is sent to the student informing the student of the action taken and a copy of the signed application is included. A student must be admitted to candidacy for the degree before the student is approved EDUC to enroll in EDUC 697 Educational Research.

Graduate Research Project: Students in the master’s degree program are required to design and implement an action research project prior to graduation. This project grows out of the action research developed in the course EDUC 697 Educational Research. The project is implemented in the student’s classroom or district following the completion of the research class. Then, during EDUC 699 Interpreting and Reporting Educational Research, the student writes the final research report and submits it for approval as one of the course requirements. A report not meeting minimum standards will delay the student’s graduation.

Endorsement and Degree Requirements

Master of Arts in Teaching Degree Requirements

Master of Arts in Teaching: Professional Educator (Non-Iowa Residents)

Prerequisite:

Hold a valid teaching license

Required Professional Foundation Courses:

18 credits

EDUC 502	Learning in Educational Settings	3 credits
EDUC 512	Issues in Education	3 credits
EDUC 522	Instructional Technology	3 credits
EDUC 611	Student Diversity and Educational Practice	3 credits

EDUC 697	Educational Research	3 credits
EDUC 698	Data Collection and Analysis	1 credit
EDUC 699	Interpreting and Reporting Educational Research	2 credits

Elective Courses: 18 credits

Students will make their choices based on their professional development plan and with advice from their advisor. Courses that may fulfill requirements include:

- Select graduate courses offered by Morningside College. Please refer to the Graduate Program in Education website.
- Courses developed by educational partners that have passed the graduate review and approval process (no more than eight credits from partners can be applied towards the degree).

Total Required for the Degree: 36 credits

Master of Arts in Teaching: Professional Educator (Iowa Residents)

Prerequisite:

Hold a valid teaching license

Required Professional Foundation Courses: 18 credits

EDUC 502	Learning in Educational Settings	3 credits
EDUC 512	Issues in Education	3 credits
EDUC 522	Instructional Technology	3 credits
EDUC 611	Student Diversity and Educational Practice	3 credits
EDUC 697	Educational Research	3 credits
EDUC 698	Data Collection and Analysis	1 credit
EDUC 699	Interpreting and Reporting Educational Research	2 credits

Elective Courses: 18 credits

Students will make their choices based on their professional development plan and with advice from their advisor. Courses that may fulfill requirements include:

- Graduate courses offered by Morningside College.
- Courses developed by educational partners that have passed the graduate review and approval process (no more than eight credits from partners can be applied towards the degree).

Total Required for the Degree: 36 credits

Master of Arts in Teaching: Special Education

Prerequisite:

Hold a valid teaching license

Required Professional Foundation Courses: 18 credits

EDUC 502	Learning in Educational Settings	3 credits
EDUC 512	Issues in Education	3 credits
EDUC 522	Instructional Technology	3 credits
EDUC 611	Student Diversity and Educational Practice	3 credits
EDUC 697	Educational Research	3 credits
EDUC 698	Data Collection and Analysis	1 credit
EDUC 699	Interpreting and Reporting Educational Research	2 credits

Elective Courses: 18 credits

Students will make their choices based on their professional development plan and with advice from their advisor. The Master of Arts in Teaching: Special Education requires a minimum of 12 of the 18 hours of elective credits carrying a SPED prefix. Courses that may fulfill requirements include:

- Select graduate courses offered by Morningside College. Please refer to the Graduate Program in Education website.
- Courses developed by educational partners that have passed the graduate review and approval process (no more than eight credits from partners can be applied towards the degree).

Total Required for the Degree: 36 credits

Master of Arts in Teaching: Special Education (Iowa Residents)

Prerequisite:

Hold a valid teaching license

Required Professional Foundation Courses: 18 credits

EDUC 502	Learning in Educational Settings	3 credits
EDUC 512	Issues in Education	3 credits
EDUC 522	Instructional Technology	3 credits
EDUC 611	Student Diversity and Educational Practice	3 credits
EDUC 697	Educational Research	3 credits
EDUC 698	Data Collection and Analysis	1 credit
EDUC 699	Interpreting and Reporting Educational Research	2 credits

Elective Courses:**18 credits**

Students will make their choices based on their professional development plan and with advice from their advisor. The Master of Arts in Teaching: Special Education requires a minimum of 12 of the 18 hours of elective credits carrying a SPED prefix. Courses that may fulfill requirements include:

- Graduate courses offered by Morningside College.
- Courses developed by educational partners that have passed the graduate review and approval process (no more than eight credits from partners can be applied towards the degree).

Total Required for the Degree:**36 credits****Iowa Endorsements Requirements**

Morningside College offers endorsements approved for licensure in Iowa ONLY. If you are not an Iowa teacher, you will need to work with your state's licensing board to ensure you are meeting your personal and professional licensing goals.

Persons seeking an Iowa Endorsement may, in most cases, satisfy the requirements with a combination of undergraduate and graduate hours. A transcript analysis done by the licensure officer or other designated staff member will indicate which courses the student needs to complete Morningside's approved endorsement program.

K-12 English as a Second Language (ESL)**Prerequisite:**

Hold elementary or secondary teaching certification

Required Courses:

EDUC 705	ESL Methods	3 credits
EDUC 710	ESL Assessment	3 credits
EDUC 715	Linguistics for ESL Learners	3 credits
EDUC 720	Language, Culture and Classroom Practice	3 credits
EDUC 725	Second Language Acquisition	3 credits
EDUC 730 or 731	K-8 or 5-12 Internship	3 credits

Total Required for the Endorsement:**18 credits**

K-8 Instructional Strategist I: Mild/Moderate

Required Courses:

SPED 878	Survey of Exceptionalities	3 credits
SPED 536	Applied Behavior Analysis	4 credits
SPED 551	Educational Assessment	3 credits
SPED 640	Mild/Moderate Characteristics & Methods	4 credits
SPED 676	Collaborative Partnerships and Transition	3 credits
SPED 681	K-8 Reading Remediation Strategies	2 credits
SPED 683	K-8 Mild/Moderate Math, Materials, and Methods	2 credits
SPED 641	Internship: Instructional Strategist I: K-8	3 credits

Total Required for the Endorsement: 24 credits

5-12 Instructional Strategist I: Mild/Moderate

Required Courses:

SPED 878	Survey of Exceptionalities	3 credits
SPED 536	Applied Behavior Analysis	4 credits
SPED 551	Educational Assessment	3 credits
SPED 640	Mild/Moderate Characteristics & Methods	4 credits
SPED 676	Collaborative Partnerships and Transition	3 credits
SPED 682	5-12 Reading Remediation Strategies	2 credits
SPED 684	5-12 Mild/Moderate Math, Materials, and Methods	2 credits
SPED 642	Internship: Instructional Strategist I: 5-12	3 credits

Total Required for the Endorsement: 24 credits

K-12 Instructional Strategist II: Behavior Disorder/Learning Disabilities

Required Courses:

SPED 878	Survey of Exceptionalities	3 credits
SPED 536	Applied Behavior Analysis	4 credits
SPED 551	Educational Assessment	3 credits
SPED 645	Language Development and Communication Disorders	2 credits
SPED 676	Collaborative Partnerships and Transition	3 credits
SPED 661	Behavior Disorders: Theory and Methods	3 credits
SPED 662	Learning Disabilities: Theory and Methods	3 credits
SPED 679	Internship: Instructional Strategist II: BD/LD	3 credits

Total Required for the Endorsement: 24 credits

K-12 Instructional Strategist II: Intellectual Disabilities

Required Courses:

SPED 878	Survey of Exceptionalities	3 credits
SPED 536	Applied Behavior Analysis	4 credits
SPED 551	Educational Assessment	3 credits
SPED 645	Language Development and Communication Disorders	2 credits
SPED 676	Collaborative Partnerships and Transition	3 credits
SPED 660	Introduction to Intellectual Disabilities	2 credits
SPED 675	Intellectual Disabilities: Curriculum and Methods	4 credits
SPED 678	Internship: Instructional Strategist II: ID	3 credits

Total Required for the Endorsement: 24 credits

5-8 Middle School

Prerequisite:

Hold elementary or secondary teaching certification

Required Courses:

EDUC 460G	Growth & Development of the Middle School Level Student & Practicum	3 credits
EDUC 461G	Middle School Curriculum and Methods & Practicum	3 credits
EDUC 765	Literacy for Grades 5-8 & Practicum	3 credits

In addition, coursework is required in TWO of the four content areas and will be determined through transcript analysis:

- **Language arts**, including composition, language usage, speech, adolescent literature, and literature across cultures 12 credits
- **Mathematics**, including algebra 12 credits
- **Science**, including life science, earth science, and physical science 12 credits
- **Social Studies**, including American government, American history, world history, and geography 12 credits

Minimum Required for the Endorsement: 33 credits

K-8 Reading

Required Courses:

EDUC 760	Reading Assessment	2 credits
EDUC 761	Reading in Content Areas	4 credits
EDUC 762	Diagnostic Teaching of Reading & Practicum	4 credits
EDUC 763	Oral and Written Language Development	4 credits
EDUC 764	Literacy for Grades K-4 & Practicum	3 credits
EDUC 765	Literacy for Grades 5-8 & Practicum	3 credits
EDUC 872	Children’s Literature	3 credits
EDUC 767	Literacy Capstone	1 credit

Total Required for the Endorsement: 24 credits

5-12 Reading

Required Courses:

EDUC 760	Reading Assessment	2 credits
EDUC 761	Reading in Content Areas	4 credits
EDUC 762	Diagnostic Teaching of Reading & Practicum	4 credits
EDUC 763	Oral and Written Language Development	4 credits
EDUC 765	Literacy for Grades 5-8 & Practicum	3 credits
EDUC 766	Literacy for Grades 9-12 & Practicum	3 credits
EDUC 870	Adolescent Literature	3 credits
EDUC 767	Literacy Capstone	1 credit

Total Required for the Endorsement: 24 credits

K-12 Special Education Consultant

Endorsement Prerequisites:

- Hold a master’s degree in education or special education
- Hold an endorsement in special education
- Have 4 years of teaching experience; of which, at least 2 are in special education

Required Courses:

SPED 560	Consulting in the Schools	3 credits
SPED 561	Curriculum and Instructional Design	3 credits
SPED 564	Data Collection for Decision-Making	3 credits

Total Required for the Endorsement: 9 credits

K-12 Talented and Gifted

Prerequisite:

Hold elementary or secondary teaching certification

Required Courses:

EDUC 401G	Introduction to Teaching the Gifted	3 credits
EDUC 580	Development and Management of Gifted Programs	4 credits
EDUC 581	Curriculum and Methods for the Gifted & Practicum	3 credits
EDUC 582	Internship: Gifted Education	2 credits

Total Required for the Endorsement: 12 credits

Educational Strands

An educational strand is a series of clearly defined courses focused on a specific academic topic. These strands provide students an opportunity to expand their knowledge with courses not traditionally available within our Program's general offerings. While the classes within each strand can be used within the master's degree as electives, these courses *do not* lead to any Iowa endorsement.

Athletic Director

This strand is a series of six 3-credit courses developed in partnership with and using the curriculum of the National Interscholastic Athletic Administrators Association (NIAAA). They can be used to achieve certification through the NIAAA.

Courses:

EDUC 750	Foundations of Athletic Program Management	3 credits
EDUC 751	Athletic Facilities Management	3 credits
EDUC 752	Building Character in Student Athletes	3 credits
EDUC 753	Legal Issues for Athletic Programs	3 credits
EDUC 754	Special Topics for Athletic Program Management	3 credits
EDUC 755	Athletic Program Leadership	3 credits

Music Education

This strand of ten 3-credit courses is designed to extend a practicing music educator's teaching abilities. It provides the opportunity to develop both professionally and creatively by offering advanced knowledge and practical teaching techniques.

Courses:

MUED 503	Developing the Independent Musician	3 credits
MUED 511	Advanced Conducting Techniques	3 credits
MUED 515	Instructional Design and Assessment in Music Education	3 credits
MUED 521	The Creative Child	3 credits
MUED 533	Topics in Elementary General Music	3 credits
MUED 534	Topics in Choral Music	3 credits
MUED 535	Topics in Instrumental Music	3 credits
MUED 604	Practical Application of Conducting Techniques	3 credits
MUED 609	Performance Literature for the 21 st Century Ensemble	3 credits
MUED 613	Advanced Orchestration and Arranging	3 credits

Teacher Leadership

Teachers well-prepared for leadership roles such as mentor, instructional coach, lead teacher, model teacher are essential to effective K-12 school improvement. To help teacher be effective in these roles, a series of four 3-credit courses have been developed.

Courses:

EDUC 610	Reflective Teaching	3 credits
EDUC 740	Exploring Teacher Leadership	3 credits
EDUC 741	Leading Professional Learning Communities	3 credits
EDUC 742	Collaborative Communication for Teachers	3 credits

Autism

Teachers who are interested in working with students who have communication difficulties and behavior challenges or students who have been diagnosed with an autism-spectrum disorder may be interested in taking one or more classes from the Autism Strand. To help teacher be effective in these roles, a series of four 3-credit courses have been developed.

Courses:

SPED 632	Introduction to Theory & Practice: Autism	3 credits
SPED 634	Teaching Students with Autism in Inclusive Settings	3 credits
SPED 636	Teaching Students with Autism: Intensive Needs	3 credits
SPED 638	Teaching Students with Autism: Assessment	3 credits

Course Descriptions

Education (EDUC)

EDUC 401G Introduction to Teaching the Gifted 3 credits

Focuses on understanding gifted learners and their educational needs. Includes analyzing historical and philosophical theories and trends in gifted education.

EDUC 416G Graduate Reading Practicum 1 credit

Meets practicum requirement for individuals who have taken a diagnostic teaching of reading or remedial reading course that lacked an adequate practicum component required by Morningside College. Requires a 20-hour practicum with a school aged (beyond 1st grade), non-family member, who is experiencing some type of reading difficulties.

EDUC 460G Growth and Development of the Middle School Level Student & Practicum 3 credits

Takes a cultural approach to studying the middle level aged student. Examines family, peer and media influences on adolescents with emphasis on the role of schooling for the middle level student. Includes a 4-hour practicum.

EDUC 461G Middle School Curriculum and Methods & Practicum 3 credits

Focuses on designing developmentally appropriate instructional strategies, curriculum and daily lessons for the middle school learner. Addresses developmental theory, essential elements of middle-level philosophy, instructional theory and strategies, theories on motivation, and classroom management. Includes a 15-hour practicum.

EDUC 610 Reflective Teaching 3 credits

Introduces theories and research regarding reflective practice in the educational setting. Focuses on Marzano's model of effective teaching and application of these elements. Learners will also set professional growth goals based on input, engage in focused practice, document data points, and give specific feedback while discussing teaching.

EDUC 611 Student Diversity and Educational Practice 3 credits

Expands understanding and appreciation of diversity. Focuses on the use of appropriate strategies to meet the needs of diverse learners. *This course fulfills the Human Relations requirement for teaching licensure in the state of Iowa, per the Board of Educational Examiners (BOEE).*

EDUC 697 Educational Research 3 credits

This course provides an understanding of the research process and lays a foundation for applied research. This course focuses on methods of examining classroom or school-wide issues in order to become a more effective educator. Students are required to compose a research proposal that will ultimately develop into their final research project required by the MAT.

EDUC 698 Data Collection and Analysis 1 credit

Students will receive guidance during data collection of their research project. Students will learn the fundamentals of data collection, data analysis, and reporting of results. The data is collected as described in the student's research proposal from EDUC 697. This course is taken after EDUC 697 Educational Research, and before EDUC 699 Interpreting and Reporting Educational Research.

EDUC 699 Interpreting and Reporting Educational Research 2 credits

This course supports the student's development and completion of the applied classroom research report. Several report components will have been drafted as per 697 and 698 requirements. These components will be revised and finalized in 699. Students also form and report interpretations and limitations of their research. All degree work must have been completed, and the research project proposed and carried out (in EDUC 697 and EDUC 698, respectively) prior to enrollment in EDUC 699.

EDUC 705 ESL Methods 3 credits

Explores contemporary approaches, methods, and strategies for the appropriate instruction of second language learners. Provides a foundational perspective on ESL/dual language approaches, including the communicative, cognitive, and grammatical.

EDUC 710 ESL Assessment 3 credits

Provides an overview of current issues regarding the assessment of culturally and linguistically diverse (CLD) students within classroom practice. Includes placement and proficiency testing,

formative and summative student assessment, using assessment to impact classroom instruction, and CLD students with special education needs. *Suggested Prerequisite: EDUC 705 or 725*

EDUC 715 Linguistics for ESL Learners 3 credits

This course examines and analyzes the fundamental concepts of linguistics and connects this information to routine work in the classroom. Students will study first and second language acquisition, phonology, orthography, morphology, and syntax, as well as the implications of all of these topics for teaching all students, including emergent bilingual students. Over the course of the semester, students will be provided with readings, videos, and podcasts that complement the information in the textbook, and assists students in developing a solid understanding of the intricacies of studying and teaching language. Through engagement in online whole-class discussions, group, and individual assignments, students will be able to use their understanding of essential linguistic principles to inform instruction and assessment at all levels. *Suggested Prerequisite: EDUC 705 or 725*

EDUC 720 Language, Culture and Classroom Practice 3 credits

Examines the many ways in which school educators may build the capacities for cultural and linguistic diversity in the classroom. Emphasizes readiness for mutually accommodative professional practices with culturally and linguistically diverse [CLD] students and families. *Prerequisite: EDUC 705 or 715*

EDUC 725 Second Language Acquisition 3 credits

Examines the relationship between second language acquisition (SLA) and content instruction. Engages participant in activities which will expand their knowledge of the theories of SLA. Connects the theories of first and second language development with practice.

EDUC 730 Internship: K-8 ESL 3 credits

By permission only.

Capstone class for the ESL K-12 Endorsement. The K-8 Internship is required for teachers who already hold any 5-12 license. All other coursework for the endorsement must be completed in advance of the internship.

EDUC 731 Internship: 5-12 ESL 3 credits

By permission only.

Capstone class for the ESL K-12 Endorsement. The 5-12 Internship is required for teachers who already hold any K-6 or K-8 license. All other coursework for the endorsement must be completed in advance of the internship.

EDUC 740 Exploring Teacher Leadership 3 credits

The first part of the course will be an orientation to teacher leadership. The majority of the course will have a focus on the meaning of teacher leadership (TL), characteristics of effective TL, and the connection between TL and student achievement, professional learning communities, and school improvement in general. Participants will assess their own leadership abilities and develop a plan to maximize their potential. Professional reflection and collaboration will be a critical part of the course.

EDUC 741 Leading Professional Learning Communities 3 credits

The course will focus on the importance of collaborative culture in the development and maintenance of professional learning communities (PLCs). There is an emphasis on shared leadership in this collaborative culture which includes administrators and teachers. Topics include PLCs, professional development, teamwork, shared leadership, study groups, classroom observation, the power of collaboration, and professional portfolios. Participants in the course will be part of two PLCs. The first one is the class as a whole. The second one is the small group they work with for the entire course.

EDUC 750 Foundations of Athletic Program Management 3 credits

Introduces management of education-based, interscholastic athletic programs. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 751 Athletic Facilities Management 3 credits

Provides an overview of Athletic Facilities Management. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 752 Building Character in Student Athletes 3 credits

Focuses on encouraging shared responsibility for positive sporting behavior among student athletes, coaches, and community members. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 753 Legal Issues for Athletic Programs 3 credits

Provides an overview of risk management, sexual harassment, hazing, ADA, and Title IX. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 754 Special Topics for Athletic Program Management 3 credits

Examines four varied components of athletic programs: sports medicine, strength and conditioning, interscholastic contest management, and middle school athletic program management. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 755 Athletic Program Leadership 3 credits

Focuses upon assessment of athletic programs and personnel, communications, management, supervision, and decision-making concepts. Based upon materials developed by the National Interscholastic Athletic Administrators Association and may be used toward certification by NIAAA.

EDUC 760 Reading Assessment 2 credits

Focuses on how to collect and use information about reading to make appropriate education decisions regarding reading instruction. In addition to conducting reading assessments, particular emphasis will be on how to use data for decision making and how to critically analyze assessment data.

EDUC 761 Reading in Content Areas 4 credits

Emphasizes the literacy skills necessary to comprehend and learn subject matter across the curriculum. Includes methods and techniques of instruction in comprehension, writing, technology, vocabulary, and assessment.

EDUC 762 Diagnostic Teaching of Reading & Practicum 4 credits

Explores the causes of reading disabilities and helps participants recognize individual needs of students. Emphasizes design of lessons and methods to improve reading achievement. Includes a 20-hour practicum.

EDUC 763 Oral and Written Language Development 4 credits

Focuses on foundations of oral language and the relationship between oral language and written language (reading and writing). Participants will explore typical development of speaking and listening skills and develop methods of assisting students who have challenges in developing these skills as a result of having a primary language this is not English or a language disability or other disability affecting language such as autism.

EDUC 764 Literacy for Grades K-4 & Practicum 3 credits

Focuses on research-based strategies needed to help students in grades K-4 become proficient readers and communicators. Participants will examine ways to develop a balanced approach to literacy instruction, create a reading-rich environment, provide students with ongoing assessment, and meet students' individual needs with flexible grouping. Participants will

acquire research-based skills and strategies for teaching reading (phonemic awareness, phonics, vocabulary, fluency word identification and comprehension), writing, speaking, and listening to diverse students. A 15-hour practicum with students in grades K-4 is required.

EDUC 765 Literacy for Grades 5-8 & Practicum 3 credits

Focuses on effective instruction in literacy (reading, writing, listening, viewing, and speaking) for middle level learners. Emphasizes literacy instruction across the curriculum. This course includes a 15-hour practicum.

EDUC 766 Literacy for Grades 9-12 & Practicum 3 credits

Focuses on effective instruction in reading, writing, listening, viewing, and speaking for diverse students in grades 9-12. Emphasis will be placed on implementing literacy instruction across the curriculum. A 15-hour practicum is also required.

EDUC 767 Literacy Capstone 1 credit

By permission only.

A demonstration of the knowledge and skills required for effective literacy teaching for all students; the capstone course for the reading endorsement.

EDUC 768 Psychology of Reading 3 credits

Central focus for this course will be exploring the reading process from a cognitive psychology perspective. This includes how readers go about extracting information from print and comprehending the text. All aspects of the psychology of reading including writing systems, word recognition, the work of the eyes during reading, inner speech, sentence processing, discourse processing, learning to read, dyslexia, and individual differences will be covered.

EDUC 769 Advanced Human Growth and Development 2 credits

This course will focus on studying the growth and development of school age children from a multidisciplinary scientific perspective, with an emphasis on how it relates to student's acquisition of reading. Physical, cognitive, language and social-emotional development will be explored through the study of major developmental theories, in order to understand the patterns that may influence the individual needs of diverse learners. Differentiation will be explored for the individual needs of students focusing on understanding where the child is in their development and addressing that in appropriate instruction and assessment. An additional focus will be to account for students with whom English is a second language, or who come from a diverse background, understanding their development as it relates to academic learning.

EDUC 770 Administration and Supervision of K-12 Reading Programs 3 credits

This course examines guidelines for all levels of instruction, including selecting and using materials and new technologies, promoting writing, assessing students, evaluating teachers, providing professional development, working with linguistically diverse and struggling learners, working with parents and the community and evaluating school-wide literacy programs. This examination is viewed through the lens of changing policies related to the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

EDUC 855 STEM Chemistry for the Educator 2 credits

This course is designed to provide knowledge of chemistry content needed to teach chemistry topics to students in grades K-8. Topics include but are not limited to elements, compounds, mixtures, solutions, physical changes/properties, and chemical reactions.

EDUC 856 STEM Number Theory for the Educator 2 credits

The focus of this course is mathematical content, rather than teaching methods. The content is aligned with the Common Core and Iowa Core Standards. This course introduces teachers to number theory and includes the following topics: classification of numbers, primes (prime factorization, distribution of primes, Sieve of Eratosthenes), divisibility (LCM/GCD, Euclidean algorithm), modular arithmetic, and other special topics. Students will engage with course content through readings, proofs and exercises, videos, activities, discussion boards, and quizzes.

EDUC 858 STEM Geometry for the Educator 2 credits

The focus of this course is mathematical content, rather than teaching methods. The content is aligned with the Common Core and Iowa Core Standards. Topics covered include: lines, angles, polygons, surfaces, solids, and transformations. Students will have the opportunity to use technology, specifically Geometer's Sketchpad, to explore geometric concepts. Students will engage with course content through readings, exercises, videos, constructions, activities, discussion boards, and quizzes.

EDUC 860 Algebra for the Middle School Teacher 2 credits

Increases knowledge and understanding of algebraic principles and problem solving. Topics include working with whole numbers and integers, solving word problems, and understanding various properties. Focuses on the Algebra Core Curriculum of the Iowa Core/Common Core.

EDUC 861 Grammar for the Middle School Teacher 2 credits

Increases knowledge and understanding of grammar skills required of middle level learners. Focuses on improving both personal and professional grammar skills and is designed to encourage participants to develop effective and innovative strategies for teaching grammar.

Music Education (MUED)

MUED 503 Developing the Independent Musician

3 credits

This course explores current trends in developing music literacy, with practical ideas and techniques for cultivating music reading, audiation, dictation, elementary composition, musical memory and aural skills. Participants will be given specific techniques for developing reading readiness and tonal, rhythmic and melodic literacy, and be presented with teaching strategies and techniques for integrating and applying reading skills to choral literature. Materials and teaching strategies will illustrate how the National Music Standards can be put into action in the music classroom. Students will synthesize various music literacy techniques into the strategy that will work best for their individual teaching situation, and will apply that strategy to specific lessons to bring a set of music from introduction to performance.

MUED 511 Advanced Conducting Techniques

3 credits

This course refines the student's conducting skill through intense study of gesture, baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions and score reading, score preparation and rehearsal design. Students will study and analyze the gesture and technique of famous conductors and will work to incorporate advanced left hand technique and non-verbal communication into their individual conducting style. Under the tutelage of the instructor, students will prepare a set of music for rehearsal, including complete score preparation as well as macro- and micro rehearsal design. This course can be tailored to fit the needs of either an instrumental or choral emphasis.

MUED 515 Instructional Design and Assessment in Music Education

3 credits

This course will focus on the design of appropriate instructional strategies, curriculum and daily lessons for music education classes. Students will become familiar with current research in assessment for both performing ensembles and the general music classroom. Innovative strategies that take into account optimal instructional delivery as well as motivation and classroom management will be developed. Each student will evaluate their current curriculum and assessment plan, evaluate it through a comparison with current best practices, and design a course of study complete with curriculum and assessment plans which will enhance present and future teaching situations.

MUED 521 The Creative Child

3 credits

The purpose of this course is to familiarize students with approaches to the creative arts in various music education settings. Students will learn to integrate the creative aspects of visual arts, movement, and drama activities into musical instruction for young children through high school age students. The teacher's role in planning developmentally appropriate creative arts

SPED 541 Advanced Internship: Instructional Strategist I: 5-12 1 credit

By permission only.

Designed for teachers who are pursuing a second graduate level special education endorsement after successfully completing the Instructional Strategist I: K-8 or the Instructional Strategist II: ID (MD) or BD/LD internship through Morningside College. Requires the participant to develop and implement methods for teaching study skill strategies and to reflect on how professional organizations impact his or her teaching.

**SPED 542 Advanced Internship: Instructional Strategist II:
Intellectual Disabilities (MD) 1 credit**

By permission only.

Designed for participants who are pursuing a second graduate level special education endorsement after successfully completing the Instructional Strategist I: K-8 or 5-12 Internship through Morningside College. Requires the participant to develop and implement methods for teaching study skill strategies and to reflect on how professional organizations impact his or her teaching.

SPED 543 Advanced Internship: Instructional Strategist II: BD/LD 1 credit

By permission only.

Designed for participants who are pursuing a second graduate level special education endorsement after successfully completing the Instructional Strategist I: K-8 or 5-12 Internship through Morningside College. Requires the participant to develop and implement methods for teaching study skill strategies and to reflect on how professional organizations impact his or her teaching.

SPED 551 Educational Assessment 3 credits

Prepares participants to assess special needs students with validity, reliability, and communicate effectively about that assessment in both professional and lay terms. Assessment of special needs students will include non-discriminatory assessment experiences to be in accordance with special education law.

SPED 560 Consulting in the Schools 3 credits

Introduces the fundamentals in the consulting process with special emphasis on communicating, interacting, and problem-solving. Major emphasis is placed on self-evaluation and reflection of interpersonal qualities that are needed to be an effective consultant.

SPED 561 Curriculum and Instructional Design 3 credits

Focuses on using a collaborative problem-solving approach, explicit instruction, and response to intervention processes to improve the learning rate of students.

SPED 564 Data Collection for Decision-Making 3 credits

Focuses on developing knowledge and skills required to make defensible decisions necessary in educational settings. Emphasizes current research, best practices, and their connection to facilitating data-based decision making.

SPED 595 Special Topics 1-3 credits

Topics are studied which are not assigned or covered in other courses in this department. Allows special offerings in special education according to student interest and/or need. Offered as needed. Repeatable.

SPED 632 Introduction to Theory and Practice: Autism 3 credits

Explores the theory and instructional practices for students on the autism spectrum, including an historical perspective. Diagnosis and characteristics will be address. Evidence-based practices will be explored. Students will learn about the full spectrum of autism in the context of preschool through secondary education, including students on all levels of the spectrum.

SPED 634 Teaching Students with Autism in Inclusive Settings 3 credits

Introduces educators to the Ziggurat Model as an intervention structure for meeting the needs of students with autism spectrum disorder (ASD), especially in inclusive settings. Attention will be given to understanding the observable and underlying factors of autism and designing appropriate intervention. Particular emphasis will be placed on the role of paraeducators, the importance of reinforcement and visual supports and developing social competence.

SPED 636 Teaching Students with Autism: Intensive Needs 3 credits

Examines the educational needs of students diagnosed with Autism Spectrum Disorder Level II or Level III. In particular, environmental and programming issues are addressed. The course focuses on classroom structures, including the physical environment and schedules, instruction, communication and behavior. An emphasis is placed on making data-driven decisions to address learning and behavior through fieldwork. Resources for individuals caring for persons with ASD are also explored.

SPED 638 Teaching Students with Autism: Assessment 3 credits

Introduces the educator to screenings and instruments used in the initial determination of an autism spectrum disorder (ASD). Moreover, coursework places a particular emphasis on the role of on-going assessment, both formal and informal, in guiding educational programming decisions to meet the learning needs of students with ASD.

SPED 640 K-12 Mild/Moderate Characteristics and Methods 4 credits

Introduces terminology, basic research findings, and current topics of interest in special education related to students with mild and moderate disabilities. Increases participants' understanding of instructional techniques in all academic areas to enhance the learning potential of students with mild/moderate disabilities. Additional course topics will include a review of assistive technology resources as related to mild/moderate disabilities and a review of legal issues related to students with mild/moderate disabilities.

SPED 641 Internship: Instructional Strategist I: K-8 3 credits

By permission only.

Capstone class for the Instructional Strategist I: K-8 Endorsement. Requires a minimum of 90-hours of work in a special education program with elementary or middle level students with mild/moderate disabilities. Most of the required hours can be completed in the participant's school setting and will be overseen by a college-assigned supervisor. Meets the student teaching requirement for this endorsement when the participant is already a licensed teacher. All other coursework for the endorsement must be completed in advance of the internship and an application must be submitted and approved.

SPED 642 Internship: Instructional Strategist I: 5-12 3 credits

By permission only.

Capstone class for the Instructional Strategist I: 5-12 Endorsement. Requires a minimum of 90-hours of work in a special education program with elementary or middle level students with mild/moderate disabilities. Most of the required hours can be completed in the participant's school setting and will be overseen by a college-assigned supervisor. Meets the student teaching requirement for this endorsement when the participant is already a licensed teacher. All other coursework for the endorsement must be completed in advance of the internship and an application must be submitted and approved.

SPED 644 Assistive Technology 2 credits

Provides an understanding of assistive technology and implications for its use in the classroom. Many assistive tech resources are explored to ensure all students have access to the curriculum in the general education environment.

SPED 645 Language Development and Communication Disorders 2 credits

Provides participants with an understanding of typical and atypical language development, as well as methods and interventions to use in the special education classroom.

SPED 660 Introduction to Intellectual Disabilities 2 credits

Examines foundations and basic concepts related to intellectual disabilities, including history, definitions, assessment, etiology, and prevention. Additionally, focuses on the levels of needs of individuals with intellectual disabilities throughout the lifespan, the family, individual rights, legal issues of special education, supports, and community living.

SPED 661 Behavior Disorders: Theory and Methods 3 credits

Focuses on knowledge and skill in strategies for use with students with moderate to severe behavior disorders served in K-12 general and special education programs. Additional course topics will include a review of assistive technology resources as related to behavior disorders and a review of legal issues related to students with behavior disorders.

SPED 662 Learning Disabilities: Theory and Methods 3 credits

Focuses on knowledge and skill in strategies for use with students with moderate to severe learning disabilities served in K-12 general and special education programs. Additional course topics will include a review of assistive technology resources as related to learning disabilities and a review of legal issues related to students with learning disabilities.

SPED 665 Introduction to Mild/Moderate Disabilities 4 credits

Introduces terminology, basic research findings, and current topics of interest in special education related to students with mild and moderate disabilities. Focuses on knowledge needed to serve all learners including those with unique cultural, linguistic backgrounds, as well as a variety of disabilities including mild intellectual disabilities, learning disabilities, attention deficit/hyperactivity disorders, and emotional and behavioral disorders.

SPED 672 Special Education Law 2 credits

Examines the current and historical background of pertinent statutory law in special education. Interpretations, clarifications, and guiding principles of the requirements of the law are offered in an attempt to remove the ambiguity surrounding the various viewpoints. Focuses on a preventive philosophy, resulting in mandatory requirements being met, and students' needs being addressed without having legal intervention.

SPED 675 Intellectual Disabilities: Curriculum and Methods 4 credits

Equips participants with the knowledge and skills necessary to be effective with students with moderate to severe intellectual disabilities. Focuses on curricular issues with an emphasis on the Common Core State Standards as well as strategies for making instruction functional and meaningful for students. Additional course topics will include a review of assistive technology resources as related to intellectual disabilities.

SPED 676 Collaborative Partnerships and Transition 3 credits

Introduces concepts, issues, and strategies related to providing collaborative services for individuals with disabilities. Includes knowledge of family systems, parent rights, transitional support, advocacy, multi-cultural communication, transition planning, self-determination, and interagency collaboration, as well as strategies for working with parents and individuals involved in the educational program in providing appropriate programming and services to students with disabilities.

SPED 678 Internship: Instructional Strategist II: Intellectual Disabilities 3 credits

By permission only.

Capstone class for the Instructional Strategist II: Intellectual Disabilities (Mental Disabilities) Endorsement. Requires a minimum of 90-hours of work in a special education program with students with significant intellectual disabilities. Most of the required hours can be completed in the participant's school setting and will be overseen by a college-assigned supervisor. Meets the student teaching requirement for this endorsement when the participant is already a licensed teacher. All other coursework for the endorsement must be completed in advance of the internship and an application must be submitted and approved.

SPED 679 Internship: Instructional Strategist II: BD/LD 3 credits

By permission only.

Capstone class for the Instructional Strategist II: BD/LD Endorsement. Requires a minimum of 90-hours of work in a special education program with students with significant behavior or learning disabilities. Most of the required hours can be completed in the participant's school setting and will be overseen by a college-assigned supervisor. Meets the student teaching requirement for this endorsement when the participant is already a licensed teacher. All other coursework for the endorsement must be completed in advance of the internship and an application must be submitted and approved.

SPED 681 K-8 Mild/Moderate Reading Remediation Strategies 2 credits

Creates an understanding of why students with disabilities have difficulties in reading. Explores effective methods and materials used when working with students with mild/moderate disabilities. Additional course topics will include a review of assistive technology resources as related to mild/moderate disabilities for reading remediation.

SPED 682 5-12 Mild/Moderate Reading Remediation Strategies 2 credits

Creates an understanding of why students with disabilities have difficulties in reading. Explores effective methods and materials used when working with students with mild/moderate disabilities. Additional course topics will include a review of assistive technology resources as related to mild/moderate disabilities for reading remediation.

SPED 683 K-8 Mild/Moderate Math Materials and Methods 2 credits

Creates an understanding of why K-8 students with disabilities have difficulties in math. Explores effective methods and materials used when working with students with mild/moderate disabilities. Additional course topics will include a review of assistive technology resources as related to mild/moderate disabilities for math remediation.

SPED 684 5-12 Mild/Moderate Math Materials and Methods 2 credits

Creates an understanding of why 5-12 students with disabilities have difficulties in math. Explores effective methods and materials used when working with students with mild/moderate disabilities. Additional course topics will include a review of assistive technology resources as related to mild/moderate disabilities for math remediation.

SPED 878 Survey of Exceptionalities 3 credits

Introduces the learner to special education, in general, and areas of exceptionality, in particular. Designed to be a foundation for the knowledge and skills acquired for all special education endorsements.

**Sharon Walker School of Education
Graduate Program in Education
Academic Calendar 2017-2018**

FALL 2017 Semester

September 4 Labor Day
November 23 – 24 Thanksgiving Break

September 5 – December 8 = 95 calendar days
September 5 – October 20 = 46 calendar days
October 23 – December 8 = 47 calendar days

July 1 – August 1	Application forms available for FALL ESL/SPED/TAG internships and Reading/Literacy capstone courses (Applications located in Graduate Education Student Resource Center)
July 18	FALL registration opens
August 1	FALL internship/capstone application forms due at the Graduate Program in Education Office
August 22	FALL Validation Day
August 22	Faith-based forms due in Graduate Office
August 24	Online Registration ends at 11:59 PM
August 30	Registration closes for full semester and first half classes
September 4	Labor Day - Campus Offices Closed
September 5	Full semester 3- & 4-credit and first half 2-credit graduate classes begin
September 8	Last day to drop first half 2-credit class without it appearing on transcript
September 12	Last day to drop full semester class without it appearing on transcript
September 13	Financial aid disbursement (All necessary paperwork must be completed and classes are in session.)
September 30	SUMMER incomplete grades due in the Registrar's Office
September 30	Tuition due
October 9	Last day to officially drop a first half 2-credit class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
October 18	Registration closes for second half 2-credit classes
October 20	First half 2-credit classes end
October 20 - 24	Grading window for first half 2-credit graduate classes
October 23	Second half 2-credit graduate classes begin
October 26	Last day to drop second half 2-credit class without it appearing on transcript
November 1	Candidacy Applications due for Educational Research
November 1 – December 1	Application forms available for SPRING ESL/SPED/TAG internships and Reading/Literacy capstone courses (Applications located in Graduate Education Student Resource Center)
November 7	SPRING registration opens
November 13	Last day to officially drop a full semester graduate class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.

November 23-24	<i>Thanksgiving Break - Campus Offices Closed</i>
November 27	Last day to officially drop a second half graduate class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
December 1	SPRING internship/capstone application forms due at the Graduate Program in Education Office
December 8	Full semester and second half 2-credit classes end
<i>December 11 - 18</i>	<i>Grading window for full semester and second half 2-credit classes</i>
December 22, 2017 at 12N - January 1, 2018	<i>Christmas Winter Break - Campus Offices Closed</i>

Financial aid disbursement (All necessary paperwork must be completed and classes are in session.)

SPRING 2018 Semester

March 30 Easter Spring Break

January 16 – April 20 = 95 calendar days

January 16 – March 2 = 46 calendar days

March 5 – April 20 = 47 calendar days

January 9	SPRING Validation Day
January 9	Faith-based Forms due in the Graduate Office
January 11	Online registration closes at 11:59 PM for all courses
January 11	Registration closes for full semester and first half classes
January 16	Full semester 3- & 4-credit and first half 2-credit graduate classes begin
January 19	Last day to drop first half 2-credit class <i>without it appearing on transcript</i>
January 23	Last day to drop full semester class <i>without it appearing on transcript</i>
January 24	Financial aid disbursement (All necessary paperwork must be completed and classes are in session.)
January 30	FALL incomplete grades due in the Registrar's Office
February 15	Tuition due
February 19	Last day to officially drop a first half 2-credit class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
February 28	Registration closes for second half 2-credit classes
March 1	Candidacy Applications due for Educational Research
March 2	First half 2-credit graduate classes end
<i>March 2 - 6</i>	<i>Grading window open for first half 2-credit graduate classes</i>
March 5–9	(Morningside <i>Undergraduate</i> Spring Break) There is NO Graduate Education Program Spring Break
March 5	Second half 2-credit graduate classes begin
March 8	Last day to drop second half 2-credit class without it appearing on transcript.
March 20	SUMMER registration begins

March 26	Last day to officially drop a full semester class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
March 30	<i>Easter Spring Break - Campus Offices Closed</i>
April 1 – May 1	Application forms available for SUMMER internship (SPED ONLY) courses (Applications located in Graduate Education Student Resource Center)
April 9	Last day to officially drop a second half class with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
April 20	Full semester and second half 2-credit classes end
May 1	SUMMER SPED internship application forms due at the Graduate Program in Education Office:
May 2 - 10	Grading window for full semester and second half 2-credit classes
May 28	<i>Memorial Day Holiday - Campus Offices Closed</i>

SUMMER 2018 Semester

July 4 Holiday

June 4 - July 27 = 54 calendar days

June 4 – June 29 = 26 calendar days

July 2 – July 27 = 26 calendar days

May 31	Online registration closes at 11:59 PM for Term 30 and 31. Online and phone registration continues for Term 32 classes (depending on seat availability)
June 4	Term 30 and 31 begins. (All 3- and 4- credit and first half 2-credit classes)
June 4	Faith-based Forms due in the Graduate Program in Education Office
June 4	Last day to drop Term 30 or Term 31 class (All 3- and 4- credit and first half 2-credit classes) without it appearing on transcript
June 4	SUMMER Validation Day
June 9	Graduate School of Education Commencement on Campus
June 15	Term 30 and 31 Financial Aid Disbursement (All necessary paperwork must be completed and classes are in session.)
June 22	Last day to officially drop a Term 31 (first half 2-credit class) with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
June 23	Registration closes for Term 32 at 11:59 PM
June 29	Term 31 2-credit classes end
June 29–July 3	<i>Grading Window for First Half Classes</i>
June 30	SUMMER incomplete grades due in the Registrar's Office
July 1 – August 1	Application forms available for FALL ESL/SPED/TAG internships and Reading/Literacy capstone courses (Applications located in Graduate Education Student Resource Center)
July 1	Candidacy Applications due for Educational Research
July 2	Term 32 2-credit classes begin

July 4	<i>Independence Day - Campus Offices Closed</i>
July 5	Last day to drop Term 32 class (second half 2-credit classes) without it appearing on transcript.
July 13	Term 32 Financial Aid Disbursement (All necessary paper work must be completed and classes are in session.)
July 13	Last day to drop Term 30 (3- and 4- credit classes) with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop date.
July 17	FALL registration begins
July 20	Last day to officially drop a Term 32 (second half 2-credit class) with a W on transcript. After this a final grade will appear. Students will be responsible for tuition, which will be prorated to official drop rate.
<i>July 27–August 3</i>	<i>Grading window for Term 30 and Term 32 Classes</i>
July 27	All Term 32 Graduate Classes and remaining Term 30 3- and 4-credit courses end
July 31	Tuition due – Pay online
August 1	FALL internship/capstone application forms due at the Graduate Program in Education Office

Nylen School of Nursing - Graduate Program in Nursing

Phone: 1-800-831-0806 ext. 5297 or 712-274-5297

Fax: 712-274-5559

Email: gradnurs@morningside.edu

Graduate Faculty and Staff

Jacklyn R. Barber, Dean

Faculty

Jacklyn R. Barber, Ed.D., RN, CNS, CNL

Dean of Nylen School of Nursing

Professor of Nursing Education, 1997-

B.S.N., Morningside College, 1995; M.S., Creighton University, 1998; Ed.D., College of Saint Mary, 2008.

Specialties: Clinical Nurse Leader, Clinical Nurse Specialist, Nurse Educator, Oncology, Complex Health, Community Health Education

Lindsey R. Dutler, D.N.P., ARNP-NP-C

Assistant Professor of Nursing Education, 2014-

B.S., University of Iowa, 2004; M.S. Briar Cliff University, 2011; D.N.P., Creighton University, 2012.

Specialties: Family Primary Care, Geriatric Mental Health

Kari L. Varner, D.N.P., FNP-C

Assistant Professor of Nursing Education, 2013-

B.S.N., Morningside College, 2007; M.S.N., Creighton University, 2011; D.N.P., Creighton University, 2013.

Specialties: Family Primary Care

Dianna Sorenson, Ph.D., M.B.A., RN, CNS, CNL

B.S.N., South Dakota State University, 1977; M.N. Montana State University, 1983; Ph.D., University

of Arizona, 1990; M.B.A., University of Sioux Falls, 2013.

Specialties: Clinical Nurse Specialist, Clinical Nurse Leader, Health Care Administration, Clinical Research, Nursing Psychology-Mental Health, Interpersonal Communications, Statistics

Part-Time Instructors

Holly Schenzel, D.N.P., ACNP-BC

B.S.N., Morningside College, 2005; D.N.P., Creighton University, 2013.

Specialties: Adult Acute Care; Internal Medicine, Stroke Care

Pat Graham Ed.D, FNP-BC

B.S.N, College of Saint Mary, 1998; MSN Health Systems Nurse Specialist, University of Nebraska Medical Center, 2002; Ed.D., College of Saint Mary, 2008; MSN-FNP Post-Master's Certificate, Briar Cliff University, 2011.

Specialties: Family Primary Care and End-of-Life Care.

Staff

Georgianna Wolf, Administrative Assistant

History

The Morningside College Nylen School of Nursing has a long history of providing nursing education leading to a Bachelor of Science in Nursing (B.S.N). The Bachelor of Science in Nursing program at Morningside College began in the fall of 1973. The undergraduate nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Iowa Board of Nursing. In 2014 the Nylen School of Nursing began offering graduate level courses that lead to a post-bachelor's certificate and in 2015 enrolled students into the Master of Science in nursing (MSN) program.

Accreditation and Approvals

Morningside College Nylen School of Nursing Graduate Program has received Interim Approval from the Iowa Board of Nursing. Full approval is determined after the first graduating class. Questions or concerns about the program's approval states should be directed to:

Executive Director
Iowa Board of Nursing
River Point Business Park
400 S.W. 8th Street, Suite B
Des Moines, IA 50309-4685

The baccalaureate degree in nursing/master's degree in nursing and/or post-graduate APRN certificate program at Morningside College is accredited by Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Master of Science in Nursing (MSN) degree builds on traditional baccalaureate nursing preparation while expanding nursing knowledge to a higher level of practice and leadership. Our online delivery is designed for working nurses who want to advance their career and expand professional opportunities. The program provides:

- An online delivery that incorporates benefits of the traditional classroom learning in a convenient virtual setting.

- Structure that allows course work to be completed during the student’s preferred time.
- Course offerings following a traditional fall/spring semester format with some summer courses.
- Classes are student-centered.
- Individual interactions with faculty in an online learning environment.
- Flexible on-campus residencies to provide specialized training in advanced nursing skills in a state-of-the-art hospital simulation center.
- Opportunity to work face-to-face with faculty and professional networks for mentoring and professional development.

Mission

To prepare advanced professional nurse leaders for mastering nursing knowledge and skills for the delivery of holistic health care and to serve as change agents addressing the evolving needs of the healthcare system to improve patient and population outcomes.

Vision

Create a center dedicated to advancing nursing knowledge and practice that is responsive to the dynamic needs of healthcare and society.

Goal of the Graduate Nursing Program

The Graduate Nursing program provides a learning environment that cultivates the development of:

- Knowledge and skills essential to the master’s prepared advanced practice nurse
- Personal and professional responsibility
- Ethical and professional leadership
- A commitment to life-long learning
- A foundation for mastering an advanced practice role in nursing

Conceptual Framework

The Morningside College Department of Nursing curriculum is sequenced so that the level of complexity increases as the student advances through the curriculum. Eight major concepts provide direction for curriculum organization. These concepts are: holistic care, communication, critical thinking, nursing process, nursing roles, ethics, research, and life-long personal and professional growth. The faculty members believe that these concepts, integrated with the philosophical beliefs of person, health, nursing, education, and

environment, facilitate the development of the knowledge, skills, and attitudes required for the provision of professional nursing care in a complex and dynamic environment. The major concepts provide the foundation for the curriculum and have been conceptualized by the faculty:

Graduate Nursing Program Outcomes

Eight major concepts of the Morningside College Nysten School of Nursing are: Holistic Care, Communication, Critical Thinking, Nursing Process, Nursing Roles, Ethics, Research, Life-long Personal and Professional Growth.

Upon completion of the MSN program, the graduate will be able to:

1. Synthesize knowledge from nursing and related sciences to deliver advanced nursing care while respecting diversity, human dignity, and beliefs, and by accepting each individual as a holistic being with an integrated body, mind, and spirit. *(Holistic Care)*
2. Integrate advanced communication and information technology skills when interacting and collaborating with patients, families, populations, and interprofessionals of the health care team. *(Communication)*
3. Formulate decisions and behaviors using the critical thinking process to ensure advanced professional competency to deliver evidence-based clinical prevention and promotion interventions that improve patient and population health outcomes in a global and technical society. *(Critical Thinking)*
4. Construct patient-centered care which synthesizes the holistic nature of nursing, determinants of health, and diagnostic reasoning, and to improve patient outcomes across diverse settings while understanding that organizational and systems leadership are critical to promotion of quality and safe patient care. *(Nursing Process)*
5. Engage in interprofessional collaboration while exhibiting appropriate nursing roles in the provision and management of health care with attention given to legal, social, political, economic, and ethical issues that impact the quality and safety of patient and population outcomes. *(Nursing Roles)*
6. Illustrate ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery and professional and personal behavior. **(Ethics)** Integrate relevant research and evidence from multiple sciences, clinical judgment, and interprofessional perspectives using translational processes to improve practice and health outcomes for patients and aggregates. *(Research)*
7. Assume responsibility and accountability for personal and professional growth and integrity by engaging in life-long learning and a commitment to the values and

principles governing the discipline of advanced practice nursing. (*Life-long Personal and Professional Growth*)

MSN Program track offerings:

- Clinical Nurse Leader (CNL)
- Family Primary Care Nurse Practitioner (FNP)
- Adult Gerontology Primary Care Nurse Practitioner (AGNP)

Certificate Program offerings:

- Adult Gerontology Primary Care Nurse Practitioner Post-Master’s Certificate
- Family Primary Care Nurse Practitioner Post-Master’s Certificate
- Clinical Nurse Leader (CNL) Post-Master’s Certificate
- Clinical Outcomes Post-Bachelor’s Certificate

Admission Requirements

The Graduate Nursing Faculty Council reviews all applications and determines acceptance. Students are notified in writing of their admission status. All the following items need to be on file to be considered for admission into the masters (MSN) program. Applications are accepted on a rolling basis, however, enrollment in MSN courses are based on acceptance into the MSN program and space availability. Enrollment may be limited to the best qualified candidates in the order of receipt of full application requirements if the number of applicants exceeds the enrollment limit. Morningside College accepts applications from both, Morningside College Graduate Nursing website or NursingCAS. NursingCAS is a centralized application service for nursing. NursingCAS allows applicants to use a single online application and one set of materials to apply to multiple nursing programs at participating schools. The link to NursingCAS is located on the Morningside College Graduate Nursing webpage or on the following link: www.nursingcas.org.

State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. While Morningside College is a member of SARA it does not guarantee the nursing program

meets each state's individual requirements. Applicants should contact the Dean of Nursing to determine approval to offer an online program within the applicant's state of residence.

State ARNP Licensure

Morningside College grants degree and certificates that lead to national certification and ARNP licensure for the state of Iowa. If you do not hold an Iowa RN license you will need to work with your state's licensing board to ensure you are meeting your personal and professional licensing requirements. Please note that Morningside College cannot confirm whether the degree or the certificate meet requirements for licensure in states outside of Iowa. Students should check with the licensing board in their state.

The following are the application requirements.

- Before applying residents outside of Iowa, Nebraska, or South Dakota need to contact the Graduate Nursing Program to determine if Morningside College has obtained state approval to offer an online program within the applicant's state of residence.
- Bachelor's degree with a major in nursing from a professionally accredited institution (NLNAC/CCNE) with a 3.0 cumulative GPA on a 4.0 scale. (If undergraduate cumulative GPA is below a 3.0 see below for other options).
 - Master's degree with a major in nursing from a professionally accredited institution (NLNAC/CCNE) with a 3.0 cumulative GPA on a 4.0 scale. (*post-master's certificate track*)
 - Valid R.N. license in Iowa or state participating in the licensure compact. For applicants with non-compact R.N. license contact the Dean of Nursing for state approval status.
 - BCLS certification.
 - Completed application and **application fee** (non-refundable \$65.00).
 - Official academic transcripts from all prior undergraduate and graduate programs previously attended.
 - Two professional and/or academic letters of recommendation.
 - Professional Goal Essay that includes your area of interest and how graduate education will help you achieve your professional goals. Describe how your professional history such as your practice and leadership experience has prepared you for graduate studies (500 words or less typed).
 - Résumé or Curriculum Vitae
 - All materials are sent through Morningside College Graduate Nursing Application or NursingCAS application website.

Conditional Acceptance

Applicants who have minor deficiencies in meeting the above criteria will be reviewed and may be granted conditional acceptance to the Nysten School of Nursing Graduate Program.

Conditionally accepted students must complete specified conditions within stated time frames indicated in the letter of acceptance. Failure to comply with stated conditions will result in an inability to begin or progress in the program.

- Students with undergraduate and/or graduate cumulative GPA less than 3.0 may be accepted into the Clinical Outcomes post-bachelor's certificate program. If students demonstrate successful completion of 10 credit hours of non-clinical graduate course work from the certificate program with a cumulative GPA of 3.0, they may apply/reapply to the master's program.
- Students who are non-degree seeking may enroll in non-clinical graduate courses for the purpose of self-enrichment and professional development. No more than 12 credits from non-degree seeking students may be applied toward degree requirements.

After admission to the graduate nursing (MSN) program, the student must meet the following requirements:

- Fulfill immunization requirements including annual TB test. Vaccination for Hepatitis B is recommended but not required. Students will also need to fulfill specific requirements identified by the clinical/preceptor agencies.
- Background checks are required for nursing students by the Iowa Board of Nursing [see the Iowa Administrative Code 655-2.11(152) Student criminal history checks]. Morningside College Nysten School of Nursing Graduate program includes in their records checks: sex offender registry, dependent adult and child abuse registries, criminal history, residence history, and Social Security Number Alert records, Nationwide Wants and Warrants, and Nationwide Health Care Fraud. As a condition of admission into the MSN program, all students must complete a background check through Castle Branch. Acceptance and progression into the MSN program is contingent upon the evaluation and acceptable outcome of all required background checks. Students will be notified in a letter of their acceptance outcome into the graduate nursing program.
- Maintain a cumulative grade point average of 3.0.
- A maximum of 6 hours of C+ or C can be used to fulfill the requirements of a certificate or master's degree.
- Any grade of a C- or below will not fulfill the requirements of a certificate or master's degree.
- Only two required nursing courses may be repeated in the program.

- A student who fails to attain a C or higher in a required course is permitted to repeat that course only one time.
- Clinical/practicum experience is not required prior to admission, but at least one year of clinical experience (1000 hours) is required prior to enrollment in clinical courses at the master's level.
- Students are responsible for securing a preceptor and may complete practicum hours in their own community. Students may be expected to travel up to 100 miles for preceptor experiences, and if the student lives in an area that has limited providers, they may be required to travel further. Student practicums are directly supervised by an approved local preceptor as well as member of Morningside's nursing faculty.

Felony Conviction

- The Iowa Code (Chapters 147.3 and 152.5) states that conviction of certain felonies may make an individual ineligible for licensure or registry. Previous conviction of a felony does not automatically bar an individual from eligibility for licensure or registry.
- **Nursing Licensure Denied, Suspended, Surrendered or Revoked**
655 Iowa Administrative Code 2.8(5) requires notification of students and prospective students that nursing courses with a clinical component may not be taken by a person: who has been denied licensure by the board; whose licensure is currently suspended, surrendered or revoked in any U.S. jurisdiction; or whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Individuals seeking enrollment or currently enrolled in nursing programs who are not eligible to take a course with a clinical component because of disciplinary action in any state should contact the Iowa Board of Nursing Enforcement Unit at (515) 281-6472 as soon as possible.

Students not eligible to take a clinical component will not be admitted to the nursing major.

Program Completion Requirements

- Maintain a cumulative grade point average of 3.0.
- All required graduate credit hours for the MSN track must be completed within 6 years of the student's initial admission into the program.
- A maximum of 6 years is permitted for completion of the degree. All requirements for the degree must be completed within the 6 year time frame. The years are counted backwards from the anticipated date the degree will be conferred. Hours taken which exceed this time limit will not count in the degree program.
- A student must receive the departmental writing and oral endorsement by preparing an evidence based practice project and manuscript. The paper is evaluated for clarity and

organization of ideas, professional style, mechanical proficiency, research process, and synthesis of findings. A student must receive oral endorsement by demonstrating competency in organizations of thought and learning while articulating in a professional manner. The writing and oral endorsements are evaluated in the capstone course for all MSN tracks.

Graduate Nursing Curriculum

Clinical Nurse Leader (MSN-CNL) Specialty

The Clinical Nurse Leader (CNL) is a master's prepared nurse generalist, assuming leadership roles accountable for care coordination at the microsystem level. The role may vary depending upon the setting and patient population. The CNL is educated with a focus on improving quality of care and patient outcomes. The CNL applies advanced competencies in nursing leadership, communication, lateral integration, coordination of care, risk assessment, implementation of evidence-based practice, and assessment/evaluation of clinical outcomes. The CNL acts in roles such as clinicians, team leaders, patient care coordinators, patient advocates, educators, outcome managers, and systems analyst/risk anticipators.

The Clinical Nurse Leader track MSN degree consists of 38 total credit hours, including 22 credits from master's core classes, 16 CNL specialty course credits and 500 clinical/practicum hours/two onsite residencies. The curriculum prepares graduates to be eligible for national certification as a Clinical Nurse Leader through the Commission on Nurse Certification (CNC).

Family Primary Care Nurse Practitioner (MSN-FNP) Specialty

Knowledge gained from this degree will enhance understanding of the health care system and help improve quality and safety of patient care. This track prepares a nurse for the role of an Advanced Practice Nurse functioning as a nurse practitioner. These nurses conduct physical exams, diagnose and treat common acute illnesses and injuries, administer treatments, and manage chronic health problems. Nurse Practitioners become leaders within the nursing profession. The FNP specifically focuses on characteristics and issues of individuals across the life-span population. Nurse Practitioners will obtain certification in the specialty prior to entering the practice setting. All direct patient care roles will need to achieve state licensure in the specified role for which they were educated in (Advanced Practice Nurse Practitioner).

The Family Primary Care Nurse Practitioner track MSN degree consist of 47 total credit hours, including 22 credits from master's core classes, 25 FNP specialty course credits and 600 clinical/practicum hours/three onsite residencies. The curriculum prepares graduates to be eligible for national certification as a Family Primary Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Adult Gerontology Primary Care Nurse Practitioner (MSN-AGNP)

Knowledge gained from this degree will enhance understanding of the health care system and help improve quality and safety of patient care. This track prepares a nurse for the role of an Advanced Practice Nurse functioning as a nurse practitioner. These nurses conduct physical exams, diagnose and treat common acute illnesses and injuries, administer treatments, and manage chronic health problems. Nurse Practitioners become leaders within the nursing profession. The Adult Gerontology Nurse Practitioner specifically focuses on unique characteristics and issues of the aging population. Nurse Practitioners will obtain certification in the specialty prior to entering the practice setting. All direct patient care roles will need to achieve state licensure in the specified role for which they were educated in (Advanced Practice Nurse Practitioner).

The Adult Gerontology Primary Care Nurse Practitioner track MSN degree consist of 46 total credit hours, including 22 credits from master's core classes, 24 AGNP specialty course credits and 600 clinical/practicum hours/three onsite residencies. The curriculum prepares graduates to be eligible for national certification as an Adult Gerontology Primary Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Post-Master's Certificates

Clinical Nurse Leader (CNL) Post-Master's Certificate

The Clinical Nurse Leader Post-Master's certificate is a plan of study for nurses who hold a Master's Degree in nursing but want to expand their scope of practice. The CNL applies advanced competencies in nursing leadership, communication, care environment management, integration and coordination of care, risk assessment, implementation of evidence-based practice, and evaluation of clinical outcomes. The CNL could work in positions such as Clinical Nurse Leader, clinician, team leader, patient care coordinator, outcome manager, educator, client advocate, and systems analyst/risk anticipator.

The Clinical Nurse Leader Post-Master's Certificate consists of 25 total credit hours and 500 clinical/practicum hours/two onsite residencies for those who already have a MSN degree. The curriculum prepares graduates to be eligible for national certification as a Clinical Nurse Leader through the Commission on Nurse Certification (CNC).

Family Primary Care Nurse Practitioner Post-Master's Certificate

The Family Primary Care Nurse Practitioner Post-Master's certificate is a plan of study for nurses who hold a Master's Degree in nursing but want to expand their scope of practice. The FNP specifically focuses on characteristics and issues of individuals across the life-span population. Nurse Practitioners will obtain certification in the specialty prior to entering the practice setting. All direct patient care roles will need to achieve state licensure in the specified role for which they were educated in (Advanced Practice Nurse Practitioner). The curriculum is designed with didactic and clinical experiences that focus on the primary care needs of patients and families across the life span.

The Family Primary Care Nurse Practitioner Post-Master's Certificate consists of 34 total credit hours and 600 clinical/practicum hours/three onsite residencies for those who already have a MSN degree. The curriculum prepares graduates to be eligible for national certification as a Family Primary Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Adult Gerontology Primary Care Nurse Practitioner Post-Master's Certificate

The Adult Gerontology Primary Care Post-Master's certificate is a plan of study for nurses who hold a Master's Degree in nursing but want to expand their scope of practice. The Adult Gerontology Nurse Practitioner specifically focuses on unique characteristics and issues of the aging population. Nurse Practitioners will obtain certification in the specialty prior to entering the practice setting. All direct patient care roles will need to achieve state licensure in the specified role for which they were educated in (Advanced Practice Nurse Practitioner).

The Adult Gerontology Primary Care Nurse Practitioner Post-Master's Certificate consists of 33 total credit hours and 600 clinical/practicum hours/three onsite residencies for those who already have a MSN degree. The curriculum prepares graduates to be eligible for national certification as an Adult Gerontology Primary Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Post-Bachelor's Certificate

Clinical Outcomes Post-Bachelor's Certificate

The Clinical Outcome Post-Bachelor's certificate is a plan of study for nurses who hold a Bachelor's Degree in nursing but want to expand their scope of practice. Knowledge gained from this certificate will enhance understanding of the health care system and help improve quality and safety of patient care. This certificate will strengthen knowledge and skills to

deliver care that is safer, more efficient, and cost-effective to meet the demands of patients and providers.

Completion of the certificate requires:

- 10 credits of required online coursework
- Cumulative 3.0 GPA

Student Outcomes for Clinical Outcomes Post-Bachelor's Certificate

Upon completion of certificate, the student will be able to:

1. **Advocate:** Effect changes through advocacy for the profession, interdisciplinary health care team and the patient. Communicate effectively to achieve quality patient outcomes and lateral integration of care for a cohort of patients. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
2. **Professional Leadership:** Actively pursue new knowledge and skills while incorporating concepts from sciences and humanities to improve patient care outcomes across diverse settings. Understand that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Demonstrate ethical and critical decision making, effective working relationships and a systems perspective.
3. **Informatics Leadership:** Use information systems and technology at the point of care to improve health care outcomes.
4. **System/Risk Analyst:** Participate in systems review to critically evaluate and anticipate risks to patient safety to improve quality of patient care delivery. Apply principles in methods, performance measures, and standards related to quality improvement.
5. **Educator:** Utilize appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of patients, groups and other health care professionals.

Plan of Study and Course offerings

*Course offerings and rotations may change due to course enrollment.

Core Courses required by all specialty tracks: (22 Credits)

NURS 509	Healthcare Policy/Economics—3 credits (fall semester)
NURS 515	Quality, Safety, Informatics—2 credits (fall semester)
NURS 516	Education in Practice—2 credits (spring semester)
NURS 517	Advanced Pathophysiology—3 credits (fall semester) (Direct Patient care course)

- NURS 518 Advanced Pharmacology—3 credits (spring semester)
(Direct Patient care course)
- NURS 522 Advanced Health Assessment—3 credits (1-day onsite lab residency)
(spring semester) (Direct Patient care course)
- NURS 530 Statistics in Advanced Practice Nursing—3 credits (summer semester)
- NURS 533 Evidence-Based Research—3 credits (fall semester)

CNL Specialty Courses (16 credits): (500 clinical hours)

- NURS 510 Management of Care in the Environment—3 credits (spring semester)
- NURS 613 Leadership for Advanced Nursing—3 credits (40 clinical hours)
(fall semester)
- NURS 615 Management of Clinical Outcomes—3 credits (fall semester)
- NURS 631 Clinical Nurse Leader Practicum I—1 credits (160 clinical hours)
(fall semester)
- NURS 632 Clinical Nurse Leader Practicum II—3 credits (300 clinical hours)
(spring semester)
- NURS 646 Clinical Nurse Leader Capstone—3 credits (1-day onsite residency)
(Spring semester)

FNP (25 credits)/AGNP (24 credits) Specialty Courses: (600 clinical hours)

FNP and AGNP core courses

- NURS 524 Advanced Practice Skills—1 credit (3-day onsite lab residency)
(spring semester)
- NURS 651 Advanced Role Development—3 credits (fall semester)
- NURS 654 Nutrition in Disease Management—2 credits (fall semester)
- NURS 655 Adult Primary Care I—3 credits (fall semester; summer)
- NURS 656 Adult Primary Care II—3 credits (spring semester)
- NURS 686 Evidence-Based Capstone—3 credits (1-day onsite residency)
(spring semester)

FNP only courses

- NURS 657 FNP Clinical Practicum I—2 credits (200 clinical hours/1-day onsite
residencies) (fall semester, may be taken in other semesters)
- NURS 658 FNP Clinical Practicum II—2 credits (200 clinical hours)
(fall semester, may be taken in other semesters)
- NURS 660 FNP Clinical Practicum III—2 credits (200 clinical hours)
(spring semester, may be taken in other semesters)
- NURS 661 Pediatric Primary Care I—2 credits (fall semester)
- NURS 662 Pediatric Primary Care II—2 credits (spring semester)

AGNP only courses

- NURS 665 AGNP Clinical Practicum I—2 credits (200 clinical hours/1-day onsite residencies) (spring semester, may be taken in other semesters)
- NURS 668 AGNP Clinical Practicum II—2 credits (200 clinical hours) (fall semester, may be taken in other semesters)
- NURS 670 AGNP Clinical Practicum III—2 credits (200 clinical hours) (spring semester, may be taken in other semesters)
- NURS 669 Complex Elderly Care—3 credits (fall semester)

Non-required courses for the major:

- NURS 691 Nursing Independent Study—1-6 credits (elective for all tracks)
- NURS 692 Nursing Independent Study—1-6 credits (elective for all tracks)

**Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate
(33 credits; 600 clinical hours) for those who already have a MSN**

- NURS 517 Advanced Pathophysiology—3 credits (Direct Patient care course)
- NURS 518 Advanced Pharmacology—3 credits (Direct Patient care course)
- NURS 522 Advanced Health Assessment—3 credits (1-day onsite lab residency) (Direct Patient care course)
- NURS 524 Advanced Practice Skills—1 credit (3-day onsite lab residency)
- NURS 651 Advanced Role Development—3 credits
- NURS 654 Nutrition in Disease Management—2 credits
- NURS 655 Adult Primary Care I—3 credits
- NURS 656 Adult Primary Care II—3 credits
- NURS 686 Evidence Based Capstone—3 credits (1-day onsite residency)
- NURS 665 AGNP Clinical Practicum I—2 credits (200 clinical hours/one day onsite residency)
- NURS 668 AGNP Clinical Practicum II—2 credits (200 clinical hours)
- NURS 670 AGNP Clinical Practicum III—2 credits (200 clinical hours)
- NURS 669 Complex Elderly Care—3 credits

**Family Primary Care Nurse Practitioner Post-Master's Certificate
(34 credits; 600 clinical hours)**

- NURS 517 Advanced Pathophysiology—3 credits (Direct Patient care course)
- NURS 518 Advanced Pharmacology—3 credits (Direct Patient Care course)
- NURS 522 Advanced Health Assessment—3 credits (1-day onsite lab residency) (Direct Patient care course)
- NURS 524 Advanced Practice Skills—1 credit (3-day onsite lab residency)

- NURS 651 Advanced Role Development—3 credits
- NURS 654 Nutrition in Disease Management—2 credits
- NURS 655 Adult Primary Care I—3 credits
- NURS 656 Adult Primary Care II—3 credits
- NURS 686 Evidence Based Capstone—3 credits (1-day onsite residency)
- NURS 657 FNP Clinical Practicum I—2 credits (200 clinical hours/1-day onsite residency)
- NURS 658 FNP Clinical Practicum II—2 credits (200 clinical hours)
- NURS 660 FNP Clinical Practicum III—2 credits (200 clinical hours)
- NURS 661 Pediatric Primary Care I—2 credits
- NURS 662 Pediatric Primary Care II—2 credits

Clinical Nurse Leader Post-Master’s Certificate (25 credits; 500 clinical hours)

- NURS 517 Advanced Pathophysiology—3 credits (Direct Patient Care Course)
- NURS 518 Advanced Pharmacology—3 credits (Direct Patient Care Course)
- NURS 522 Advanced Health Assessment—3 credits (1-day onsite lab/residency) (Direct Patient care course)
- NURS 510 Management of Care in the Environment—3 credits
- NURS 613 Leadership for Advanced Nursing—3 credits
- NURS 615 Management of Clinical Outcomes—3 credits (40 clinical hours)
- NURS 631 Clinical Nurse Leader Practicum I—1 credits (160 clinical hours)
- NURS 632 Clinical Nurse Leader Practicum II—3 credits (300 clinical hours)
- NURS 646 Clinical Nurse Leader Capstone—3 credits (1-day onsite residency)

Clinical Outcomes Post-Bachelor’s Certificate (10 credits)

- NURS 509 Health Care Policy and Economics - 3 credits (fall semester)
- NURS 515 Quality, Safety, and Informatics - 2 credits (fall semester)
- NURS 510 Management of Care in the Environment - 3 credits (spring semester)
- NURS 516 Education in Practice -2 credits (spring semester)

Course Descriptions

Nursing (NURS)

NURS 509 Health Care Policy and Economics 3 credits

This course will feature an analysis of the United States health care policy and finances. Health care policy initiatives affecting nursing practice, patient outcomes, and the care environment will be scrutinized. Emphasis will be placed on factors affecting cost, access to care, and society norms and how it relates to the implications of health care reform. Current trends and issues in economic management of health care expenses along with its impact on patient care will be investigated.

This course is required for the Clinical Outcomes post-bachelor's certificate and serves as a required core course for the master of science in nursing (MSN) degree.

NURS 510 Management of Care in the Environment 3 credits

This course will focus on clinical leadership by infusing principles of care in the health care environment to enhance patient outcomes. Health care outcomes of individuals and populations are analyzed in context of the overall organizational system. Principles of leadership and management are incorporated into the understanding of the interconnectedness of nursing to the interdisciplinary team. Emphasis is on the role of delegations, negotiation, coordination, and utilization of resources as strategies to promote change in practice.

This course is required for the Clinical Outcomes post-bachelor's certificate and serves as a required core course for the Clinical Nurse Leader track of the Master of Science in Nursing (MSN) degree.

NURS 515 Quality, Safety, and Informatics 2 credits

This course will focus on principles and techniques of quality management in health care. High-reliability concepts that help organizations achieve safety, quality, and efficiency goals will be analyzed. Techniques to measure performance to create high-quality services that result in satisfied patients and cost effective care are investigated. A comprehensive review of bioinformatics, medical and nursing informatics, and public health informatics is incorporated into this course. The dynamic interrelationship among information technology, clinical functions and organizational functions are discussed. Implications of the 2010 health care reform law and other relevant federal mandates will be examined.

This course is required for the Clinical Outcomes post-bachelor's certificate and serves as a required core course for the master of science in nursing (MSN) degree.

NURS 516 Education in Practice 2 credits

This course explores principles of teaching and learning. Foundations for course development, instructional design, learning style assessment, and the evaluation of learning outcomes will be examined. Teaching pedagogies, learning characteristics and the role of nurse as an educator in practice will be examined.

This course is required for the Clinical Outcomes post-bachelor's certificate and serves as a required core course for the master of science in nursing (MSN) degree.

NURS 517 Advanced Pathophysiology 3 credits

In this course students will explore the complexity of physiological functions and the pathophysiological response to altered health conditions of individuals across the life span. The impact of disease process is examined at the molecular, cellular, organ, and body system level in relation to how it impacts the process of alteration, adaptation, and regulatory function of the body. Knowledge gained from this course will enhance the advanced practice nurse's clinical reasoning and decision-making for providing care to individuals with health problems.

NURS 518 Advanced Pharmacology 3 credits

This course will expand advanced clinical pharmacological management skills in providing care to patients across the life span and health care settings. Emphasis is placed on principles of drug classifications, pharmacokinetics, pharmacodynamics, pharmacogenomics, and biochemical properties. Knowledge acquired in pathophysiological changes is applied to formulate basis for therapeutic use, side effects, adverse effects, drug interactions, contraindications for use, and nursing implications. Issues of physiologic and psychosocial variables will be addressed in relation to patient education and adherence to drug therapy.

NURS 522 Advanced Health Assessment 3 credits

(Co-requisite 524 for nurse practitioners only)

This course builds knowledge and expertise for acquisition of skills to perform advanced health and physical assessments needed to formulate clinical reasoning and laboratory interpretation. Comprehensive physical, psychosocial, genetics, spiritual, and cultural assessments of individuals across the life span are emphasized. Students will focus on clinical prevention and population health. Attention is on developing skills to critically analyze data for sound diagnostic reasoning and differential diagnosing in order to establish an accurate assessment of health status. This course requires a 2-day onsite lab residency.

NURS 524 Advanced Practice Skills 1 credit

This course features the application of advanced health assessment diagnostic techniques in the skills lab. The students will complete comprehensive health assessment and differential diagnosis of common health problems for diverse populations utilizing case-based patient simulations and standardized patients. In addition, students will integrate health promotion activities into lab assignments. Students will learn principles and techniques to common procedures customary to the primary care setting. The course will focus on building competence and confidence in performing comprehensive assessments and diagnostic procedures while applying the theoretical knowledge gained from the Advanced Health Assessment course. The minimum requirement for this practicum is 40 hours of residency. This course requires a 3-day onsite residency that is schedule with the Health Assessment onsite residency.

NURS 530 Statistics in Advanced Practice Nursing 3 credits

This course will build knowledge and skills to critique research from nursing and health related fields as a basis for the delivery of evidence-based practice. Emphasis is on understanding research methodology in order to evaluate nursing research. Attention will be on utilization and synthesis of research findings in relation to everyday healthcare practice and problems. Course content combines principles of research design, evidence-based practice, and statistics to promote translation of scientific knowledge into advanced nursing practice interventions in order to evaluate health care outcomes.

NURS 533 Evidence-Based Research (pre-requisite 530) 3 credit

This course will promote an evidence-based approach for addressing clinical problems by utilizing skills in assessment, planning, implementation, and evaluation of outcomes. The focus of this course will be on evaluating models of evidence-based practice; appraising aspects of quantitative and qualitative research in practice; promoting research utilization; and determining effective means for dissemination of findings. Aspects of leadership with consideration of interprofessional perspectives are incorporated into the clinical decision-making process to improve patient, population, and health care outcomes.

NURS 613 Leadership for Advanced Nursing (40 practicum hours) 3 credits

This course examines attributes and characteristics essential to the Clinical Nursing Leader (CNL) role. The focus is on strategies that promote effective use of self for enhancing clinical discernment, care coordination, and horizontal leadership. Emphasis is on the role of change agent using lateral integration during direct patient care to achieve better outcomes, improve quality, reduce costs, and mentor other health professionals. Students will complete 40 hours of practicum during which they will examine the CNL role components in relation to clinical problems identified in the microsystem.

NURS 615 Management of Clinical Outcomes 3 credit

This course emphasizes the incorporation of strategies that promote health and prevent/reduce disease in selected patients and populations across the life span. The focus is on illness and wellness management for patients and aggregates within the framework of the health care environment. Theories of chronic illness are used to manage populations manifesting complex conditions. Principles of epidemiology, biostatistics, and outcome measurements will be incorporated into the risk assessment process.

NURS 631 Clinical Nurse Leader Practicum I 1 credit

(Pre-requisite 517; 518; 522; 613; 160 practicum hours)

This course is designed to provide a clinical/practicum experience made up of 160 clinical hours. The focus of this clinical experience is to provide opportunities for role development of the Clinical Nurse Leader in care settings where management of clinical systems and patient outcomes can be assessed. Emphasis is placed on integration of theory and research relating to the Clinical Nurse Leader role gained in other courses. The student will design a plan of care for

a clinical problem that addresses the process for improving patient or population outcomes. Students will implement strategies that improve nursing care, reduce patient risk, prevent disease/illness, and promote health education.

NURS 632 Clinical Nurse Leader Practicum II: Immersion 3 credits

(Pre-requisite 631; 300 practicum hours)

This course is designed to provide a precepted clinical immersion experience made up of 300 clinical hours. The focus of this clinical immersion experience is to allow for full implementation of Clinical Nurse Leader competencies in a chosen care environment(s) mentored by a nurse leader. The emphasis is on the student's ability to lead the design, coordination, and management of health care and systems appropriate to the patient or population. Integration of communication, collaboration, negotiation, delegation, coordination and evaluation skills within the health care setting will be critical to the experience. Group discussions will provide opportunities for students and faculty to discuss issues and assess experiences related to implementation of this role.

NURS 646 Clinical Nurse Leader Capstone 3 credits

(Pre-requisite 533; 613; 615)

This course requires the student to synthesize knowledge, skills, and dispositions acquired in their master's course work in the form of an oral comprehensive examination. The oral comprehensive exam will include an analysis of a focused clinical problem related to their clinical setting appropriate to the Clinical Nurse Leader role. This course will focus on the student's ability to design and implement a clinical scholarly project with the collaboration of a faculty mentor. The project will integrate advanced practice knowledge of nursing care, organizational development, and patient quality and safety improvement principles. The clinical scholarly project will be formulated into a paper following the process for dissemination and publication. This course requires a 1-day onsite residency to present practice project and competency.

NURS 651 Advanced Role Development 3 credits

This course features an in-depth understanding of the development of the Advanced Practice Nurse, with specific emphasis on the role of the Nurse Practitioner. Emphasis is on historical, theoretical, political, legal, social and ethical aspects of Advanced Practice Nursing. Leadership responsibilities, scope of practice, and regulation requirements are discussed in relation to the Advanced Practice Nurse. This course examines characteristics essential to the functional roles of the Advanced Practice Nurse, such as, primary health care provider, resource manager, leader, educator, negotiator, consultant, advocator, mentor, and change agent.

NURS 654 Nutrition in Disease Management (Pre-requisite 517) 2 credits

This course is designed to assist the student in acquiring knowledge and skill in the advanced practice of personalized nutrition assessment, diagnosis, intervention, and monitoring with the goal of promoting optimal health and preventing diet- and lifestyle-related disease. The goal of

NURS 660 FNP Clinical Practicum III (pre-requisite 658; practicum hours 200) 2 credits

This practicum is the third preceptor-supervised clinical field experience designed to provide opportunity for students to expand and apply their advanced skills in assessment, diagnosis, and management of care for individuals across the lifespan with stable, chronic, and acute illness in the primary care setting. Students in the clinical setting will function more independently under preceptor supervision. Students demonstrate competence within the nurse practitioner role domains of: 1) health promotion, health protection, disease prevention and treatment; 2) nurse practitioner-patient relationship; 3) teaching-coaching; 4) professional role; 5) managing and negotiating health care delivery systems; 6) monitoring and ensuring the quality of health care practice; 7) cultural competence (NONPF, 2013).

NURS 661 Pediatric Primary Care I 2 credits

(Pre-requisite 517; 518; 522; 524)

This course is designed to assist the student to acquire knowledge and skill in diagnosing and managing normal pregnant women and common complications of pregnancy and postpartum; and diagnosing and managing the well child from birth through adolescence. Emphasis is placed on managing these patients through nursing, medical and pharmacological focuses as well as health promotion and health maintenance. Skills developed from the theories and concepts of this course will be validated in subsequent clinical practicum courses.

NURS 662 Pediatric Primary Care II 2 credits

(Pre-requisite 661)

This course is designed to assist the student to acquire knowledge and skill in diagnosing and managing acute and chronic conditions of the pediatric population. Emphasis is placed on managing these patients through nursing, medical, and pharmacological focuses. Skills developed from the theories and concepts of this course will be validated in subsequent clinical practicum courses.

NURS 665 AGNP Clinical Practicum I 2 credits

(Pre-requisite 517; 518; 522; 524; 200 practicum hours/1-day onsite residency)

This practicum is a clinical field experience designed to provide opportunity for students to synthesize, apply, and validate advanced skills in assessment, diagnosis, and management of care for the adult and geriatric population with stable, chronic, and acute illness in the primary care setting. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor. This course may require a one day on-campus competency.

NURS 668 AGNP Clinical Practicum II 2 credits

(Pre-requisite 665; 200 practicum hours)

This course is the second practicum clinical field experience designed to provide opportunity for students to strengthen and apply their advanced skills in assessment, diagnosis, and management of care for the adult and geriatric population with stable, chronic, and acute

Supervised graduate-level project of readings, research, mentorship, or additional practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Dean of Graduate Nursing.

This course is an elective for students enrolled in the Master of Science in nursing (MSN) degree program.

<p>Nylen School of Nursing Graduate Program Academic Calendar 2017-2018</p>
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*Nylen School of Nursing follows the Academic Calendar of Morningside College

Fall 2017

July 18-Wednesday	Fall Registration Opens
August 22-Tuesday	Fall Validation & Registration (completed online by advisor)
August 23- Wednesday	Classes Begin
August 24-Thursday	Online Registration ends at 11:59pm
August 30- Wednesday	Final Day to Register or Change Course Status (Last day to drop full semester class without it appearing on transcript)
September 4-Monday	Labor Day-Campus Offices Closed
September 13-Wednesday	Financial aid disbursement (All necessary paperwork must be completed and classes are in session)
September 22- Friday	Deadline for Incomplete Grades from May/Summer School
September 30-Friday	Tuition due - Pay Online
October 13-Friday	Midterm (7 th week of classes)
October 18-Wednesday	Midterm Reports Due in Office of Registrar
November 7-Tuesday	Final Day to Drop a Course (W will appear on transcript and students will be responsible for tuition, which will be prorated to official drop date.)
November 7-Tuesday	Spring Registration Opens
November 22-Wednesday	Thanksgiving Holiday Break Begins Campus Offices Closed
November 27-Monday	Classes Resume
December 8-Friday	Last Day of Classes
December 11-18-Friday	Grading Window
December 13-15 Friday	Final Exams Begins

December 15-Friday	Fall Semester Ends after Last Exam
December 18-Friday	Final Grades Due in Office of Registrar
December 23-January 1	Christmas Winter Break-Campus Offices Closes

Spring 2018

January 9-Tuesday	Spring Validation & Registration (completed online by advisor)
January 10-Wednesday	Classes Begin
January 17-Wednesday	Final Day to Register or Change Course Status (without it appearing on transcript)
January 24-Wednesday	Financial Aid Disbursement (All necessary paperwork must be completed and classes are in session). Check with Financial Aid.
February 9-Friday	Deadline for Incomplete Grades from Fall Semester
February 15-Thursday	Tuition due - Pay Online
February 28-Wednesday	Midterm (7 th Week of Classes)
March 12-Monday	Midterm Reports Due in Office of Registrar
March 20-Tuesday	Summer Registration Begins
March 28-Wednesday	Easter Holiday Break Begins- Campus Offices Closed
April 3-Tuesday	Classes Resume
April 9-Wednesday	Final Day to Drop a Course (W will appear on transcript and students will be responsible for tuition, which will be prorated to official drop date.)
April 11-Wednesday	Palmer and Maud Adams Research Symposium
May 1-Tuesday	Last Day of Classes
May 2-Wednesday	Final Exam Week Begins
May 3-10 Thursday	Grading Window
May 8-Tuesday	Spring Semester Ends after Last Exam
May 10-Thursday	Final Grades Due in Office of the Registrar
May 28-Monday	Memorial Day Holiday-Campus Offices Closed

Summer 2018

May 13-June 3	May Term
June 4 Monday	Summer Validation
June 4-July 27	Summer Session
June 6-Wednesday	Final Day to Register or Change Course Status (without it appearing on transcript)
June 9-Saturday	Graduate School Graduation on Campus
June 15-Friday	Financial Aid Disbursement (All necessary paperwork must be completed and classes are in session)
June 29-Friday	Spring Incomplete Grades Due in the Registrar's Office
July 4-Wednesday	Independence Day-Campus Offices Closed
July 13-Friday	Final Day to Drop a Course (W will appear on transcript and students will be responsible for tuition, which will be prorated to official drop date.)
July 17-Tuesday	Fall Registration Begins Online
July 31-Tuesday	Tuition due- Pay Online
July 27-Friday	Last Day of Classes
July 27-August 3-Friday	Grading Window Open
August 3-Friday	Grades are Due in the Registrar's Office