



MORNINGSIDE
UNIVERSITY



GRADUATE CATALOG

2023-2024



MORNINGSIDE UNIVERSITY

2023-2024 GRADUATE CATALOG

1501 Morningside Avenue
Sioux City, IA 51106
Telephone: (712) 274-5000

MORNINGSIDE.EDU

The Morningside University experience cultivates a passion for
lifelong learning and a dedication to **ethical leadership** and **civic responsibility**.

Morningside University does not discriminate on the basis of age, race, color, creed, sex (including pregnancy), religion, national origin, sexual orientation, gender identity, genetic information, disability, veteran status, or any other characteristic protected by law.

Inquiries regarding non-discrimination policies may be directed to the Title IX Coordinator.

Lewis Hall 120, 1501 Morningside Ave., Sioux City, IA, 51106

phone: 712-274-5191 email: titleix@morningside.edu

*This catalog is **not** to be construed as a contract. The university reserves the right to change the regulations governing admission, tuition, fees, or other expenses; add or delete courses; revise 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 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 University.

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MISSION STATEMENT

The Morningside University experience cultivates a passion for lifelong learning and a dedication to ethical leadership and civic responsibility.

VISION STATEMENT

The University 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 University graduate is equipped for both personal and professional success.

PROFILE

Historical Background. Morningside University 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 University operates on a two-semester system with sessions from late August to December and January to May. Graduate courses are also offered throughout the summer in June and July.

Accreditation. The Higher Learning Commission of the North Central Association of Colleges and Schools (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, (800) 621-7440 or (312) 263-0456; <http://ncahlc.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.

MORNINGSIDE UNIVERSITY HISTORY

Morningside University 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 university 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 university students to the largest university 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 university 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 university 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 university 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).

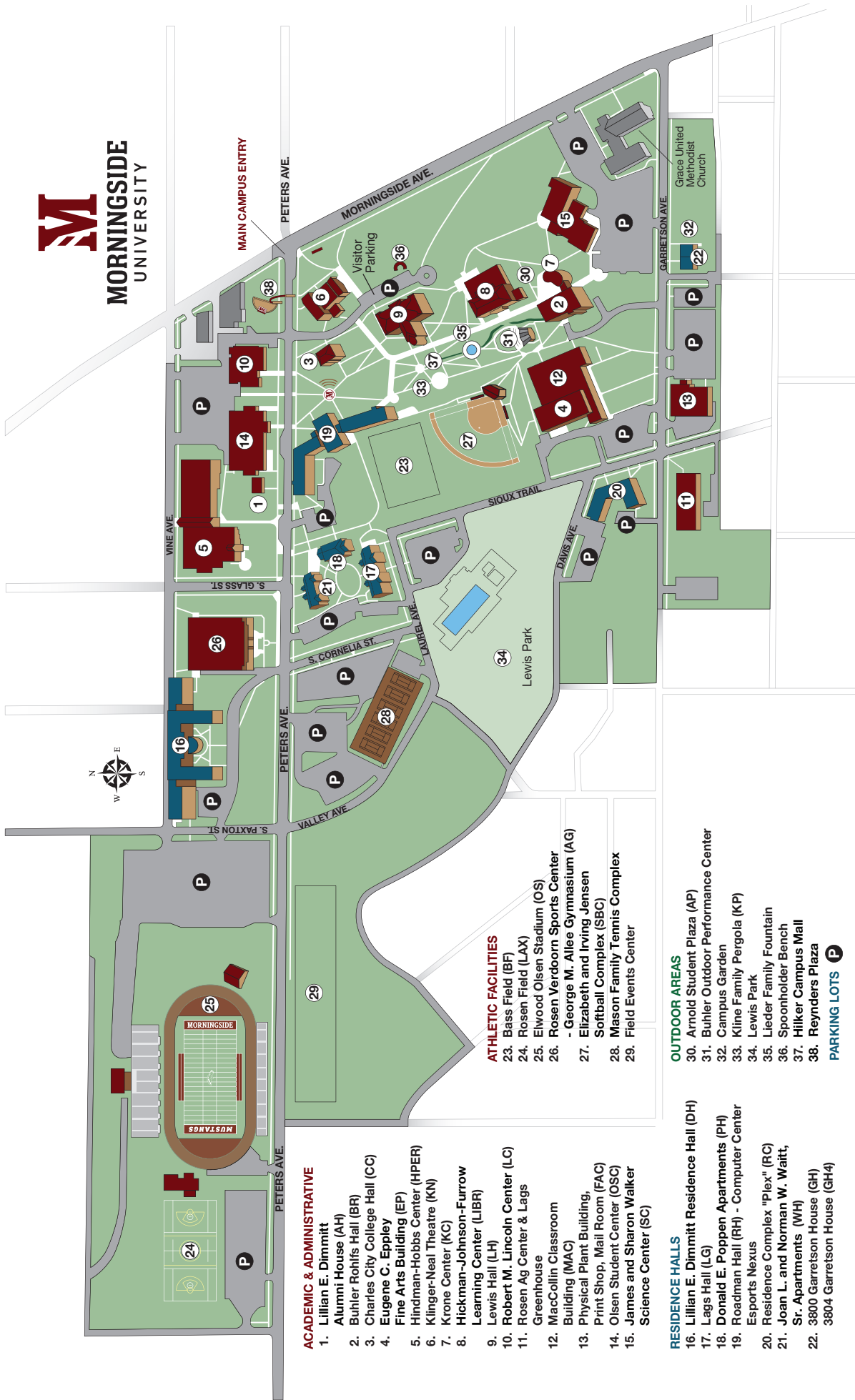
Since 2000, under the administration of President John Reynders, Morningside has invested nearly \$53 million in capital improvements. Between 2001 and 2008, the following projects transformed the physical appearance of the campus: rebuilt Walker Science Center; construction of Waitt, Poppen, and Lags apartment style residence halls; Roadman Residence Hall south wing remodel; renovated Elwood Olsen Stadium; Hickman-Johnson-Furrow Learning Center 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.

Under President Emeritus Reynders' leadership and through the growth of graduate programs, international students, and research, it was also announced in November 2020 that Morningside College would become Morningside University. The name was legally changed on June 1, 2021.

Although the university 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 university for women in China, Hwa Nan University. Community service has remained an important part of the university's mission. Recent initiatives include the adoption of a non-discrimination policy regarding sexual orientation and yearly programming celebrating diversity and spiritual growth.

THE CAMPUS

The Morningside University 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 69-acre campus is adjacent to a city park, swimming pool, tennis courts, eating establishments, and is a short drive from major regional shopping centers.



ACADEMIC & ADMINISTRATIVE

1. Lillian E. Dimmitt Alumni House (AH)
2. Buhler Rohlf's Hall (BR)
3. Charles City College Hall (CC)
4. Eugene C. Eppley Fine Arts Building (EP)
5. Hindman-Hobbs Center (HPER)
6. Klinger-Neal Theatre (KN)
7. Krone Center (KC)
8. Hickman-Johnson-Furrow Learning Center (LIBR)
9. Lewis Hall (LH)
10. Robert M. Lincoln Center (LC)
11. Rosen Ag Center & Lags Greenhouse
12. MacCollin Classroom Building (MAC)
13. Physical Plant Building, Print Shop, Mail Room (FAC)
14. Olsen Student Center (OSC)
15. James and Sharon Walker Science Center (SC)

ATHLETIC FACILITIES

23. Bass Field (BF)
24. Rosen Field (LAX)
25. Elwood Olsen Stadium (OS)
26. Rosen Verdoorn Sports Center - George M. Allee Gymnasium (AG)
27. Elizabeth and Irving Jensen Softball Complex (SBC)
28. Mason Family Tennis Complex
29. Field Events Center

RESIDENCE HALLS

16. Lillian E. Dimmitt Residence Hall (DH)
17. Lags Hall (LG)
18. Donald E. Poppert Apartments (PH)
19. Roadman Hall (RH) - Computer Center Esports Nexus
20. Residence Complex "Plex" (RC)
21. Joan L. and Norman W. Waitt, Sr. Apartments (WH)
22. 3800 Garretson House (GH)
- 3804 Garretson House (GH4)

OUTDOOR AREAS

30. Arnold Student Plaza (AP)
31. Buhler Outdoor Performance Center
32. Campus Garden
33. Kline Family Pergola (KP)
34. Lewis Park
35. Lieder Family Fountain
36. Spoonholder Bench
37. Hilker Campus Mall
38. Reynders Plaza

PARKING LOTS

ABOUT THE SHARON WALKER SCHOOL OF EDUCATION

For more than 50 years, the Sharon Walker School of Education (SOE) has provided high-quality teacher preparation programs at both the undergraduate and graduate levels. All SOE programs are fully accredited by the Iowa Department of Education and approved by the Iowa Board of Educational Examiners. The SOE programs lead to initial licensure in elementary education, special education, and secondary education, all of which include multiple field experiences in diverse settings. The SOE offers 12 Master of Arts in Teaching (MAT) degree programs and 12 additional endorsement programs for in-service teachers at the graduate level.

The SOE has long been known as an innovator in its approach to teacher preparation programs, expanding offerings over the years in response to increased needs. As the demands of the adult learner increased for more flexible, online delivery models, the SOE responded by offering all its Master of Arts in Teaching Programs (MAT) 100% online beginning in 2012. The SOE leads growth and development at Morningside University through the depth and strength of its graduate programs. In 2021, responding to a teacher shortage in Iowa and an increasing need for alternative pathways for working adults seeking to enter the field of education, the SOE created new online programs for initial licensure, at both the bachelor's and master's level. Designed for working adults such as paraprofessionals and substitutes, these innovative programs provide students with the (1) flexibility to learn online, (2) convenience of three points of entry during the calendar year, (3) opportunity to complete field experiences in the areas where they reside or work (especially if they are currently working as paraprofessionals or substitutes in their home district), and (4) the option to earn additional endorsements online. Furthermore, the programs are affordable and effective, as Morningside University has the expertise and capacity for offering online programs, which has been well established over the last decade. Morningside University's online graduate programs in education are founded on best-practice that creates an environment of student support through building community and relationships with our adult learners.

ABOUT THE NYLEN SCHOOL OF NURSING

The Nylen School of Nursing (NSN) demonstrates more than 40 years of providing excellent nursing education, yielding over 1,000 highly sought after graduates with various degrees and certification levels.

The BSN program began in 1973 and also offers an online RN-BSN completion program. Following numerous requests from alumni and stakeholders, the graduate nursing program started in 2015. The graduate nursing program offers three specialty tracks: Clinical Nurse Leader, Family Primary Care Nurse Practitioner, and Adult Gerontology Primary Care Nurse Practitioner, at the MSN and DNP degree levels. A post-master's certificate is also offered in all three tracks. In 2019, the NSN began offering a Doctor of Nursing Practice (DNP) degree and a post-master's DNP degree in Direct Patient Care for APRNs Leadership track and a Transformative Leadership track.

Our graduates establish local, regional, and national positions in nursing practice and are often first to be hired in competitive positions. Students and graduates secure competitive internships and nurse residencies. Many receive scholarships and scholarly recognitions. Our NCLEX-RN and certification pass rates consistently exceed standard expectations for first-time passing. The NSN curriculum is adaptive to the complex demands of the nursing profession and rapid changes of health care delivery. All of the graduate and doctorate program offerings are delivered online with fall, spring, and summer enrollment. Students experience individualized plan of studies and one-on-one faculty attention.

The NSN program is Iowa Board of Nursing approved and Commission of Collegiate Nursing Education (CCNE) accredited and receives national recognition for delivering high quality and affordable nursing education. In 2020, the Graduate Nursing program was named one of the Best Online Master's Program by U.S. News and Reports. In fact, the Graduate Nursing program increased rankings by 100 spots to the 41st spot in 2019. Morningside was ranked no. 8 and received the Best Liberal Arts Institution designation for Most Affordable Online Master's Programs and Best Certificate Options for Online Nurse Practitioner Programs. RegisteredNursing.Org ranked Morningside's Clinical Nurse Leader program among the top four in the nation over the past three years and most recently ranked #3 in 2021.

BOARD OF DIRECTORS

Organization of the Board of Directors of Morningside University

2023-2024 OFFICERS

DR. ESTHER M. MACKINTOSH, Chair, Washington, DC

MRS. ROBERTA J. ROHLENA, Secretary, Sioux City, Iowa

MR. BRIAN A. JOHNSON, Assistant Secretary, Sergeant Bluff, Iowa

MR. PAUL W. TREFT, Treasurer, Sioux City, Iowa

MEMBERS OF THE BOARD OF DIRECTORS

MRS. JODI A. BACON, Des Moines, Iowa

MS. RENEE BEAULIEU, Sioux City, Iowa

MR. MICHAEL L. BENNETT, Jefferson, South Dakota

MR. CHAD W. BENSON, Cedar Falls, Iowa

MR. CHRIS D. BOGENRIEF, North Sioux City, South Dakota

DR. J. ROBERT BURKHART, Indianola, Iowa

REV. RON CARLSON, Des Moines, Iowa

MR. CY W. CHESTERMAN, JR., Sioux City, Iowa

DR. DAN COX, Sioux City, Iowa

MS. ROSA E. DIAZ, Santa Ana, California

MR. CLEOPHUS P. FRANKLIN, JR., Cypress, Texas

MR. DAN E. HENDERSON, Sioux City, Iowa

MR. SCOTT M. KERKHOFF, Coralville, Iowa

BISHOP DEBORAH L. KIESEY, Iowa City, Iowa

MS. MEREDITH L. LANG, Minneapolis, MN

MR. NOLAN LUBARSKI, North Sioux City, South Dakota

DR. ESTHER M. MACKINTOSH, Washington, DC

MR. TIM J. MCCABE, North Sioux City, South Dakota

MR. KORY L. MITCHELL, Denver, Colorado

DR. THOMAS C. NARAK, West Des Moines, Iowa

MRS. TARAH A. NOLAN, Sioux Falls, South Dakota

MR. MARTIN B. PALMER, Sioux City, Iowa

MR. MARK C. PORTER, Saint Jacob, Illinois

MR. KHALID A. RASHEED, Sioux City, Iowa

CORY A. ROBERTS, M.D., M.B.A., Dallas, Texas

MRS. ROBERTA A. ROHLENA, Sioux City, Iowa

MR. THOMAS J. ROSEN, Fairmont, Minnesota

MR. RAY A. SCOTT, Jacksonville, Florida

MS. MIA SUDO, Fujisawa City, Japan

MS. ERICA R. THEIN, Minneapolis-St. Paul, Minnesota

MR. JAMES A. WALKER, Wayzata, Minnesota
MR. RICHARD A. WALLER, Dakota Dunes, South Dakota
MS. CAROL A. WERNER, Washington, DC
MR. CURTIS N. WHITE, Westfield, Indiana

EX OFFICIO MEMBERS

BISHOP KENNETHA BIGHAM-TSAI, Iowa Episcopal Area, The United Methodist Church, Des Moines, Iowa
DR. KIMBERLY M. CHRISTOPHERSON, Professor of Education/Educational Technologist, Sioux City, Iowa (Faculty Representative)
MR. BRIAN A. JOHNSON, Sergeant Bluff, Iowa (Alumni Representative)
MR. CALEB J. LUBBERS, Sioux City, Iowa (Student Representative)
DR. ALBERT D. MOSLEY, President, Morningside University, Sioux City, Iowa

ADMINISTRATIVE OFFICES ACADEMIC YEAR 2023-2024

PRESIDENT'S OFFICE

President.....Albert D. Mosley
Administrative Assistant to the PresidentLisa Krohn

ACADEMIC AFFAIRS

Vice President for Academic Affairs.....Christopher L. Spicer
Associate Vice President of Academic Affairs.....Brian McFarland
Academic Affairs Coordinator.....Karrie Alvarez

BUSINESS OFFICE

Vice President for Business & FinancePaul W. Trefl
Associate Vice President for Business Services/Controller.....Ashley Diediker
Accountant.....Michele Hermann
Business Office Associate.....Stacia Schuur
Accounting Assistant.....Johnathon Valdez

GRADUATE PROGRAM IN EDUCATION

Dean of the Sharon Walker School of Education.....Kelly A. Chaney
Department Head of the Sharon Walker School of EducationRochelle Maynard
Director of Operations and Recommending Official.....Joan Shaputis
Director of Adult and Graduate Initial Licensure Programs.....Cassandra Alber
Program Coordinator, Advanced Practice Programs.....Cynthia Witt
Program Coordinator, Graduate Special Education Programs.....Dawn Jacobsen
Program Coordinator, Project Connect ESL Programs.....Rebecca Zettle
Graduate Education Enrollment Manager and Student Advisor.....Tracy Sursely
Placement Coordinator.....Susan Trisler

GRADUATE PROGRAM IN NURSING

Dean of Nylen School of Nursing.....Jacklyn R. Barber
Graduate Nursing Department Head.....Brenda Wimmer
Nurse Practitioner Program Coordinator.....Kari Varner
Family Primary Care Nurse Practitioner Coordinator.....Samantha Rozeboom
Adult Gerontology Nurse Practitioner Coordinator.....Amanda Buse
Practicum Coordinator Placement Specialist.....Angie Keller

REGISTRAR'S OFFICE

RegistrarJennifer Dolphin
Associate Registrar.....Jerenia Hanson
Associate Registrar.....Jennifer Braunschweig
Registrar's Office Associate.....Renee Bock

STUDENT FINANCIAL PLANNING

| | |
|--|-------------------|
| Associate Vice President for Institutional Research & Director of Student Financial Planning | Karen Wiese |
| Associate Director of Student Financial Planning/Graduate Financial Planning | Randi Hudson |
| Assistant Director of Student Financial Planning..... | Michelle Robinson |
| Work Study/Student Financial Coordinator | Lindsey Jensen |
| Graduate & Student Financial Planning Advisor | Heather Gordon |
| Office Coordinator | Susan Van Acker |

ADMINISTRATIVE ORGANIZATION

The administration of each Graduate Program is delegated to a dean. The Dean of each program reports to the Vice President for Academic Affairs. 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 University believes in and promotes non-discrimination, and follows its obligation to prohibit unlawful discrimination in all forms. It is our policy and practice to promote equal opportunities without regard to age, sex, religion, creed, race, color, gender identity, sexual orientation, disability, genetic information (employment only), national origin, or other characteristics protected by state and federal law (“protected and immutable characteristics”). 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 on the basis of these protected and immutable characteristics 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 University is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, activities, and facilities. In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University has made modifications to some of its buildings and grounds, and will provide reasonable auxiliary aids and modifications in order to allow such equal access to the regular programs, activities, and degree objectives offered by the University, for qualified individuals with disabilities.

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.

Title IX Coordinator

Lewis Hall 120, 1501 Morningside Ave., Sioux City, IA, 51106

phone: 712-274-5191

email: titleix@morningside.edu

STUDENT SERVICES

Advising

Students enrolled in a program of study will be assigned an advisor. Advisors at Morningside University 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 University policies, regulations, and administrative procedures. While the University 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 University is committed to providing reasonable accommodations for all students with documented disabilities. Students must have appropriate documentation on file with the Dean 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

Graduates and prospective graduates may take part in the commencement ceremony, attired in appropriate academic regalia. The graduation fee is required whether the student participates in the commencement ceremony or not.

There is one commencement ceremony each year. Students who will be invited to participate in the commencement ceremonies will include: 1) students who have completed degree requirements since the last commencement ceremony and did not previously participate; 2) students who anticipate graduating at the end of the spring semester; and 3) students in good academic standing and whose planned program of study indicates they have 6 or fewer credits to take in the summer to complete the degree.

Students participating in commencement ceremonies before finishing all requirements will be designated as such in the commencement program.

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 University Writing Center, consultants are available online to assist students with the writing process.

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 University. It is the responsibility of all students to check their Morningside email regularly to stay apprised of official university 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 University. Technical assistance for Moodle is available 24/7 by contacting eClass4learning at 1-800-408-4935.

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 appropriate graduate program.

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 Barnes & Noble College online bookstore at <https://bncvirtual.com/morningside> to purchase or rent most required textbooks. However, students are not required to use Barnes & Noble College and may purchase their textbooks from other vendors. Textbook vouchers may be available to students, see section on Student Financial Planning, Textbook Vouchers.

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 University 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 integrity expectations are outlined below. A student who is in doubt about his or her responsibility as a scholar or unsure that a particular action is appropriate should consult the instructor of the course. In any academic community, including the online academic 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 individual and group work in written, oral, and electronic forms as well as any artistic medium.

Plagiarism is a major form of dishonesty. When students use another person's ideas, thoughts, or expressions (in writing or other presentation modes), each instance must give some form of acknowledgement to the source. Examples include:

DELIBERATE COPYING

- Copying someone else's paper or project and submitting it as one's own.
- Buying content from a service or individual, or borrowing and submitting it as one's own.

INACCURATE/INAPPROPRIATE DOCUMENTATION

- Using a direct quote from a source without the use of quotation marks and providing appropriate citation.
- Submitting direct quotes as a paraphrase.
- Changing only a few words in a quote and using it as a paraphrase.
- Invention of information or citations.

Additional violations of the Academic Integrity policy may include but are not limited to:

- Misrepresenting illnesses, personal crises, or other circumstances intentionally as an excuse for missed or late academic work.
- Submitting a paper, presentation or other product in more than one class without each instructor's expressed permission.
- Providing help to another student not authorized by the instructor, such as taking tests and quizzes or preparing for 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 administrative staff member.
- Damaging or abusing library and other academic resources.
- Forging signatures on official documents.
- Unauthorized and/or unacknowledged substantial use of artificial intelligence writing tools.

An instructor who suspects a student of violating the Academic Integrity Policy will consult with the Dean of their Program. If the violation is verified, the instructor will, as a minimum penalty, assign a grade of zero for the assignment. However, the instructor can exercise discretion in justifiable cases and impose a lesser penalty. The maximum penalty is a grade of F for the course in which the violation occurred.

If there is more than one violation in the same course, the instructor will assign a grade of F in the course. A student receiving a grade of F due to an Academic Integrity Violation may not withdraw from the course. The Dean will inform the student in writing of the alleged 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 of the program may intervene to pursue suspension or expulsion from Morningside University or other penalties beyond a failing grade in the course.

Graduate students may refer to the Grievance and Appeals Policy and Procedure to appeal decisions involving plagiarism and other forms of academic dishonesty to the Graduate Committee.

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 be enrolled in more than 4 credits and will not receive financial aid from Morningside University during their suspension. (For purposes of this policy the summer term is considered one term.). Following the two term suspension, students may continue on academic probation if they have maintained a term GPA of 3.0.

If a suspended student enrolls in university coursework elsewhere during the suspension, evidence of this course work must be presented to Morningside University 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 University 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 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 University, or who have formerly been a student at Morningside University and have not been enrolled at Morningside University for at least three years, may appeal to the Graduate Committee to begin a new Morningside University 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 no 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 University, 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 University 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 University 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 University 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 University. 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, 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. Courses do not start or become available on Moodle until the official start date posted for each program. 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.

See sections, Changes in Registration and Refund Policy.

Name Change Policy

It is the policy of Morningside University to require current students to report changes to their legal name by providing the up-to-date social security card with the new name for U.S. citizens and Visa for international students to the Registrar’s Office.

Residence and Location Policy

It is the policy of Morningside University to require students to report residence/permanent address and location/temporary address during the start of the first term of enrollment. Students must inform Morningside University of address changes as they occur while enrolled.

“Residence” is the student’s permanent address (street address, city, state, zip code). This may be the address of the student’s parent/guardian if the student is considered “dependent.” Adult students who are no longer financially dependent on their parent/guardian may have the same address for residence and location.

“Location” is the physical address (street address, city, state, zip code) where the student is living while receiving the instruction and may not refer to the student’s official residence.

If the residence/permanent address is different from the location, students must provide their residence/permanent address and their location on the application for admission to each program to which they apply at Morningside University. It is the student’s responsibility to provide Morningside University with residence and location changes during their enrollment at Morningside University. Residence and location changes should be initiated by the student and maintained/updated on Campus Web.

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:

1. 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.
2. 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.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records. Generally, the University 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 University will disclose education records, without consent, to officials of another school in which the student seeks or intends to enroll.

Morningside University 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 university personnel should honor this request. However, official notification of non-disclosure must still be made in writing at the Registrar's Office.

4. 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 University uses alphabetic characters to indicate levels of achievement in courses. Grades with + or - are recorded as follows:

| GRADE | | GRADE POINTS PER CREDIT |
|--|---------------------|-------------------------|
| 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 Administrative Withdrawal Failing | | |
| WF 0.0 Withdraw Failing | | |
| AW -- Administrative Withdrawal | | |
| W..... -- Withdraw | | |

Students must also meet program specific degree completion requirements as defined by the Sharon Walker School of Education and the Nylen School of Nursing.

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 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 University.

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.

GRIEVANCE POLICY AND APPEALS PROCESS

Grade Appeals

When a student feels that the end of semester grade assigned by a course instructor is incorrect, the student has the right to appeal the grade. The appeal must be initiated within ten business days of the end of the semester.

The process for a grade appeal is:

- The student contacts the course instructor, in writing, stating his or her concern and a recommended solution.
- If the student and course instructor are in agreement that a grade change should occur, the instructor will submit the change of grade in writing to the Dean. The Dean will submit the grade change request to the Office of the Registrar.
- If the student and course instructor are in disagreement after they have communicated, the student may appeal the instructor's decision to the Dean.
- Once the appeal reaches the Dean and it is determined that a petition to appeal the grade is warranted, the Dean will provide the link to the petition form.
- The Dean will submit the petition to the Graduate Committee for review and a decision. All parties involved with the appeal will be notified, know the source of the appeal, and be allowed to provide pertinent information in addressing the appeal.
- Following the meeting of the Graduate Committee to address the appeal, the Chair of the Graduate Committee will provide notification to the student (email and mailed letter) of the Graduate Committee's decision.

Policy Appeals

Students who wish to appeal a Graduate Policy (not grade-related) should contact their advisor. After consultation, advisors will provide the link to the appropriate form and guidance for completion. The form will be submitted to the Graduate Committee for review and a decision. Following the meeting of the Graduate Committee to address the appeal, the student will be notified by the Chair of the Graduate Committee as to the Committee's decision via email and mailed letter. The Graduate Committee typically reviews student appeals at the end of each term.

Incomplete Grades

An incomplete grade for a course may be given at the discretion of the instructor and approved by the Dean only when the student has been actively participating in class and is unable to finish the required coursework because of extenuating circumstances beyond the student's control. The request for an incomplete grade may be submitted during the last week of class and must be submitted prior to the close of the grading window for the term. It is the student's responsibility to contact the course instructor for each class in which the student requests an incomplete. A grade of "I" will be assigned for the course.

In most circumstances, 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. A grade of incomplete may be extended until the end of the term which follows the term in which the incomplete was given and only with the approval of the Dean. Failure to complete the required coursework 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." Both "I" and "F" grades will affect a student's financial aid status and may jeopardize the student's continuance at Morningside University.

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.

REFUND POLICY

Withdrawing from Morningside University or dropping a course does not eliminate the student's financial obligations to the University. The student is responsible for any charges owed to the University at the time of withdrawal as determined by the drop and refund policies. Withdrawing from the University or dropping a course may impact financial aid.

When aid is returned, the student may owe money to the University. The student should contact the Office of Student Financial Planning (712-274-5230) and/or the Business Office (712-274-5000 option 5) to make arrangements to pay the balance.

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 day of May Term, the first three days of half-term (8 week) 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 finals, 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 later withdrawal date). This happens when the student unofficially withdraws and the student does not begin the university's withdrawal process or notify the university of the intent to withdraw (this may include a student who earns a semester GPA of 0.00). If the university 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 the Administrative Withdrawal Policy.

All unearned Federal, State, and Institutional funds will be returned to the appropriate Federal, State, and Institutional program(s) no later than 45 days after determining the student has withdrawn. If a student has withdrawn prior to receiving earned Federal, State, and/or Institutional funds, a written notification will be sent to the student to accept or decline their earned Federal Funds. The student has 14 days to accept all or part of their earned Federal funds (any accepted amount will count toward Federal grant and/or loan academic year and lifetime limits). All accepted aid will be disbursed to the student's account within 45 days of the date of withdrawal. If the refund calculation results in a credit balance on the student's account, the credit balance will be issued to the student no later than 14 days.

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.

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 be able to register by calling the Graduate Office if there is 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 University 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 University 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 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 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 University. The student is responsible for any charges owed to the University at the time of the drop or withdrawal. Withdrawing from the University 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 of their graduate program to enroll in additional hours.

Research

All research at Morningside University is subject to applicable federal and state laws and university 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 university policies and comply fully with the requirements found on the university website (<https://my.morningside.edu/offices/student-research/institutional-review-board-irb>).

University policy requires that all research which involves human participants, regardless of the source of financial support, be reviewed and approved by the Morningside University Institutional Review Board (IRB) 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 (<https://my.morningside.edu/offices/student-research/institutional-review-board-irb>).

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 university 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 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 of the appropriate graduate program.
- The Dean 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 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 University which may impact the student's financial aid and does not eliminate a student's financial obligations to the University.

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 graduate program if all of the following criteria are met:

- Credit was awarded by a regionally accredited institution.
- Credit was in the form of graduate credit.
- Course credits were part of an approved institutional graduate program and were offered directly by the institution, not indirectly through another provider.
- 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 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 credit into the graduate nursing program may transfer up to 12 semester hours of graduate credit. Courses taken more than six calendar years prior to the student's formal admission cannot be used to meet the requirements of the degree.

VETERANS BENEFITS

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

POLICY FOR RESERVES CALLED TO ACTIVE DUTY

Students who are members of any branch of the U.S. military reserves or the National Guard may be involuntarily called to active duty during a term in which they are currently enrolled. The following policy is provided in order to minimize disruptions or inconveniences for those students fulfilling their military responsibilities. Students who are unable to complete a semester due to having been called to active duty shall be provided one of the following options:

1. Withdrawal from all courses for the current term and receive 100% refund of tuition and fees. Housing and food service refunds will be calculated as a percentage of the unused portion of the total charges paid. Students receiving financial aid who choose this option should be aware that they may be liable for any required refunds to state or federal financial aid funds.
2. Take an incomplete in all courses and complete the courses upon release from active duty. The student may complete work for up to 12 months after release from active duty. Course completion may be accomplished by tutorial or by retaking the course without payment of tuition and fees. Under federal financial aid policies, a course that is retaken this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.
6. If in the instructor's judgment the student has completed sufficient course work to earn a C or better, the student may be given the earned grade. Students are not eligible for refunds for courses for which they receive credit.
7. The student is able to complete some or most courses for the term but would like to withdraw from some of the courses. The refund if there is any on withdrawn courses would be refunded at 100% tuition and fees. Room and Board would be refunded based on guidelines for all students. A student may not withdraw from some courses and take an incomplete or grade in others. If a student wants to withdraw, it must be from all courses for which he/she is currently enrolled. Likewise, a student cannot receive a grade in some classes and withdraw or take an incomplete in others. If Option 1, 2, or 3 is chosen, it is used for all courses for which the student is registered. Students who are activated and wish to sell their books for the semester may return them for full refund if there is no writing in the books. If the books have writing in them, the student will receive the price for used books or may sell them privately. The decision as to which option to pursue will depend upon each personal situation, the time remaining in the semester, and agreements that can be made with the instructors. All students requesting special consideration regarding their call to active military duty must provide to the Registrar full written verification through the submission of their orders or alert notice. The student must also complete and sign a form, available from the Registrar or the Registrar's Office web site, indicating which option he/she is selecting. If Option #2 is selected, each instructor must approve the incomplete with his/her signature. If Option #3 is selected, each instructor must submit a final grade and his/her signature on the form. The

Registrar's Office will contact all appropriate offices. However, if the student lives on campus, he/she should check out of the residence hall through normal check-out procedures. Morningside University is committed to assisting students as they transition to active duty and back again. Students needing additional support services are encouraged to discuss their needs with the appropriate staff member from Student Services.

RESERVES CALLED TO ACTIVE DUTY

All students requesting special consideration regarding their call to active military duty must provide the Registrar of Morningside University full written verification through the submission of a copy of their orders or alert notice. I am unable to complete the current semester due to having been called to active duty. Therefore, I am choosing the option marked below.

____ **OPTION 1**

The student will be withdrawn from all courses for which he/she is currently registered and will receive 100% refund of tuition and fees. Housing and food service refunds will be calculated as a percentage of the unused portion of total charges paid. Students receiving financial aid who choose this option should be aware that they may be liable for any required refunds to state or federal financial aid funds.

____ **OPTION 2**

The student will take an incomplete in all courses and complete the courses upon release from active duty. The student may complete work for up to 12 months after release from active duty. Course completion may be accomplished by tutorial or by retaking the course without payment of tuition and fees. Under federal financial aid policies, a course that is retaken this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid. Each instructor must approve the incomplete with his/her signature.

Per Section 103 of the Veterans Benefits and Transition Act of 2018:

- If payment for any student receiving V.A. educational benefits under Chapter 33 (Post 9/11) or Chapter 31 (Vocational Rehabilitation and Employment) is pending from the V.A, then Morningside University will not:
 - Prevent the student from enrolling;
 - Assess the student a late penalty fee;
 - Require the student to secure alternative or additional funding;
 - Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution. Examples include, but are not limited to, access to classes, libraries, or other institutional facilities.
- However, to qualify for this provision, Morningside University may require an eligible recipient of V.A. educational benefits to provide the following:
 - V.A. Certificate of Eligibility by the first day of class;
 - A written request to be certified;
 - Additional information needed to properly certify the enrollment as described in other institutional policies;
- This policy supersedes any policy that Morningside University may have regarding payment of tuition, fees, and other charges.

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense policy, Morningside University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student withdraws. These funds are returned to the military Service branch.

BUSINESS OFFICE

Tuition, Fees, and Expenses

Sharon Walker School of Education - Graduate Education

MAT INITIAL LICENSURE PROGRAMS:

| | |
|---|--------------|
| MAT Secondary Education (Teacher Intern) | \$635/credit |
| Field Experience Fee (per course) | \$50 |
| Internship Fee (per semester) | \$150 |
| Graduation Fee | \$150 |
| Transcript Fee | \$10 |
| Transcript Fee including express mail | \$50 |
| Other Costs: | |
| Background Check and Licensing Fees | \$225-375 |

| | |
|---|--------------|
| MAT Teacher Education: Special Education Instructional Strategist II | \$635/credit |
| Field Experience Fees (per course) | \$50 |
| Internship Fee (per semester) | \$150 |
| Graduation Fee | \$150 |
| Transcript Fee | \$10 |
| Transcript Fee including express mail | \$50 |
| Other Costs: | |
| Background Check and Licensing Fees | \$225-375 |

| | |
|--|--------------|
| MAT Teacher Education: Elementary Education | \$635/credit |
| Field Experience Fees (per course) | \$50 |
| Student Teaching Fee | \$344 |
| Graduation Fee | \$150 |
| Transcript Fee | \$10 |
| Transcript Fee including express mail | \$50 |
| Other Costs: | |
| Background Check and Licensing Fees | \$225-375 |

MAT ADVANCE PRACTICE PROGRAMS

| | |
|--|--------------|
| MAT Athletic Program Management | \$333/credit |
| MAT Autism Education | \$333/credit |
| MAT Curriculum Studies | \$333/credit |
| MAT English as a Second Language | \$333/credit |
| MAT Literacy Education | \$333/credit |
| MAT Middle Level Education | \$333/credit |
| MAT Special Education | \$333/credit |
| MAT STEM Education | \$333/credit |
| MAT Teacher Leadership | \$333/credit |

| | |
|---|-------|
| Field Experience/Practicum Fee (non-refundable) | \$150 |
|---|-------|

IOWA ENDORSEMENT PROGRAMS

| | |
|---|--------------|
| K-12 English as a Second Language | \$333/credit |
| K-8 Instructional Strategist I: Mild/Moderate | \$333/credit |
| 5-12 Instructional Strategist I: Mild/Moderate | \$333/credit |
| K-12 Instructional Strategist II: BD/LD | \$333/credit |
| K-12 Instructional Strategist II: ID | \$333/credit |
| 5-8 Middle School | \$333/credit |
| K-8 Reading | \$333/credit |
| 5-12 Reading | \$333/credit |
| K-12 Special Education Consultant | \$333/credit |
| K-12 Talented and Gifted | \$333/credit |
| 5-12 Work Experience Coordinator | \$333/credit |
| Field Experience/Practicum Fee (non-refundable) | \$150 |

EDUCATIONAL STRANDS

| | |
|-----------------------------------|--------------|
| Athletic Program Management | \$333/credit |
| Autism | \$333/credit |
| Teacher Leadership | \$333/credit |

Nylen School of Nursing - Graduate Nursing

ANTICIPATED GRADUATE NURSING FEES

Textbook and/or technology learning resource cost estimates are not listed. Many textbooks are used throughout the nursing curriculum. Nursing textbooks/technology learning resources usually average \$600-800 per semester.

| | |
|---|---------|
| Graduate Nursing application fee | \$65.00 |
| Required Background Check | \$45.00 |
| Professional Liability Insurance | \$16.00 |
| Vendor one-time immunization tracking fee | \$25.00 |

Course Fees

| | |
|---|----------------------|
| NURS 524 class fee for lab supplies | \$150.00 |
| NURS 530 class fee | \$50.00 |
| DNP Practicum course fee | \$150.00 |
| HIPAA training – annually | \$15.00 |
| OSHA training – annually | \$15.00 |
| MSN-NP students only – monthly fee for online documentation service while enrolled in practicum courses | \$7.00 |
| Any clinical site-specific requirements (e.g. drug testing) | at student's expense |
| Graduation Fee | \$150.00 |
| Transcript Fee | \$10.00 |
| Transcript Fee including express mail | \$50.00 |

TUITION FOR GRADUATE NURSING STUDIES - TOTAL COST COULD BE LESS IF TRANSFER CREDITS ARE ACCEPTED

| | |
|--|-----------|
| Tuition per credit for RN-BSN certificate program | \$354.00 |
| Tuition per credit for Post-BSN certificate program | \$635.00 |
| Tuition per credit for BSN-MSN programs | \$635.00 |
| Tuition per credit for Post-MSN Certificate programs | \$635.00 |
| Tuition per credit for MSN-DNP programs | \$765.00 |
| Tuition per credit for BSN-DNP programs* | \$635/765 |

* Students earn a MSN degree in chosen track prior to earning a DNP degree: 30 credits charged at DNP tuition; MSN track credits charged at MSN tuition

Billing and Payment

The University 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 University 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.

STUDENT FINANCIAL PLANNING

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 University 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 <https://studentaid.gov/h/apply-for-aid/fafsa> for the appropriate year and request that FAFSA information be sent to Morningside University (Federal school code number 001879).
- Complete and return Graduate Application for Financial Aid to Office of Student Financial Planning.
- Complete and return any requested missing Forms which can include but are not limited to: Verification Forms, Tax Information, W2s, Proof of Identity, and/or other needed information requested.

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
- Nursing Alumni Award
- Private Loan
- Private Resources (required by Law) to disclose to the university (examples include: Employer Reimbursement, College Savings Plan, Private Scholarship, Vocational Rehabilitation, Promise Jobs, Military, etc.)

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
- Nursing Alumni Award
- Private Loan
- Private Resources (required by Law) to disclose to the university (examples include: Employer Reimbursement, College Savings Plan, Private Scholarship, Vocational Rehabilitation, Promise Jobs, Military, etc.)

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 University and Higher Education Grant)

Only students seeking a master's degree are eligible.

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 University 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 Loans.

The Federal Direct Subsidized and Unsubsidized Stafford Loans. Subsidized Loans are based on demonstrated financial need and do not accrue interest while the student is enrolled in school at least half time. Unsubsidized Loans are not based on demonstrated financial need and accrue interest while the student is enrolled in school. Application for a Federal Direct Stafford Loan is made by completing the FAFSA, a Master Promissory Note and Entrance Counseling at <http://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 (and accrued interest, if any) begins 6 months after enrollment is less than half-time. The interest rate for an Endorsement seeking student Subsidized and Unsubsidized loan is fixed at 5.50% as of July 1, 2023. The interest rate for a Graduate Unsubsidized Loan is fixed at 7.05% as of July 1, 2023. Note: The federal government may deduct up to 1.057% as of October 1, 2022 of the loan before disbursing the proceeds to the University. Undergraduate (Endorsement seeking) students may receive up to \$12,500 per year in Federal Direct Subsidized Stafford Loans. Graduate students may receive up to \$20,500 per year in Federal Direct Unsubsidized Stafford Loans. The maximum lifetime loan limit for Undergraduate students is \$57,500 of which a maximum of \$23,000 in Subsidized funding is allowed. The maximum lifetime loan limit for Graduate students is \$138,500 of which \$65,500 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 8.05% as of July 1, 2023. Note: The federal government may deduct up to 4.228% as of October 1, 2022. 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.

Nursing Alumni Award

Morningside University offers a Nursing Alumni Award. This award would be offered to a Morningside nursing alumnus who enroll in courses that lead to advanced nursing degrees or certification offered by Morningside University. A nursing alumnus is someone who completed a nursing degree or certificate at Morningside University.

To be eligible for the award a nursing alum must be enrolled and remain in good academic standing. The award remains in effect for each term the student is enrolled and progressing within the program.

Students receiving the Nurse Alumni Grant are not eligible for the Nursing Alumni Award. The Nurse Alumni Grant was awarded to students 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>.

Textbook Voucher

Colleges/Universities are required to provide a way for a student who is eligible for title IV, Higher Education Act program (Federal Financial Aid) funds to obtain or purchase books.

Our book voucher program allows you to purchase books through Barnes and Noble College and charge the cost of those books to your Morningside University account up to a specific dollar amount based on the number of credits you are enrolled in during the term. You then can use your accepted financial aid funds that are disbursed to your student account balance to help cover the cost of your books. The book voucher is not additional financial aid to what you have been awarded in your Financial Aid Award package.

As a reminder, if you have already received a refund of excess financial aid funds for the current term and your books have not been charged to your student account yet, you will be responsible for paying for the books charged to your student account.

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 66.7% 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 GPA, 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 University, your Morningside University 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.



**MORNINGSIDE
UNIVERSITY**

**SHARON WALKER SCHOOL
OF EDUCATION**

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

Fax: 712-274-5488

Email: soe@morningside.edu

Dean

Kelly A. Chaney

Dean of the Sharon Walker School of Education, 2020-

B.S.E., Truman State University, 1985; M.S.Ed., Southern Illinois University, 2004; Ph.D., Ibid., 2010.

Faculty and Staff

FACULTY

Nicole Baker

Visiting Professor of Education, 2023-

B.S., Northern Illinois University, 2002; M.A., Concordia University, 2005; Ed.D, Olivet Nazarene University, 2020.

****Kimberly M. Christopherson**

Professor of Education/Education Technologist, 2007-

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

Courtney Leaverton

Assistant Professor of Education, 2023-

B.S., Morningside College, 2018; M.S.E., Wayne State College, 2022.

Rochelle Maynard

Assistant Professor of Education/Department Head, 2023-

B.S., University of Nebraska-Lincoln, 2006; M.A., University of South Dakota, 2008; Ed.D, Ball State University, 2023.

Kristine Mickelson

Associate Professor of Education, 2021-

B.S., University of Wisconsin-Madison, 1989; M.S., Ibid., 1994; Ph.D., Ibid., 2002.

Mimi A. Moore

Assistant Professor of Education, 2022-

B.A. University of Northern Colorado-Greeley, 1973; M.A., University of Nebraska-Lincoln, 1993.

R. Diane Shanafelt

Assistant Professor of Education, 2018-

B.A., University of Iowa, 1983; M.A., Wayne State College, 2006.

Cordelia Azumi Yates

Assistant Professor of Education, 2021-

B.A., Bayero University, 1988; M.S., University of Lagos, 1992; M.Ed., University of the Pacific, 2012; Ed.D., University of the Pacific, 2018.

***Sabbatical Spring Semester 2023-2024*

EMERITI

Scott Arnett

Professor of Special Education, Emeritus, 1998-2020

LuAnn Haase

Dean of Education, Emerita, 2011-2020

Marilyn J. Heilman

Associate Professor of Education, Emerita, 1986-2005

Joan Nielsen

Associate Professor of Education, Emerita, 2001-2021

Sharon Ocker

Professor of Education, Emeritus, 1967-1996

Richard Owens

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

Celia J. Stevenson

Assistant Professor of Education, Emerita, 2012-2018

Glenna Tevis

Professor of Education, Emerita, 1983-2013

Barbara C. Wilt

Associate Professor of Education, Emerita, 2005-2017

STAFF

Cassandra Alber, Director of Adult & Graduate Initial Licensure Programs

Davi Gradert, Senior Administrative Coordinator

Dawn Jacobsen, Program Coordinator, Graduate Special Education

Melissa Kanost, Academic Coordinator, Project Connect

Andrea Ruiz, Instructional Designer

Kendall Saunders, Administrative Assistant, Project Connect

Joan Shaputis, Director of Operations and Recommending Official

Tracy Sursely, Graduate Education Enrollment Manager and Student Advisor

Susan Trisler, Placement Coordinator

Cynthia Wagner, Administrative Assistant

Cynthia Witt, Program Coordinator, Graduate Advanced Practice Programs

Rebecca Zettle, Program Coordinator, Project Connect

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

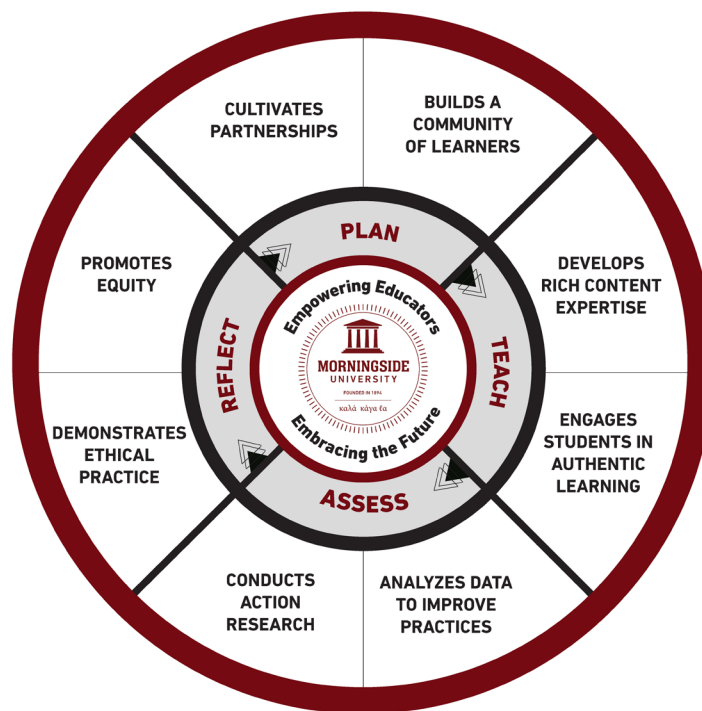
Based on our commitment to the belief that every student will learn, the vision of the Sharon Walker School of Education at Morningside University is to cultivate highly effective educators who are collaborative and reflective, demonstrate ethical educational leadership, respect and support diversity,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

Mission

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

Conceptual Framework

The Sharon Walker School of Education Conceptual Framework prioritizes the teaching and inquiry cycle of plan, teach, assess, & reflect across all programs to empower educators to meet the current and ever-evolving needs of learners, schools, and the profession. Candidate Learning Outcomes are anchored in the conceptual framework and drive learning experiences across both foundational and content-specific emphasis areas.



Candidate Learning Outcomes

The Sharon Walker School of Education believes teachers achieve excellence in teaching through the development and improvement of professional practice. Students in graduate education programs will:

1. The candidate will design and evaluate appropriate instruction and assessment methods to improve student learning.
2. The candidate will think critically to conduct, analyze, and synthesize research.
3. The candidate will apply content and pedagogical expertise to plan instruction, make decisions, and solve problems that meet the educational strengths and needs of learners.
4. The candidate will integrate technology to support student learning.
5. The candidate will apply ethical reasoning to advocate for outcomes that ensure equitable and inclusive school environments.

Accreditation

All initial licensure and endorsement programs in the Sharon Walker School of Education are fully accredited by the Iowa Department of Education and approved by the Iowa Board of Educational Examiners. As a result, program requirements described here and in the Teacher Preparation Handbook are subject to change at any time in order to ensure compliance with state mandates.

Standards

Graduate programs in education leading to initial licensure and Iowa endorsements are in full compliance with Iowa code 281, Chapter 77, Standards for Teacher Intern Preparation Programs, Iowa code 281, Chapter 79, Standards for Practitioner Preparation Program, Iowa Code 282, Chapters 13, Issuance of Teacher Licenses and Endorsements, and Iowa Code 282, Special Education Endorsements. Education programs in the Sharon Walker School of Education are aligned with the Iowa Teaching Standards and the Interstate Teacher Assessment and Support Consortium (In TASC) standards as follows:

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

GRADUATE EDUCATION PROGRAM OFFERINGS

Students earn the Master of Arts in Teaching (MAT) degree by completing a program for Initial Licensure or a program in one of our Advanced Practice areas. Students may also complete Iowa Endorsement Programs or Educational Strands.

MAT INITIAL LICENSURE DEGREE PROGRAMS

Master of Arts in Teaching: Secondary Education (Teacher Intern Program)

Master of Arts in Teaching: Teacher Education - Elementary Licensure - Grades K-6

Master of Arts in Teaching: Teacher Education - K-12 IS II: BD/LD Licensure (Teacher Intern Program)

Master of Arts in Teaching: Teacher Education - K-12 IS II: ID Licensure (Teacher Intern Program)

MAT ADVANCED PRACTICE DEGREE PROGRAMS

Master of Arts in Teaching: Athletic Program Management

Master of Arts in Teaching: Autism Education

Master of Arts in Teaching: Curriculum Studies

Master of Arts in Teaching: English as a Second Language

Master of Arts in Teaching: Literacy Education

Master of Arts in Teaching: Middle Level Education

Master of Arts in Teaching: Special Education

Master of Arts in Teaching: STEM Education

Master of Arts in Teaching: Talented and Gifted Education

Master of Arts in Teaching: Teacher Leadership

IOWA ENDORSEMENTS

K-12 English as a Second Language

K-8 Instructional Strategist I: Mild/Moderate

5-12 Instructional Strategist I: Mild/Moderate

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

K-12 Instructional Strategist II: Intellectual Disabilities

5-8 Middle School

K-8 Reading

5-12 Reading

K-12 Special Education Consultant

K-8 STEM

5-8 STEM

K-12 Talented and Gifted

5-12 Work Experience Coordinator

EDUCATIONAL STRANDS

- Athletic Program Management
- Autism

- Teacher Leadership

Professional Licensure Disclosure

Degree or endorsement programs offered by the Sharon Walker School of Education at Morningside University that prepare students for licensure as educators are designed to meet the licensure standards set by the Iowa Department of Education. The Sharon Walker School of Education has not yet determined whether a particular degree or endorsement program meets requirements for licensure in all 50 states. Contact Joan Shaputis (shaputis@morningside.edu) with questions concerning licensure in a state outside of Iowa.

MAT Initial Licensure Degree Programs

ADMISSION REQUIREMENTS

Students must meet the following admission requirements for initial licensure programs

- Hold a Bachelor's Degree, with a minimum of 2.75/4.00 cumulative GPA for a regionally accredited institution. Students seeking admission to the MAT Secondary Education – Teacher Intern Program should hold a bachelor's degree in an endorsable area, preferably in an area of teacher shortage in the state of Iowa.
- Any earned graduate coursework must have a cumulative GPA of 3.0
- Submit official transcripts
- Students seeking admission to the MAT Teacher Education - Elementary Licensure Program or the MAT Secondary Education - Teacher Intern Program should have at least 75 percent of the required content coursework completed.
- Submit a resume and three references
- Complete an interview with the School of Education

Additional Considerations

- Prior to admission, all students seeking admission to MAT Initial Licensure Programs will undergo a transcript analysis to ensure content requirements for licensure have been met as set forth by the Iowa Board of Educational Examiners. In some cases, students may need additional coursework to overcome identified deficiencies. Morningside University advisors work closely with students to develop a program of study that includes both required education courses and supplemental courses as needed.
- Students who do not meet the GPA requirements may be accepted into the program by completing an Appeal to the Dean.
- Students seeking admission to the MAT Teacher Education - Elementary Licensure Program or the MAT Secondary Education - Teacher Intern Program, who do not meet the 75 percent content coursework completion requirement, may be accepted into the program by completing an Appeal to the Dean.
- If a student is denied admission to a MAT Initial Licensure program because of failure to meet the GPA requirement, the student may complete an appeal to the Dean to be allowed to register for content support coursework and classified as a non-degree seeking student. If after completing 8 graduate credit hours, the student maintains a minimum of 3.00 cumulative GPA, the student may re-apply for admission. Students who enroll in content support coursework as non-degree seeking students are not eligible for financial aid.

Admission to Teacher Preparation Programs

In addition to admission to the MAT initial licensure graduate degree programs, students must also make formal application to the Teacher Preparation Program. The application process occurs at the end of the first semester of enrollment. Please refer to the program Teacher Preparation Handbook for specific criteria for teacher preparation program admission.

Continuance in Teacher Preparation Programs

Students must maintain a cumulative grade point average of 3.0 in all graduate teacher preparation courses and make progress toward meeting checkpoint goals. Please refer to the program Teacher Preparation Handbook for specific criteria for program continuance.

Program Completion

Students must earn a cumulative grade point average of 3.0 in all graduate teacher preparation courses, successfully complete internships or student teaching, and meet all checkpoint requirements. No grade lower than a C- is permitted for required licensure or content support courses. Please refer to the program Teacher Preparation Handbook for specific criteria for program completion.

Master of Arts in Teaching: Teacher Education – Elementary Licensure, Grades K-6

This program leads to an initial license in elementary education, grades K-6. Students complete coursework online and may enroll Fall, Spring, or Summer. Students complete 80 hours of field experience in EDTE 520, 568 and 569; and 14 weeks of student teaching. Field experiences and student teaching occur in the fall and spring, must be in-person, and are required for licensure and program completion.

REQUIRED COURSES:

| | | |
|----------|---|-----------|
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Action Research | 2 credits |
| EDRS 763 | Educational Research: Elementary Education | 3 credits |
| EDTE 500 | Graduate Study and Initial Licensure | 0 credits |
| EDTE 502 | Principles of Education | 3 credits |
| EDTE 512 | Inclusive Environments | 3 credits |
| EDTE 520 | Foundations of Clinical Practice | 3 credits |
| EDTE 528 | Teaching Fine Arts and Movement | 3 credits |
| EDTE 530 | Foundations of Teaching Reading | 3 credits |
| EDTE 532 | Methods of Teaching English Language Arts | 3 credits |
| EDTE 534 | Methods of Teaching Social Studies and Science | 3 credits |
| EDTE 538 | Methods of Teaching Mathematics | 3 credits |
| EDTE 568 | Field Experience I | 1 credit |
| EDTE 569 | Field Experience II | 1 credit |
| EDTE 614 | Advanced Reaching Methods | 3 credits |
| EDTE 526 | Literature for Elementary Readers | 3 credits |
| EDTE 580 | Student Teaching for Elementary Education | 6 credits |
| EDTE 582 | Student Teaching Seminar for Elementary Education | 2 credits |

Minimum Required for Degree: **47 credits**

Additional Content Course Requirements: All students will undergo a transcript analysis to ensure content requirements for licensure have been met as set forth by the Iowa Board of Educational Examiners. In some cases, students may need additional coursework to overcome identified deficiencies. Morningside University advisors work closely with students to develop a program of study that includes both required education courses and supplemental content courses as needed.

The Iowa Board of Educational Examiners accepts semester hours of graduate or undergraduate level college credit for endorsement credit fulfillment. Important: Only college credit is accepted. College credits must be earned through a college or university that has institutional accreditation recognized by the U.S. Department of Education. (boee.iowa.gov/accredited-colleges-and-universities)

Master of Arts in Teaching: Teacher Education – K-12 IS II: ID Licensure (Teacher Intern Program)

This program leads to an initial teaching license for Special Education, Instructional Strategist II, Intellectual Disabilities, grades K-12 in the state of Iowa. The Teacher Intern Program is an alternative teacher preparation program authorized by the Iowa Board of Educational Examiners and approved by the Iowa Department of Education. Teacher Intern candidates must hold a baccalaureate degree and successfully pass the program's requirements. Teacher Interns meet the same educational competencies as Iowa's traditionally prepared teachers, but in an alternative format. This two-year, cohort program is scheduled as follows:

YEAR 1 (START JUNE)

Teacher Interns complete coursework online in the summer, fall, and spring terms. Interns complete eighty hours of classroom field experience in at least two different placements (with approval, some relevant paraeducator assignments may be used as field experience). They also seek employment for Year 2 of the program as a paid Teacher Intern.

YEAR 2 (JUNE THROUGH MAY)

Teacher Interns take online summer courses and complete an internship in the fall and spring semesters. Teacher interns must secure paid employment as the teacher of record during the entire academic year in order to complete the program. During this year, interns also complete courses each semester that are delivered online and face-to-face on select dates. A schedule of meetings is provided to Interns prior to the beginning of the academic year. Teacher Interns are assigned university supervisors who provide frequent ongoing support to the Teacher Intern through classroom observation and written and oral feedback throughout the academic year.

REQUIRED COURSES:

| | | |
|----------|---|-----------|
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Action Research | 2 credits |
| EDRS 768 | Educational Research: Special Education | 3 credits |
| EDTE 500 | Graduate Study and Initial Licensure | 0 credits |
| EDTE 512 | Inclusive Environments | 3 credits |
| EDTE 520 | Foundations of Clinical Practice | 3 credits |
| SPED 502 | Survey of Exceptionalities | 3 credits |
| SPED 551 | Educational Assessment | 3 credits |
| SPED 536 | Applied Behavior Analysis | 3 credits |
| SPED 660 | Introduction to Intellectual Disabilities | 3 credits |
| SPED 567 | SPED Field Experience I | 1 credit |
| SPED 645 | Language Development & Communication Disorders | 3 credits |
| SPED 676 | Collaborative Partnerships & Transition | 3 credits |
| SPED 675 | Intellectual Disabilities: Curriculum & Methods | 3 credits |
| SPED 569 | SPED Field Experience II | 1 credit |
| SPED 588 | Preservice Special Education Teacher Internship Seminar | 1 credit |
| SPED 590 | Special Education Teacher Internship Seminar I | 3 credits |
| SPED 592 | Special Education Teacher Internship Seminar II | 2 credits |

Minimum Required for Degree:..... 42 credits

Additional Content Course Requirements: All students will undergo a transcript analysis to ensure content requirements for licensure have been met as set forth by the Iowa Board of Educational Examiners. In some cases, students may need additional coursework to overcome identified deficiencies. Morningside University advisors work closely with students to develop a program of study that includes both required education courses and supplemental content courses as needed.

The Iowa Board of Educational Examiners accepts semester hours of graduate or undergraduate level college credit for endorsement credit fulfillment. Important: Only college credit is accepted. College credits must be earned through a college or university that has institutional accreditation recognized by the U.S. Department of Education. (boee.iowa.gov/accredited-colleges-and-universities)

Master of Arts in Teaching: Teacher Education - K-12 IS II: BD/LD Licensure(Teacher Intern Program)

This program leads to an initial teaching license for Special Education, Instructional Strategist II, Behavior Disorder and Learning Disabilities, grades K-12 in the state of Iowa. The Teacher Intern Program is an alternative teacher preparation program authorized by the Iowa Board of Educational Examiners and approved by the Iowa Department of Education. Teacher Intern candidates must hold a baccalaureate degree and successfully pass the program's requirements. Teacher Interns meet the same educational competencies as Iowa's traditionally prepared teachers, but in an alternative format. This two-year, cohort program is scheduled as follows:

YEAR 1 (START JUNE)

Teacher Interns complete coursework online in the summer, fall, and spring terms. Interns complete eighty hours of classroom field experience in at least two different placements (with approval, some relevant paraeducator assignments may be used as field experience). They also seek employment for Year 2 of the program as a paid Teacher Intern.

YEAR 2 (JUNE THROUGH MAY)

Teacher Interns take online summer courses and complete an internship in the fall and spring semesters. Teacher interns must secure paid employment as the teacher of record during the entire academic year in order to complete the program. During this year, interns also complete courses each semester that are delivered online and face-to-face on select dates. A schedule of meetings is provided to Interns prior to the beginning of the academic year. Teacher Interns are assigned university supervisors who provide frequent ongoing support to the Teacher Intern through classroom observation and written and oral feedback throughout the academic year.

REQUIRED COURSES:

| | | |
|----------------|---|-----------|
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Action Research | 2 credits |
| EDRS 768 | Educational Research: Special Education | 3 credits |
| EDTE 500 | Graduate Study and Initial Licensure | 0 credits |
| SPED 502 | Survey of Exceptionalities | 3 credits |
| EDTE 512 | Inclusive Environments | 3 credits |
| EDTE 520 | Foundations of Clinical Practice | 3 credits |
| SPED 551 | Educational Assessment | 3 credits |
| SPED 536 | Applied Behavior Analysis | 3 credits |
| SPED 662 | Learning Disabilities: Theory and Methods | 3 credits |
| SPED 566 | SPED Field Experience I | 1 credit |
| SPED 645 | Language Development & Communication Disorders | 3 credits |
| SPED 676 | Collaborative Partnerships & Transition | 3 credits |
| SPED 661 | Behavior Disorders: Theory and Methods | 3 credits |
| SPED 568 | SPED Field Experience II | 1 credit |
| SPED 588 | Preservice Special Education Internship Seminar | 1 credit |
| SPED 590 | Special Education Teacher Internship Seminar I | 3 credits |
| SPED 592 | Special Education Teacher Internship Seminar II | 2 credits |

Minimum Required for Degree:..... 42 credits

Additional Content Course Requirements: All students will undergo a transcript analysis to ensure content requirements for licensure have been met as set forth by the Iowa Board of Educational Examiners. In some cases, students may need additional coursework to overcome identified deficiencies. Morningside University advisors work closely with students to develop a program of study that includes both required education courses and supplemental content courses as needed.

The Iowa Board of Educational Examiners accepts semester hours of graduate or undergraduate level college credit for endorsement credit fulfillment. Important: Only college credit is accepted. College credits must be earned through a college or university that has institutional accreditation recognized by the U.S. Department of Education. (boee.iowa.gov/accredited-colleges-and-universities)



Master of Arts in Teaching: Secondary Education (Teacher Intern Program)

This program leads to an initial teaching license for grades 5-12 in an approved endorsement area in the state of Iowa. The Teacher Intern Program is an alternative teacher preparation program for secondary classroom teachers authorized by the Iowa Board of Educational Examiners and approved by the Iowa Department of Education. Teacher Intern candidates must hold a baccalaureate degree, meet the criteria for one or more of Iowa’s teaching endorsements, and successfully pass the program’s requirements. Teacher Interns meet the same educational competencies as Iowa’s traditionally prepared teachers, but in an alternative format. This two-year, cohort program is scheduled as follows:

YEAR 1 (START JUNE OR AUGUST)

Teacher Interns complete coursework online and face-to-face on select weekends. A schedule of meetings is provided to Interns prior to the beginning of the academic year. Interns complete eighty hours of classroom field experience in at least two different placements with a focus on effectively working with diverse learners in a secondary school (middle school and high school) setting. They also seek employment for Year 2 of the program as a paid Teacher Intern.

YEAR 2 (JUNE THROUGH MAY)

Teacher Interns take online summer courses and begin an internship in the fall semester. Teacher interns must secure paid employment as the teacher of record during the entire academic year in order to complete the program. During this year, interns also complete courses each semester that are delivered online and face-to-face on select dates. A schedule of meetings is provided to Interns prior to the beginning of the academic year. Teacher Interns are assigned university supervisors who provide frequent ongoing support to the Teacher Intern through classroom observation and written and oral feedback throughout the academic year.

REQUIRED COURSES:

| | | |
|----------|---|-----------|
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Action Research | 2 credits |
| EDRS 767 | Educational Research: Secondary Education | 3 credits |
| EDTE 501 | Graduate Study and Initial Licensure..... | 0 credits |
| EDTE 502 | Principles of Education | 3 credits |
| EDTE 512 | Inclusive Environments | 3 credits |
| EDTE 520 | Foundations of Clinical Practice..... | 3 credits |
| EDTE 540 | Secondary Instructional Strategies..... | 1 credit |
| EDTE 541 | Secondary Field Experience I..... | 1 credit |
| EDTE 550 | Methods and Management of Secondary Education | 4 credits |
| EDTE 551 | Secondary Field Experience II | 1 credit |
| EDTE 590 | Teacher Internship Seminar I..... | 3 credits |
| EDTE 592 | Teacher Internship Seminar II..... | 3 credits |
| EDUC 761 | Reading in the Content Areas..... | 4 credits |
| EDTE 588 | Preservice Teacher Internship Seminar..... | 2 credits |

Minimum Required for Degree:..... 35 credits

Additional Content Course Requirements: All students will undergo a transcript analysis to ensure content requirements for licensure have been met as set forth by the Iowa Board of Educational Examiners. In some cases, students may need additional coursework to overcome identified deficiencies. Morningside University advisors work closely with students to develop a program of study that includes both required education courses and supplemental content courses as needed.

The Iowa Board of Educational Examiners accepts semester hours of graduate or undergraduate level college credit for endorsement credit fulfillment. Important: Only college credit is accepted. College credits must be earned through a college or university that has institutional accreditation recognized by the U.S. Department of Education. (boee.iowa.gov/accredited-colleges-and-universities)

MAT Advanced Practice Degree Programs

The Sharon Walker School of Education offers 10 Master of Arts in Teaching Degree programs for those students who hold a teaching license and wish to advance their practice in a specific area. Each degree program engages students in critical inquiry, analysis, synthesis, and reflective practice through the development of action research. Students who seek additional Iowa endorsements may undergo a transcript analysis to ascertain additional coursework that may be needed to also earn a state approved endorsement as part of their degree program.

Degree and Endorsement Admission Requirements

- Complete the online admissions application
- Review the admissions requirements and check to see if you reside within an NC-SARA member state
- Have or have held Teacher Licensure
- Submit a valid teaching license or certificate by fax at 712-274-5488 or by email to soe@morningside.edu
- 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 soe@morningside.edu.

Paper transcripts from the institution may be sent to: Morningside University, Graduate Program in Education, 1501 Morningside Avenue, Sioux City, IA 51106. Transcripts are not returned to the applicant.

GPA REQUIREMENTS

- Hold a bachelor's degree with a minimum grade point average of 2.75 on a 4.0 scale.
- For applicants with less than a 2.75 cumulative undergraduate GPA, the last 60 hours of coursework completed will be considered under the same requirements.
- Any prior graduate coursework must have a cumulative GPA of 3.00 on a 4.00 scale
- If a student is denied admission to a MAT advanced practice degree or endorsement program because of failure to meet the GPA requirement, the student may complete an appeal to the Dean to be allowed to register for coursework and classified as a non-degree seeking student. If after completing 8 graduate credit hours, the student maintains a minimum of 3.00 cumulative GPA, the student's application will be considered for admission. Students who enroll in coursework as non-degree seeking students are not eligible for financial aid.
- Full Graduate admission for degree or endorsement purposes will be granted to an applicant who meets all requirements.

NON-ADMIT STATUS

- If an applicant for an MAT advanced practice degree or endorsement program meets all requirements with the exception of the minimum grade point requirement, the student may take courses under a Non-Admit status.
- Student must earn a 3.00 GPA in the first 8 hours at Morningside University to continue to take courses in a master’s or endorsement program.
- After earning a minimum of a 3.00 average for the first 8 graduate hours at Morningside, the student may re-apply for admission.
- Students who do not earn a 3.0 GPA for the first 8 graduate hours at Morningside, may petition the Dean for admission.
- Hours earned under the non-admit status may be applied towards a masters or endorsement program.
- Students who seek enrollment for professional development only or who are enrolled in a graduate program at another institution and meet Morningside University admission requirements, are not required to be formally admitted and may register for classes under a Non-admit status.

NOTIFICATION OF ADMISSION

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

PROGRAM COMPLETION

- A maximum of seven years is permitted for completion of the degree. All requirements for the degree must be completed withing this seven-year time frame. 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. For example, if the oldest course was taken Fall 2017, the student must graduate by Summer 2024 for the course to count toward the degree. (Students may appeal to the Graduate Committee for a timeline extension.)
- A graduate cumulative GPA of 3.0 is required for completion of the degree.
- No grade lower than C- can be used to fulfill the requirements of an endorsement.
- A grade of C or higher will be counted toward the fulfillment of a master’s degree.
- A grade of pass/fail cannot be used to fulfill the requirements of a certificate, endorsement, or graduate degree.
- Graduate Research Project: Students in the master’s degree program are required to design and implement an action research project. The project is implemented in the student’s classroom or district. Students who do not have access to a classroom will be required to enroll in an additional practicum for the express purpose of conducting action research.

Master of Arts in Teaching: Athletic Program Management

PREREQUISITE:

Hold a valid teaching license.

REQUIRED COURSES:..... 17 Credits

| | | |
|----------------|--|-----------|
| EDRS 500 | Graduate Education Orientation..... | 0 credits |
| EDRS 502 | Educational Research and Theory..... | 2 credits |
| EDRS 510 | Readings: Athletic Program Management | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 760 | Educational Research: Athletic Program Management..... | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Athletic Program Management credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register 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 |

Total Required for the Degree: 32 credits

Master of Arts in Teaching: Autism Education

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 Credits

| | | |
|----------------|--|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 511 | Readings: Autism Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 761 | Educational Research: Autism Education | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Autism education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|----------------|---|-----------|
| SPED 632 | Introduction to Theory & Practicum: 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 |

Total Required for the Degree: 32 credits

Master of Arts in Teaching: Curriculum Studies

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 Credits

| | | |
|----------------|--|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 512 | Readings: Curriculum Studies | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 762 | Educational Research: Curriculum Studies | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

At Least 9 credits of the following: 9 credits

| | | |
|-------------------------|---|-----------|
| EDUC 580 | Dev. and Management of Gifted Programs | 4 credits |
| EDUC 581 | Curriculum and Methods for the Gifted | 3 credits |
| EDUC 705 | ESL Methods | 3 credits |
| EDUC 720 | Language, Culture, and Classroom Practice..... | 3 credits |
| EDUC 817 | MS Methods and Curriculum | 3 credits |
| EDUC 841 | STEM Curriculum Dev | 3 credits |
| EDUC 842 | STEM Materials and Methods | 3 credits |
| EDUC 870 | Adolescent Literature..... | 3 credits |
| EDUC 872 | Children's Literature | 3 credits |
| SPED 632..... | Intro to Theory and Practice: Autism | 3 credits |
| SPED 634..... | Teaching Students with Autism: Inclusive Studies..... | 3 credits |
| SPED 681..... | K-8 Mild/Moderate Reading Remediation Studies | 3 credits |
| SPED 682..... | 5-12 Mild/Moderate Reading Remediation Studies | 3 credits |
| Elective Courses: | | 6 credits |

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

- Select graduate courses offered by Morningside University. 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: 32 credits

Master of Arts in Teaching: English as a Second Language

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 Credits

| | | |
|----------------|---|-----------|
| EDRS 500 | Graduate Education Orientation..... | 0 credits |
| EDRS 502 | Educational Research and Theory..... | 2 credits |
| EDRS 513 | Readings: English as a Second Language..... | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 764 | Educational Research: English as a Second Language..... | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 English as a Second Language education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|----------------|---|-----------|
| TESL 520 | Cultural and Linguistically Diverse Classroom Practice | 3 credits |
| TESL 525 | Language Acquisition for English Language Learners | 3 credits |
| TESL 533 | English as a New Language Programs Methods & Assessments..... | 3 credits |
| TESL 609 | Content Area Strategies for English Language Learners | 3 credits |
| TESL 637 | Applied Linguistics | 3 credits |
| TESL 640 | ESL Practicum | 3 credits |

Total Required for the Degree: 32 credits

Master of Arts in Teaching: Literacy Education

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES:..... 17 CREDITS

| | | |
|----------------|---|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 514 | Readings: Literacy Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 765 | Educational Research: Literacy Education..... | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Literacy education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|----------------|---|-----------|
| EDUC 760 | Reading Assessment..... | 2 credits |
| EDUC 761 | Reading in Content Areas | 4 credits |
| EDUC 762 | Diagnostic Teaching of Reading | 3 credits |
| EDUC 763 | Oral & Written Language Development | 4 credits |
| EDUC 764 | Literacy for Grades K-4..... | 3 credits |
| EDUC 765 | Literacy for Grades 5-8..... | 3 credits |
| EDUC 766 | Literacy for Grades 9-12 | 3 credits |
| EDUC 867 | Literacy Capstone | 1 credit |
| EDUC 870 | Adolescent Literature..... | 3 credits |
| EDUC 872 | Children's Literature | 3 credits |

Total Required for the Degree: 32 credits

Master of Arts in Teaching: Middle Level Education

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES:..... 17 CREDITS

| | | |
|----------------|--|-----------|
| EDRS 500 | Graduate Education Orientation..... | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 515 | Readings: Middle Level Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 766 | Educational Research: Middle Level Education | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Middle Level education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|---------------------------------------|---|-------------------|
| EDTE 553 | Algebra for the Teacher | 2 credits |
| EDTE 563 | Physical Science for the Educator II | 2 credits |
| EDTE 564 | Written Communication and Grammar for the Educator | 2 credits |
| EDTE 557 | World History for the Educator | 2 credits |
| EDTE 558 | Geography for the Educator | 2 credits |
| EDTE 562 | Physical Science for the Educator I | 2 credits |
| EDTE 556 | American History for the Educator | 2 credits |
| EDTE 561 | Life Science for the Educator | 2 credits |
| EDTE 559 | American Government for the Educator | 2 credits |
| EDTE 560 | Earth Science for the Educator | 2 credits |
| EDTE 565 | Oral Communication for the Educator | 2 credits |
| EDTE 552 | Basic Math & Measurement for the Educator | 2 credits |
| EDUC 765 | Literacy for Grades 5-8 | 3 credits |
| EDUC 816 | Growth & Development of the Middle School Level Student | 2 credits |
| EDUC 817 | Middle School Curriculum & Methods | 3 credits |
| EDUC 853 | STEM Earth & Space Science for the Educator | 2 credits |
| EDUC 855 | STEM Chemistry for the Educator | 2 credits |
| EDUC 856 | STEM Number Theory for the Educator | 2 credits |
| EDUC 857 | STEM Statistics for the Educator | 2 credits |
| EDUC 859 | STEM Computer Programming for the Educator | 2 credits |
| EDUC 870 | Adolescent Literature | 3 credits |
| ENGL 478G | Literature Across Cultures | 3 credits |
| Total Required for the Degree: | | 32 credits |

Master of Arts in Teaching: Special Education

PREREQUISITE:

Hold a valid teaching license.

REQUIRED COURSES: 17 CREDITS

| | | |
|----------|---|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 516 | Readings: Special Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 768 | Educational Research: Special Education | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Special Education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|----------|--|-----------|
| SPED 502 | Survey of Exceptionalities | 3 credits |
| SPED 536 | Applied Behavior Analysis | 3 credits |
| SPED 551 | Educational Assessment | 3 credits |
| 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 |
| SPED 632 | Intro to Theory & Practice: Autism | 3 credits |
| SPED 634 | Teaching Students with Autism: Inclusive Settings | 3 credits |
| SPED 635 | Coordination of Cooperative Occupational Educ Programs | 2 credits |
| SPED 636 | Teaching Students with Autism: Intensive Programs | 3 credits |
| SPED 637 | Career-Vocational Assessment & Guidance for those w/ Disab | 2 credits |
| SPED 638 | Teaching Students with Autism: Assessment | 3 credits |

| | | |
|----------------|---|-----------|
| SPED 640 | K-12 Mild/Moderate Characteristics & Methods..... | 3 credits |
| SPED 645 | Language Development and Communication Disorders..... | 3 credits |
| SPED 660 | Introduction to Intellectual Disabilities..... | 3 credits |
| SPED 661 | Behavior disorders: Theory and Methods | 3 credits |
| SPED 672 | Learning Disabilities: Theory and Methods | 3 credits |
| SPED 681 | K-8 Mild/Moderate Reading Remediation Strategies | 3 credits |
| SPED 682 | 5-12 Mild/Moderate Reading Remediation Strategies | 3 credits |
| SPED 683 | K-8 Mild/Moderate Math Materials and Methods | 3 credits |
| SPED 684 | 5-12 Mild/Moderate Math Materials and Methods | 3 credits |

Total Required for the Degree: **32 credits**

Master of Arts in Teaching: STEM Education

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 Credits

| | | |
|----------------|--|-----------|
| EDRS 500 | Graduate Education Orientation..... | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 517 | Readings: STEM Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 769 | Educational Research: STEM Education | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 STEM credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

Note: *Students seeking the Iowa STEM endorsement must complete the following courses (10 credits) and be able to verify completion of an additional 15 credits of undergraduate or graduate coursework in the area of mathematics, computer science or science content.*

| | | |
|----------------|--|-----------|
| EDTE 552 | Basic Math and Measurement for the Educator | 2 credits |
| EDTE 553 | Algebra for the Teacher | 3 credits |
| EDTE 560 | Earth Science for the Educator | 2 credits |
| EDTE 561 | Life Science for the Educator | 2 credits |
| EDTE 562 | Physical Science for the Educator I | 2 credits |
| EDTE 563 | Physical Science for the Educator II | 2 credits |
| EDTE 554 | Geometry for the Educator | 2 credits |
| EDUC 588 | STEM for the Talented and Gifted Learner | 2 credits |
| EDUC 840 | STEM Engineering and Technological Design for the Educator | 3 credits |
| EDUC 841 | STEM Curriculum Development | 3 credits |
| EDUC 842 | STEM Materials & Methods | 3 credits |
| EDUC 853 | STEM Earth & Space Science for the Educator | 2 credits |
| EDUC 855 | STEM Chemistry for the Educator | 2 credits |
| EDUC 856 | STEM Number Theory for the Educator | 2 credits |
| EDUC 857 | STEM Statistics for the Educator | 2 credits |
| EDUC 859 | STEM Computer Programming for the Educator | 2 credits |

Total Required for the Degree: **33 credits**

Master of Arts in Teaching: Talented and Gifted Education

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 Credits

| | | |
|----------|---|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 518 | Readings: Talented and Gifted Education | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 770 | Educational Research: Talented and Gifted Education | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Talented and Gifted education credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register courses:

| | | |
|----------|---|-----------|
| EDUC 580 | Development & Management of Gifted Programs | 4 credits |
| EDUC 581 | Curriculum & Methods for the Gifted | 3 credits |
| EDUC 584 | Psychology of the Talented & Gifted | 3 credits |
| EDUC 585 | Social & Emotional Needs of the Talented & Gifted Learner | 2 credits |
| EDUC 586 | Talented & Gifted Special Populations | 2 credits |
| EDUC 587 | Challenging the Secondary Talented & Gifted Learner | 2 credits |
| EDUC 588 | STEM (STREAAM) for the Talented & Gifted Learner | 2 credits |
| EDUC 589 | Challenging the Younger Talented & Gifted Learner | 2 credits |
| EDUC 590 | Creativity & the Talented & Gifted Learner | 2 credits |

Total Required for the Degree: 32 credits

Master of Arts in Teaching: Teacher Leadership

PREREQUISITE:

Hold a valid teaching license

REQUIRED COURSES: 17 CREDITS

| | | |
|----------|--|-----------|
| EDRS 500 | Graduate Education Orientation | 0 credits |
| EDRS 502 | Educational Research and Theory | 2 credits |
| EDRS 519 | Readings: Teacher Leadership | 2 credits |
| EDRS 602 | Designing Action Research | 2 credits |
| EDRS 702 | Evaluating Research Data | 2 credits |
| EDRS 771 | Educational Research: Teacher Leadership | 3 credits |
| EDUC 522 | Instructional Technology | 3 credits |
| EDUC 612 | Cultural and Ethical Issues | 3 credits |

Complete at least 12 Teacher Leadership credits and 3 elective hours. Applicable credits can be any combination of the following groups: educational partners (3 credit limit), transfer credits (3 credit limit), or any of the following direct register 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 |

Total Required for the Degree: 32 credits

IOWA ENDORSEMENTS

Morningside University offers endorsements approved for licensure in Iowa ONLY. Students who are not Iowa teachers should contact the appropriate state licensing board to confirm Morningside University endorsement coursework will be accepted.

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 recommending official or other designated staff member will indicate which courses the student needs to complete Morningside's approved endorsement program.

The Iowa Board of Educational Examiners accepts semester hours of graduate or undergraduate level college credit for endorsement credit fulfillment. Important: Only college credit is accepted. College credits must be earned through a college or university that has institutional accreditation recognized by the U.S. Department of Education. (<https://boee.iowa.gov/accredited-colleges-and-universities>)

IOWA ENDORSEMENT PROGRAM COMPLETION REQUIREMENTS

- There is no time limit for completing an endorsement unless the endorsement is part of a master's degree program.
- A minimum grade of a C- can be used toward an endorsement; however, it cannot be used toward the degree.
- In most cases, the final course for an endorsement is a practicum 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.
- Field Experiences, Practicums: In addition to being fully admitted to the Graduate Program, students must submit the appropriate online placement request form to complete a Field Experience, or Practicum in a school. Prerequisite courses vary by endorsement area. Completed request forms are submitted online to the Graduate Program in Education for review and approval the semester prior to the placement request. The placement request forms will be available according to the following schedule:
 - June 15-August 1 for Fall term placement requests
 - October 15-December 1 for Spring term placement requests

K-12 English as a Second Language (ESL)

PREREQUISITE:

Hold elementary or secondary teaching certification.

REQUIRED COURSES:

| | | |
|----------------|--|-----------|
| TESL 520 | Cultural and Linguistically Diverse Classroom Practice | 3 credits |
| TESL 525 | Language Acquisition for English Language Learners | 3 credits |
| TESL 533 | English as a New Language Programs Methods & Assessments | 3 credits |
| TESL 609 | Content Area Strategies for English Language Learners | 3 credits |
| TESL 637 | Applied Linguistics | 3 credits |
| TESL 640 | ESL Practicum | 3 credits |

Total Required for the Endorsement: 18 credits

K-8 Instructional Strategist I: Mild/Moderate

REQUIRED COURSES:

| | | |
|----------------|--|-----------|
| SPED 502 | Survey of Exceptionalities | 3 credits |
| SPED 536 | Applied Behavior Analysis | 3 credits |
| SPED 551 | Educational Assessment | 3 credits |
| SPED 640 | K-12 Mild/Moderate Characteristics & Methods | 3 credits |
| SPED 676 | Collaborative Partnerships & Transition | 3 credits |
| SPED 681 | K-8 Mild/Moderate Reading Remediation Strategies | 3 credits |
| SPED 683 | K-8 Mild/Moderate Math Materials & Methods | 3 credits |
| SPED 641 | Practicum: Instructional Strategist I: K-8 | 3 credits |

Total Required for the Endorsement: 24 credits

5-12 Instructional Strategist I: Mild/Moderate

REQUIRED COURSES:

| | | |
|----------------|---|-----------|
| SPED 502 | Survey of Exceptionalities | 3 credits |
| SPED 536 | Applied Behavior Analysis | 3 credits |
| SPED 551 | Educational Assessment | 3 credits |
| SPED 640 | K-12 Mild/Moderate Characteristics & Methods | 3 credits |
| SPED 676 | Collaborative Partnerships & Transition | 3 credits |
| SPED 682 | 5-12 Mild/Moderate Reading Remediation Strategies | 3 credits |
| SPED 684 | 5-12 Mild/Moderate Math Materials & Methods | 3 credits |
| SPED 642 | Practicum: 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 502..... | Survey of Exceptionalities..... | 3 credits |
| SPED 536..... | Applied Behavior Analysis..... | 3 credits |
| SPED 551..... | Educational Assessment..... | 3 credits |
| SPED 645..... | Language Development & Communication Disorders..... | 3 credits |
| SPED 676..... | Collaborative Partnerships & Transition..... | 3 credits |
| SPED 661..... | Behavior Disorders: Theory & Methods..... | 3 credits |
| SPED 662..... | Learning Disabilities: Theory & Methods..... | 3 credits |
| SPED 679..... | Practicum: Instructional Strategist II: BD/LD..... | 3 credits |

Total Required for the Endorsement: **24 credits**

K-12 Instructional Strategist II: Intellectual Disabilities

REQUIRED COURSES:

| | | |
|---------------|--|-----------|
| SPED 502..... | Survey of Exceptionalities..... | 3 credits |
| SPED 536..... | Applied Behavior Analysis..... | 3 credits |
| SPED 551..... | Educational Assessment..... | 3 credits |
| SPED 645..... | Language Development & Communication Disorders..... | 3 credits |
| SPED 676..... | Collaborative Partnerships & Transition..... | 3 credits |
| SPED 660..... | Introduction to Intellectual Disabilities..... | 3 credits |
| SPED 675..... | Intellectual Disabilities: Curriculum & Methods..... | 3 credits |
| SPED 678..... | Practicum: Instructional Strategist II: Intellectual Disabilities..... | 3 credits |

Total Required for the Endorsement: **24 credits**

5-8 Middle School

PREREQUISITE:

Hold elementary or secondary teaching certification

REQUIRED COURSES:

| | | |
|---------------|--|-----------|
| EDUC 765..... | Literacy for Grades 5-8..... | 3 credits |
| EDUC 816..... | Growth & Development of the Middle School Level Student..... | 2 credits |
| EDUC 817..... | Middle School Curriculum & Methods..... | 3 credits |
| EDUC 818..... | Middle School Field Experience..... | 1 credit |

In addition, coursework is required in TWO of these four content areas. Students must have at least 12 hours in each of two content areas as well as coursework in each sub-topic. Specific courses required 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 and geography..... | 12 credits |
| Minimum Required for the Endorsement: | 33 credits |

K-8 Reading

REQUIRED COURSES:

| | | |
|----------------|--|-----------|
| EDUC 761 | Reading in Content Areas | 4 credits |
| EDUC 762 | Diagnostic Teaching of Reading | 3 credits |
| EDUC 763 | Oral & Written Language Development | 4 credits |
| EDUC 764 | Literacy for Grades K-4 | 3 credits |
| EDUC 765 | Literacy for Grades 5-8 | 3 credits |
| EDUC 872 | Children's Literature | 3 credits |
| EDUC 771 | Reading & Writing Assessment Practicum K-8 | 3 credits |
| EDUC 767 | Literacy Capstone | 1 credit |

Total Required for the Endorsement: 24 credits

5-12 Reading

REQUIRED COURSES:

| | | |
|----------------|---|-----------|
| EDUC 761 | Reading in Content Areas | 4 credits |
| EDUC 762 | Diagnostic Teaching of Reading | 3 credits |
| EDUC 763 | Oral & Written Language Development | 4 credits |
| EDUC 765 | Literacy for Grades 5-8 | 3 credits |
| EDUC 766 | Literacy for Grades 9-12 | 3 credits |
| EDUC 870 | Adolescent Literature | 3 credits |
| EDUC 772 | Reading & Writing Assessment Practicum 5-12 | 3 credits |
| EDUC 767 | Literacy Capstone | 1 credit |

Total Required for the Endorsement: 24 credits

K-12 Special Education Consultant

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 & Instructional Design | 3 credits |
| SPED 564 | Data Collection for Decision-Making | 3 credits |

Total Required for the Endorsement: 9 credits

K-8 STEM

PREREQUISITE:

Hold elementary teaching certification.

REQUIRED COURSES:

| | | |
|----------------|--|-----------|
| EDUC 840 | STEM Engineering and Technologic Design for the Educator | 3 credits |
| EDUC 841 | Stem Curriculum Development | 3 credits |
| EDUC 842 | STEM Materials and Methods | 3 credits |
| EDUC 843 | K-8 STEM Field Experience | 1 credit |

In addition, coursework is required in two content areas. Students must have at least 12 credit hours in each of the two content areas. Specific courses required will be determined through transcript analysis.

* Mathematics, to include coursework in computer programming

* Science

5-8 STEM

PREREQUISITE:

Hold secondary licensure with an endorsement in science, mathematics, or industrial technology or the 5-8 middle school mathematics or science endorsement

REQUIRED COURSES:

| | | |
|----------------|--|-----------|
| EDUC 840 | STEM Engineering and Technologic Design for the Educator | 3 credits |
| EDUC 841 | Stem Curriculum Development | 3 credits |
| EDUC 842 | STEM Materials and Methods | 3 credits |
| EDUC 843 | K-8 STEM Field Experience | 1 credit |

In addition, coursework is required in two content areas. Students must have at least 12 credit hours in each of the two content areas. Specific courses required will be determined through transcript analysis.

* Mathematics, to include coursework in computer programming

* Science

K-12 Talented and Gifted

PREREQUISITE:

Hold elementary or secondary teaching certification

REQUIRED COURSES:

| | | |
|----------------|---|-----------|
| EDUC 580 | Development & Management of Gifted Programs | 4 credits |
| EDUC 581 | Curriculum & Methods for the Gifted | 3 credits |
| EDUC 582 | K-12 TAG Practicum..... | 2 credits |
| EDUC 584 | Psychology of the Talented & Gifted..... | 3 credits |

Total Required for the Endorsement: 12 credits

5-12 Work Experience Coordinator

PREREQUISITE:

Hold an endorsement in special education – grades 5-12

REQUIRED COURSES:

| | | |
|---------------|---|-----------|
| SPED 676..... | Collaborative Partnerships & Transitions | 3 credits |
| SPED 635..... | Coordination of Cooperative Occupational Education Programs..... | 2 credits |
| SPED 637..... | Career-vocational Assessment & Guidance for those with Disabilities | 2 credits |

Total Required for the Endorsement: 7 credits



EDUCATIONAL STRANDS

An educational strand is a series of clearly defined courses focused on a specific academic topic for relevant professional development. 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 Program Management

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 |

Autism

Teachers working with students who have communication difficulties and behavior challenges, or students diagnosed with an autism-spectrum disorder may be interested in taking one or more classes from the Autism Strand. To help teachers 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 |

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 five 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 |
| EDUC 595/744..... | Ethics for Leaders..... | 3 credits |

CONTENT SUPPORT COURSES

Courses designed for students with knowledge gaps in order to meet Iowa Board of Educational Examiners (BOEE) content area requirements for licensure and endorsements.

| | | |
|-----------|-------|--|
| EDTE 552 | ..... | Basic Math and Measurement for the Educator |
| EDTE 553 | ..... | Algebra for the Educator |
| EDTE 554 | ..... | Geometry for the Educator |
| EDTE 556 | ..... | American History for the Educator |
| EDTE 557 | ..... | World History for the Educator |
| EDTE 558 | ..... | Geography for the Educator |
| EDTE 559 | ..... | American Government for the Educator |
| EDTE 560 | ..... | Earth Science for the Educator |
| EDTE 561 | ..... | Life Science for the Educator |
| EDTE 562 | ..... | Physical Science for the Educator I |
| EDTE 563 | ..... | Physical Science for the Educator II |
| EDTE 564 | ..... | Written Communication and Grammar for the Educator |
| EDTE 565 | ..... | Oral Communication for the Educator |
| EDUC 853 | ..... | STEM Earth & Space Science for the Educator |
| EDUC 854 | ..... | STEM Physics for the Educator |
| EDUC 855 | ..... | STEM Chemistry for the Educator |
| EDUC 856 | ..... | STEM Number Theory for the Educator |
| EDUC 857 | ..... | STEM Statistics for the Educator |
| EDUC 859 | ..... | STEM Computer Programming for the Educator |
| EDUC 870 | ..... | Adolescent Literature |
| ENGL 478G | ..... | Literature Across Cultures |

COURSE DESCRIPTIONS

Educational Research (EDRS)

EDRS 500..... GRADUATE EDUCATION ORIENTATION.....0 CREDITS

Orientation to graduate education programs and readiness for online learning to be completed during the student’s first semester of enrollment. Expectations related to scholarly writing skills are introduced.

EDRS 502..... EDUCATIONAL RESEARCH & THEORY2 CREDITS

Overview of approaches to educational research and pertinent educational theoretical frameworks. Students will examine the role of action research in their practice.

EDRS 510 READINGS: ATHLETIC PROGRAM MANAGEMENT2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in athletic program management.

EDRS 511..... READINGS: AUTISM EDUCATION2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in autism education.

EDRS 512..... READINGS: CURRICULUM STUDIES2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in curriculum studies.

EDRS 513..... READINGS: ENGLISH AS A SECOND LANGUAGE2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in English as a second language.

EDRS 514..... READINGS: LITERACY EDUCATION2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in literacy education.

EDRS 515..... READINGS: MIDDLE LEVEL EDUCATION2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in middle level education.

EDRS 516..... READINGS: SPECIAL EDUCATION.....2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in special education.

EDRS 517..... READINGS: STEM EDUCATION.....2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in STEM education.

EDRS 518..... READINGS: TALENTED AND GIFTED EDUCATION.....2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in talented and gifted education.

EDRS 519..... READINGS: TEACHER LEADERSHIP2 CREDITS

Identify and review scholarly literature, critically evaluate research, and develop skills to write an effective literature review related to topics in teacher leadership.

EDRS 602..... DESIGNING ACTION RESEARCH.....2 CREDITS

Prerequisite: EDRS 502 or EDTE 520

Students examine the systematic design feature of action research, with a focus on selecting effective data tools and creating an implementation plan for a research project.

EDRS 702..... EVALUATING ACTION RESEARCH.....2 CREDITS

Prerequisite: EDRS 602

Students examine evaluation, analysis, and interpretation of action research data, as well as designing strategies for instructional adjustment and re-evaluation.

EDRS 760..... EDUCATIONAL RESEARCH: ATHLETIC PROGRAM MANAGEMENT3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to athletic program management. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 761..... EDUCATIONAL RESEARCH: AUTISM EDUCATION.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to autism education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 762..... EDUCATIONAL RESEARCH: CURRICULUM STUDIES3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to curriculum studies. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 763..... EDUCATIONAL RESEARCH: ELEMENTARY EDUCATION3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to elementary education. A capstone

research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 764..... EDUCATIONAL RESEARCH: ENGLISH AS A SECOND LANGUAGE.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to English as a second language. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 765..... EDUCATIONAL RESEARCH: LITERACY EDUCATION.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to literacy education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 766..... EDUCATIONAL RESEARCH: MIDDLE LEVEL EDUCATION3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to middle level education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 767..... EDUCATIONAL RESEARCH: SECONDARY EDUCATION3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to secondary education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 768..... EDUCATIONAL RESEARCH: SPECIAL EDUCATION.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to special education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 769..... EDUCATIONAL RESEARCH: STEM EDUCATION.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to STEM education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 770..... EDUCATIONAL RESEARCH: TALENTED AND GIFTED EDUCATION.....3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to talented and gifted education. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

EDRS 771..... EDUCATIONAL RESEARCH: TEACHER LEADERSHIP3 CREDITS

Prerequisite: EDRS 702

Using foundational methods of design and analysis, students conduct action research related to teacher leadership. A capstone research project, including a review of literature, a systematic inquiry of a research problem, implementation of an intervention, analysis and interpretation of data, and reflection for instructional adjustment.

Education Teacher (EDTE)

EDTE 500 GRADUATE STUDY AND INITIAL LICENSURE.....0 CREDITS

Orientation to graduate education programs leading to initial licensure. Readiness for online learning and expectations related to scholarly writing skills are introduced.

EDTE 501 GRADUATE STUDY AS A TEACHER INTERN0 CREDITS

Orientation to the Teacher Intern Program and graduate-level work. Readiness for online learning and expectations related to scholarly writing skills are introduced.

EDTE 502 PRINCIPLES OF EDUCATION3 CREDITS

An overview of educational characteristics and their application in today's classrooms, including sociological, historical, legal, and philosophical foundations of education, important theoretical developments related to teaching and learning, child and adolescent development, cognition, and educational research.

EDTE 512 INCLUSIVE ENVIRONMENTS3 CREDITS

Survey of principles of inclusive environments, including application of strategies for effective instruction related to students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students at risk.

EDTE 520 FOUNDATIONS OF CLINICAL PRACTICE3 CREDITS

Develops pedagogical foundational skills for clinical practice such as instructional context, lesson planning, interactive instructional strategies, differentiation, assessment, integrating technology, and reflective practice. Students will also complete twenty hours of field experience.

EDTE 526...LITERATURE FOR ELEMENTARY READERS.....3 CREDITS

Examination of the Iowa Core Standards for Literature and Informational Texts and a variety of narrative and expository texts for developing elementary readers' skills and motivation. Develop awareness and understanding of elements of texts and the use of authentic texts, especially focused on the teaching of reading and use of literature across the curriculum in elementary classrooms.

EDTE 528 TEACHING FINE ARTS AND MOVEMENT3 CREDITS

Introduces elementary education candidates to the knowledge and skills needed to integrate visual arts, drama, music, physical activity, and health and wellness in the elementary curricula to enhance student learning.

EDTE 530 FOUNDATIONS OF TEACHING READING 3 CREDITS

Develops strong knowledge of the foundational stages of the reading process, including introduction of interactive instructional strategies for teaching vocabulary, word identification, phonics, fluency and comprehension.

EDTE 532 METHODS OF TEACHING ENGLISH LANGUAGE ARTS 3 CREDITS

Provides students with knowledge of methodologies and literacy strategies recommended for the effective teaching of language arts curriculum. Students review theory and content necessary for teaching elementary school levels; and evaluate supplementary teaching resources.

EDTE 534 METHODS OF TEACHING SOCIAL STUDIES AND SCIENCE 3 CREDITS

Provides students with knowledge of methodologies and literacy strategies recommended for the effective teaching of social studies and science curricula. Students review theory and content necessary for teaching, elementary school levels; and evaluate supplementary teaching resources.

EDTE 538 METHODS OF TEACHING MATHEMATICS 3 CREDITS

Provides students with knowledge of methodologies recommended for the effective teaching of mathematics curriculum. Students review theory and content necessary for teaching, elementary school levels; and evaluate supplementary teaching resources.

EDTE 540 SECONDARY INSTRUCTIONAL STRATEGIES 1 CREDIT

Instructional strategies for teaching students in grades 5-12, including literacy and technology.

EDTE 541 SECONDARY FIELD EXPERIENCE I 1 CREDIT

Students will design and deliver at least two content area lessons to secondary students during their practicum experience. Twenty hours of experience required in a secondary classroom.

EDTE 550 METHODS AND MANAGEMENT OF SECONDARY EDUCATION 4 CREDITS

Students engage in the scope and sequence of disciplines specific curriculum, design lessons and unit plans, deliver lessons for constructive feedback and reflection, and select appropriate strategies for the assessment of student learning.

EDTE 551 SECONDARY FIELD EXPERIENCE II 1 CREDIT

Students engage with in-service teachers and interact with secondary students, plan and deliver at least two lessons, and assess student learning. Forty hours experience required in a secondary classroom.

EDTE 552 BASIC MATH AND MEASUREMENT FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core Mathematics Standards, candidates will demonstrate knowledge and understanding of the mathematics they will teach. Candidates will form an understanding of how children learn mathematics' concepts and skills. Candidates will study numbers and operations, data analysis and probability, and measurement.

EDTE 553 ALGEBRA FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core Mathematics Standards, candidates will demonstrate knowledge and understanding of the algebra they will teach. Candidates will increase their knowledge and understanding of algebraic principles and problem solving. Candidates will work with whole numbers and rational numbers, number patterns, and various properties aligned with the Algebra strand of the Iowa Core.

EDTE 554 GEOMETRY FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core Mathematics Standards, candidates will demonstrate knowledge and understanding of the geometry they will teach. Candidates will increase their knowledge and understanding of geometry concepts and skill aligned with the Geometry strand of the Iowa Core, such as lines, angles, polygons, surfaces, solids, and transformations.

EDTE 556 AMERICAN HISTORY FOR THE EDUCATOR..... 2 CREDITS

Through an examination of the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the American history they will teach. Candidates will examine the United States from its inception to present day in the frame of being a leader and how it impacts our world today.

EDTE 557 WORLD HISTORY FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the world history they will teach. Candidates will focus on historic events that have had a significant impact on our world.

EDTE 558 GEOGRAPHY FOR THE EDUCATOR 2 CREDITS

Through an examination of the National Geography Standards and the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the geography they will teach. Candidates will study geography through the lens of physical, social, cultural, political, and economic features. Candidates will also focus on physical, human, and environmental characteristics and their interactions as they study regions.

EDTE 559 AMERICAN GOVERNMENT FOR THE EDUCATOR..... 2 CREDITS

Through an examination of the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the American government they will teach. Candidates will examine the United States government from the founding of the U.S. Constitution. Candidates will review the nature of power and politics and the roots of American democratic thought; the purpose of the U.S. Constitution, federalism, and how U.S. citizens participate within our democratic republic.

EDTE 560 EARTH SCIENCE FOR THE EDUCATOR 2 CREDITS

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the earth science they will teach. Candidates will develop understandings of human impacts, space systems, history of earth, earth systems, and weather and climate.

EDTE 561 LIFE SCIENCE FOR THE EDUCATOR..... 2 CREDITS

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the life science they will teach. Candidates will focus on the study of living things, the use of scientific inquiry, and other concepts such as cells, human body systems, energy production in living things, and classifications of kingdoms.

EDTE 562 PHYSICAL SCIENCE FOR THE EDUCATOR I..... 2 CREDITS

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the physical science they will teach. Candidates will focus on current science, making observations, the learning cycle, measurement, motion, and matter in physical science.

EDTE 563 PHYSICAL SCIENCE FOR THE EDUCATOR II..... 2 CREDITS

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, candidates will demonstrate knowledge and understanding of the physical science they will teach. Candidates will focus on foundational physics concepts (forces, energy, heat, electricity and magnetism, waves, light and sound, and engineering) and their applications.

EDTE 564 WRITTEN COMMUNICATION AND GRAMMAR FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core English Language Arts Standards, candidates will demonstrate knowledge and understanding of the writing communication and grammar they will teach. Candidates will increase knowledge and understanding of effective writing and grammar skills, focus on improving both personal and professional writing and grammar skills, and develop effective and innovative strategies for teaching writing and grammar.

EDTE 565 ORAL COMMUNICATION FOR THE EDUCATOR 2 CREDITS

Through an examination of the Iowa Core English Language Arts Standards, candidates will demonstrate knowledge and understanding of the oral communication and speech they will teach. Course content includes theory, methods, techniques for integrating speaking and listening into curriculum, instruction, and assessment practices.

EDTE 568 ELEMENTARY EDUCATION FIELD, EXPERIENCE I 1 CREDIT

Practical supervised learning experience with students in primary level classroom environments. Includes observation, lesson planning, classroom management, and reflection. Minimum 30 contact hours.

EDTE 569 ELEMENTARY EDUCATION FIELD, EXPERIENCE II 1 CREDIT

Practical supervised learning experience with students in intermediate elementary level classroom environments. Includes observation, lesson planning, classroom management, and reflection. Minimum 30 contact hours.

EDTE 580 STUDENT TEACHING FOR ELEMENTARY EDUCATION 6 CREDITS

Supervised full-day capstone teaching experience in an elementary classroom that includes lesson planning, delivery, and assessment of student learning in all curricular areas.

EDTE 582 STUDENT TEACHING SEMINAR FOR ELEMENTARY EDUCATION 2 CREDITS

Student teachers participate in a learning community to support teaching practice, share challenges, and explore solutions. Advanced topics also included are roles and expectations of professional educators, Iowa Teaching Standards, current issues, model code of ethics; taken concurrently with EDTE 580.

EDTE 588 PRESERVICE TEACHER INTERNSHIP SEMINAR 2 CREDITS

Teacher interns begin the transition of pedagogical knowledge to classroom implementation. Emphasis on professionally preparing for the first days of school as a new teacher.

EDTE 590 TEACHER INTERNSHIP SEMINAR I 3 CREDITS

Teacher Interns transition pedagogical knowledge to implementation and participate in a learning community to support teaching practice, share challenges and explore solutions. Teacher Interns collaborate to identify, evaluate, share, and provide feedback on lesson plans, management techniques, and assessments, engaging learners in critical thinking.

EDTE 592 TEACHER INTERNSHIP SEMINAR II 3 CREDITS

Teacher Interns continue to implement teaching practices, share challenges, and explore solutions within established learning community. Advanced topics also included are examination of district and classroom differentiation, assessment practices, classroom behavior plans, and model code of ethics.

EDTE 614 ADVANCED READING METHODS 3 CREDITS

Study and application of the theory and practices for designing, delivering, and assessing reading instruction and interventions for all students, including students with dyslexia and other reading and writing difficulties. Includes identifying, administering, and analyzing data to monitor learning and to diagnose needs and selecting, planning, and implementing research-based instruction.

Education (EDUC)

EDUC 522 INSTRUCTIONAL TECHNOLOGY 3 CREDITS

Expands the use of technology tools in teaching situations and includes an action inquiry project using a technology-infused solution. Discusses issues related to technology and its use in schools.

EDUC 550 TEACHING INTERNSHIP 1-6 CREDITS

By permission only.

Working with students in specific setting under the supervision of the department staff. Involves the demonstration of skills necessary to plan, implement, and evaluate instruction.

EDUC 580 DEVELOPMENT AND MANAGEMENT OF GIFTED PROGRAMS 4 CREDITS

Candidate will develop an understanding of and the application of the necessary components for developing, managing, and supervising gifted programming and services.

EDUC 581 CURRICULUM AND METHODS FOR THE GIFTED 3 CREDITS

Candidates will explore and examine curriculum models and modifications for gifted students that can be applied using a continuum of service options. Candidates will explore the role of pre-assessments in differentiated instruction and will develop sample curriculum and assessment tools that are tailored to the needs of gifted students.

EDUC 582 K-12 TAG PRACTICUM 2 CREDITS

This course is by permission only through formal application. Prerequisites: EDUC 580, 581, & 584

A 20 hour practicum experience for endorsement candidates that requires at least 8 hours of direct teaching and/or interaction with talented and gifted students under the guidance of an appropriately qualified collaborating teacher in the opposite grade level (i.e., either elementary or secondary) from the candidate's area of initial licensure. Topics include curriculum planning, instructional practice, and collaboration.

EDUC 584 PSYCHOLOGY OF THE TALENTED & GIFTED 3 CREDITS

Candidates will explore and examine the nature and needs of gifted students. Additionally, candidates will identify social and emotional needs of children who are gifted and talented and identify ways to support cognitive and social-emotional needs of children and youth who are gifted and talented. Moreover, candidates will examine the role of culture in manifestation of gifts and talents as well as gifted behaviors in special populations.

EDUC 585 SOCIAL EMOTIONAL NEEDS OF THE TALENTED AND GIFTED 2 CREDITS

Candidate will explore unique social and emotional learning needs of gifted students and certain teaching and philosophical strategies that can help address these unique needs. Candidate will review key principles and concepts about social and emotional development of gifted children found in empirical literature and evaluate strengths and limitations of certain support systems

that can be used to address their social and emotional development. Candidate will explore concept of peer relationships, perfectionism, asynchronous development, twice exceptionality, and overexcitabilities. Candidate will be provided multiple opportunities to engage in discussions and activities that refine and define strategies and practices focusing on meeting comprehensive social and emotional learning needs of gifted and talented students. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 586..... TALENTED AND GIFTED SPECIAL POPULATIONS2 CREDITS

Candidates will explore talented and gifted students and special populations. More specifically, candidates will explore twice exceptionality, English Language Learners, students with autism, gender difference, and minority population in gifted education. Candidates will evaluate district policy and determine how to create a more inclusive program that incorporates special populations. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 587..... CHALLENGING THE SECONDARY TALENTED AND GIFTED LEARNER.....2 CREDITS

Candidate will focus on the gifted adolescent and his/her needs. Candidate will review and research characteristics and identification of the gifted adolescent as well as possible programs, services, and other ways to support the gifted secondary student. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 588..... STEM (STREAAM) FOR THE TALENTED AND GIFTED LEARNER.....2 CREDITS

Candidate will explore integrated nature of learning with an interdisciplinary curriculum approach in areas of science, technology, engineering, and math for gifted learners. Candidate will research and explore effective ways to integrate STEM lessons within their classroom and use problem solving strategies to delivery effective instruction to gifted learners. Candidate will explore the nature of STEM education disciplines, STEM pedagogy, and STEM strategies that can be used to deliver integrative STEM education in the school-based setting to our gifted youth. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 589..... CHALLENGING THE YOUNGER TALENTED AND GIFTED LEARNER2 CREDITS

Candidate will examine gifted behaviors and characteristics of young gifted learners; and possible identification procedures. Also, strategies, including but not limited to the following, will be reviewed: creating an appropriate learning environment; providing variety and offering choices; compacting curriculum; incorporating creative thinking; and flexible grouping. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 590..... CREATIVITY AND THE TALENTED AND GIFTED LEARNER2 CREDITS

Candidate will read about and research the definition of creativity; theories of creativity; creative process; characteristics of the creatively gifted child; and tests used to measure creativity. Candidate will also review activities and strategies that are designed to enhance creativity. This course is not required for the Iowa Talented & Gifted Endorsement.

EDUC 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 education according to student interest and/or need. Offered as needed. Repeatable.

EDUC 595/744 ETHICS FOR LEADERS3 CREDITS

Based on work of the National Association of State Directors of Teacher Education and Certification as well as other resources, this course will provide opportunities for Candidates to engage in readings, conversations, and research about ethics in education. Candidates will explore how their experiences and values affect their ethical decision-making. Educational ethical dilemmas will be investigated. Content is based on the Model Code of Ethics for Educators (MCEE).

EDUC 610..... REFLECTIVE TEACHING.....3 CREDITS

The learner will gain an understanding of the theories and research regarding reflective practice in the educational setting. Learners will demonstrate an understanding of Marzano's model of effective teaching and apply knowledge to rate themselves using the 43 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 with a Collaborative Team.

EDUC 612..... CULTURAL AND ETHICAL ISSUES3 CREDITS

Examination of socio-cultural concerns and ethics related to educational foundations with emphasis on contemporary issues influencing curriculum, pedagogy, inclusion, human relations, educational policy, and social justice.

EDUC 705..... ESL METHODS3 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.

EDUC 715..... LINGUISTICS FOR ESL LEARNERS3 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.

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.

EDUC 725..... SECOND LANGUAGE ACQUISITION3 CREDITS

Course is designed to give educators of all levels an understanding of the main theories of first and second language acquisition, and how this information can be applied to their work in the classroom. Major topics in this course include language acquisition theories, bilingualism and models of bilingual education, as well as information regarding the teaching of academic language to native English speakers and ELL students.

Participants in this course will be required to engage in scholarly research related to the topics presented in the lectures. They will also analyze a variety of case studies, engage in professional discourse pertaining to language teaching and learning, and design instructional activities based on the theories and concepts from the reading. Students in this course will obtain a detailed understanding of the impact of language teaching theories and strategies on student learning.

EDUC 732..... INTERNSHIP: K-12 ESL3 CREDITS

Prerequisites: EDUC 705, 710, 715, 720, & 725 Enrollment is by permission of the Graduate Office only.

This course is designed for endorsement candidate to reflect on learnings from previous ESL courses through professional learning communities. Content includes philosophy, programming/curriculum, student needs and assets, formative and summative assessment, best practices for teaching English to ESL students, cultural competence, advocacy, policies, and appropriate practices. The culminating experience shall include a 75- hour internship within an ESL setting to enhance the learned skills and knowledge base. Thirty of the 75 hours must be in the opposite grade cluster; i.e., K-8 must do 30 hours in 5-12 and vice versa. Those currently K-12 will work with the course facilitator to decide as appropriate. Endorsement candidates will either teach or tutor students for 8 hours in the 30-hour portion. The remaining 45 hours will be selected from a pre- approved checklist. The Internship will also provide the endorsement candidate with a teaching experience that includes working with a Collaborating Teacher; who will guide, mentor, and model best instructional practices in the classroom. The Collaborating Teacher has the appropriate license and will provide an assessment of the work done by the endorsement candidate. To demonstrate academic rigor, the educator will create a portfolio. Directions for the portfolio are in the Moodle course.

EDUC 740..... EXPLORING TEACHER LEADERSHIP3 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 COMMUNITIES3 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 groups. The first one is the class as a whole, engaged in developing ideas around the professional learning community processes. The second one is a small group of class members that one will work with for the entire course. The second group will be one with which to work, collaborate, and share local PLC experiences that offer powerful ways to impact school- based PLCs.

EDUC 742..... COLLABORATIVE COMMUNICATION FOR TEACHERS3 CREDITS

No matter the role teachers take, whether it be mentor, instructional coach, lead teacher, model teacher, or team member, positive, constructive communication is a key element in successful learning communities. This course will help teachers develop the communication skills they will need to become effective leaders in their schools.

EDUC 750..... FOUNDATIONS OF ATHLETIC PROGRAM MANAGEMENT3 CREDITS

This course will provide an overview of the role of Athletic Administrator. Topics include: philosophy, organizations and professional programs; management strategies and organizational techniques; interscholastic budgeting and finance; and marketing, promotions and fundraising. Many of the topics and issues presented in this course will be examined in more depth in subsequent courses in this strand.

EDUC 751..... ATHLETIC FACILITIES MANAGEMENT3 CREDITS

This course will provide an overview of Athletic Facilities Management. Topics include: Athletic Field Management, Indoor Physical Plant Assets, Interscholastic Player Equipment and Enhancing Curb Appeal. 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 three varied components of athletic programs: current issues in American sports, 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

Examines four varied components of athletic programs: assessment of programs and personnel, leadership management/supervision for athletic administrators, interscholastic contest management, and professional growth for athletic coaches. 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

The course is intended for K-12 educators seeking reading in the content area expertise. This course is designed to focus on practices and strategies that will increase students' literacy skills to meet the promise of the Iowa Core K-12 ELA Standards across content areas. Literature-based reading in the content areas will be emphasized. Each participant will choose a content area (not English Language Arts) at the grade level(s) in which he/she is currently working. The participant will develop a unit with application activities in comprehension, writing, vocabulary, and assessment that will integrate technology and include research-based strategies for differentiation of learning in order to meet the needs of ALL learners (i.e., English as a Second Language, Dyslexics, Talented and Gifted, Students with IEPs). Included in the unit are the annotations (text complexity: qualitative, quantitative, and "the reader and me") of the literature.

EDUC 762..... DIAGNOSTIC TEACHING OF READING 3 CREDITS

This course is designed for Endorsement Candidates to explore the causes of reading disabilities and helps candidates recognize individual needs of students. This course emphasizes design of lessons and methods to improve reading achievement. The Endorsement Candidate must work directly with students in his/her classroom to complete course assignments. The candidate will conclude the course by reflecting on their work in relation to the course objectives and program standards.

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-43 CREDITS

This course focuses on the foundations of reading, reading curriculum and instruction, and creating reflective assignments. Utilizing research-based best practices, the practitioner will build knowledge and skills in the elements of reading to ensure students reach reading success by the end of third grade. The practitioner will design a plan to address student needs which include but not limited to wide range of texts, physical literate environment, instruction, curriculum, and differentiation (i.e. dyslexia, ELL).

EDUC 765..... LITERACY FOR GRADES 5-83 CREDITS

This course focuses on the foundations of reading, reading curriculum and instruction, and practicum assignments. Utilizing research-based best practices, the practitioner will build knowledge and skills in the elements of reading to ensure students reach reading success. The practitioner will design a plan to address student needs which include but not limited to wide range of texts, physical literate environment, instruction, curriculum, and differentiation (i.e. dyslexia, EL). Under the guidance of an appropriately licensed professional, who will observe, evaluate, and provide feedback, the practitioner will work with colleagues and families in the support of children's reading and writing development. To demonstrate academic rigor, the educator will engage in a research study ending in a video reflection.

EDUC 766..... LITERACY FOR GRADES 9-123 CREDITS

This course focuses on the foundations of reading, reading curriculum and instruction, and how a secondary literacy program looks. Utilizing research-based best practices, the practitioner will build knowledge and skills in the elements of reading to ensure students reach reading success. The practitioner will increase personal knowledge of student needs, a wide range of texts, physical literate environment, instruction, curriculum, and differentiation (i.e. dyslexia, EL). The practitioner will increase personal skills in working with colleagues and families in the support student's reading and writing development for grades 9-12.

EDUC 767..... LITERACY CAPSTONE..... 1 CREDIT

This course is by permission only through formal application. Prerequisites: EDUC 760/771/772, 761, 762, 763, 764 or 766, & 765
A demonstration of the knowledge and skills required for effective literacy teaching for all students; the capstone course for the reading endorsement.

EDUC 771..... K-8 READING & WRITING ASSESSMENT PRACTICUM.....3 CREDITS

This course is by permission only through formal application. Prerequisites: EDUC 762, 764, & 765

Designed to provide in-depth knowledge of the reading and writing assessments used in the K-8 classroom setting. Topics will include research-based strategies, classroom accommodations, designing instruction, classroom environment, assessment, and data analysis. A 20 hour practicum is included to enhance the learned skills and knowledge base. The practicum will also provide a teaching experience that includes working with an appropriately qualified collaborating teacher who will guide, mentor, and discuss best instructional practices in the classroom.

EDUC 772..... 5-12 READING & WRITING ASSESSMENT PRACTICUM.....3 CREDITS

This course is by permission only through formal application. Prerequisites: EDUC 762, 765, & 766

Designed to provide in-depth knowledge of the reading and writing assessments used in the 5-12 classroom setting. Topics will include research-based strategies, classroom accommodations, designing instruction, classroom environment, assessment, and data analysis. The course shall include a 20 hour practicum to enhance the learned skills and knowledge base. The practicum will also provide a teaching experience that includes working with an appropriately qualified collaborating teacher who will guide, mentor, and discuss best instructional practices in the classroom.

EDUC 816..... GROWTH & DEVELOPMENT FOR THE MIDDLE LEVEL STUDENT2 CREDITS

The course examines the culture of middle-school age students in relation to their school experience. Endorsement Candidates will become familiar with current research on the psychology of adolescents to include physical, cognitive, cultural, and

psychological development. In this four-week course, Endorsement Candidates will conduct a literature review on a topic relevant to middle school culture. The candidate will summarize and share the research findings in a power point presentation.

EDUC 817..... MIDDLE SCHOOL CURRICULUM AND METHODS.....3 CREDITS

This course focuses on designing developmentally appropriate instructional strategies, curriculum and daily lessons for the middle school learner. It addresses developmental theory, essential elements of middle-level philosophy, instructional theory and strategies, theories on motivation, and classroom management. To demonstrate academic rigor, the educator will engage in multiple middle school methods and curriculum assignments including but not limited to reading professional articles, viewing videos, creation / construction of projects, forum discussions, and journal/response writing. The middle school methods and curriculum assignments will consist of working with multiple resources, professional discussion, and personal/professional reflection, connecting pedagogy to best practice. In addition, the educator will collaborate and share his or her ideas regarding such findings within various reflective discussion boards, and building a Professional Learning Community (PLC), from which to gain and build upon real-world experience.

EDUC 818..... MIDDLE SCHOOL FIELD EXPERIENCE 1 CREDIT

Prerequisites: EDUC 816, 817, & 765

Enrollment is by permission of the Graduate Office only.

This course is designed for endorsement candidate to gain an in-depth understanding of the 21st century middle school, as well as pertinent factors being faced by today's adolescents and educators. The course will also serve as a field experience component to culminate recent course experiences utilizing practical applications and procedures. Topics will include school climate, advisory, advocacy, and affective, education, as well as student assessment and evaluation. The culminating experience shall include a 30-hour field experience within a middle school setting to enhance the learned skills and knowledge base. The Field Experience will also provide the endorsement candidate with a teaching experience that includes working with a Collaborating Teacher; who will guide, mentor, and model best instructional practices in the classroom. The Collaborating Teacher has the appropriate license and will provide an assessment of the work done by the endorsement candidate. To demonstrate academic rigor, the educator will engage in multiple field placement assignments (walkthrough, interview, self-reflection journals, self-reflection video). The field experience assignments will consist of collecting data from multiple resources and personnel via observation, professional discussion, and personal/professional reflection, connecting theory to best practice. In addition, the educator will collaborate and share his or her ideas regarding such findings within various reflective discussion boards, building a Professional Learning Community (PLC), from which to gain and build upon real-world experience.

EDUC 840..... STEM ENGINEERING & TECHNOLOGICAL DESIGN FOR THE EDUCATOR.....3 CREDITS

This course is designed for educators to gain an understanding of the engineering design process and develop practical ways to integrate engineering design into the classroom. Topics include fundamentals of engineering design, engineering in society, techniques for eliciting design requirements and constraints, and instructional strategies to support student engagement with open-ended engineering design challenges. As a result of this course, students will: a) conduct, analyze, and synthesize research that addresses classroom or curricular issues; b) use technology to support learning and productivity; c) use knowledge of current global and local trends, practices, and issues in STEM education (particularly engineering); and d) use appropriate assessment and problem-solving strategies.

EDUC 841..... STEM CURRICULUM DEVELOPMENT3 CREDITS

Prerequisite: EDUC 840

This course provides a foundation for knowledge with respect to curriculum development and assessment in the STEM field. Students will investigate how curriculum is developed with respect to STEM, student learning, and legislations. Topics include curriculum and standards mapping, integrating the content and context of each STEM discipline, assessing integrative learning approaches, comparing and contrasting the goals of each STEM discipline, and integrating and assessing information literacy skills in STEM curriculum. Students will have the opportunity to apply what they have learned about content standards, integrated STEM approaches, Guiding Principles, and assessment by planning an effective STEM lesson. Students will have another opportunity to apply what they have learned by writing a research paper in which they will search for, read, and use peer-reviewed sources to argue for the importance of STEM education in their school.

EDUC 842..... STEM MATERIALS & METHODS3 CREDITS

Prerequisite: EDUC 840

This course is designed for educators to gain an understanding of pedagogy in STEM education and the instructional materials used in the classroom. Topics include project-based learning compared to problem-based learning, mathematical modeling and computational reasoning, instructional strategies for inquiry, instructional strategies for an inclusive classroom, and classroom management in project-based classrooms. Because of this course, students will: a) define information literacy; b) recognize classroom applications of computation thinking and mathematical modeling and their role in solving real-world problems; c) identify and implement instructional strategies for inquiry; d) project-based learning compared to problem-based learning; e) classroom management tools in a problem-based classroom; and f) instructional strategies for inclusion.

EDUC 843..... STEM FIELD EXPERIENCE 1 CREDIT

This course is by permission only through formal application. Prerequisites: EDUC 840, 841, & 842

This course is designed for Endorsement Candidates who wish to receive an endorsement in either K-8 STEM or 5-8 STEM. It is the final course in the endorsement series. During this course, educators will synthesize their learning from EDUC 840, 841, and 842 in preparation for teaching Science, Technology, Engineering, and Mathematics and leading extra-curricular STEM activities. The culminating 30-hour field experience shall include a choice of:

- Completing a STEM research experience
- Participating in a STEM internship at a STEM business or informal education organization
- Leading a STEM extracurricular activity

The Field Experience will also provide the Endorsement Candidate with a teaching experience that includes working with a Collaborating Teacher; who will guide, mentor, and discuss best instructional practices in the classroom. The approved Collaborating Teacher should hold a STEM endorsement on their Iowa teaching license and will provide an assessment of the work done by the Endorsement Candidate. Because of the limited number of educators in Iowa with a STEM endorsement, the Collaborating Teacher may be someone who works in STEM education (e.g., AEA Consultant, an educator serving on a regional STEM board, a university STEM course instructor) without Iowa licensure. To demonstrate academic rigor, the educator will create a reflection video. Guidelines are in the Moodle course. Enrollment is dependent on placement approval.

EDUC 853..... STEM EARTH & SPACE SCIENCE FOR THE EDUCATOR 2 CREDITS

This course is designed to address the roles of science, technology, engineering, and mathematics (STEM) within the content area of Earth and Space Science. A focus on 21st century skills such as creativity and innovation, critical thinking and problem solving, communication, and collaboration is intrinsic to the course. EDUC 853 addresses the Next Generation Science Standards (NGSS) and the Iowa Core Standards. Participants will gain a conceptual understanding of the following topics: ecosystems, weather & climate, space systems, Earth systems, history of the Earth, and human impacts on the Earth. It is intended for 5-8 grade teachers with topics/activities appropriate for students in those grade levels. In this two-credit course, participants will: a) understand how to address three-dimensional learning as written in the NGSS; b) integrate the STEM practices into Earth and space science content; c) use knowledge of current global and local trends, practices and issues in the field, and d) engage in lessons that reflect effective pedagogy, 21st century skills, and authentic assessments.

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. As a result of this course, students will: a) summarize the basic nature and properties of matter; b) design experiments using measurements in chemistry with the SI system; c) analyze the periodic table and predict chemical trends; d) summarize atomic structure; e) predict results of chemical reactions; f) identify acids, bases, and solutions; and g) evaluate the use of inquiry-based investigation in solving chemical problems.

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 857..... STEM STATISTICS FOR THE EDUCATOR..... 2 CREDITS

The focus of this course is math statistics content for grades 5-8 teachers integrating STEM concepts into their teaching. The content is aligned with the Common Core and the Iowa Core Standards. This course introduces teachers to the following topics: statistical terms, symbols and equations; data types; sampling techniques; graphs and figure for displaying data; measures of central tendency and dispersion; probability; correlation vs causation; normal curves and z scores and an introduction to the concept of inferential statistics. The course stresses critical, higher-order thinking underlying key 21st century skills such as creativity, innovation, communication, and collaborative problem solving. In this two-credit course, participants will read material related to the course concepts which provide background knowledge to complete calculations using data sets, box pots, stem and leaf plot and histogram. They will calculate measures of central tendency and measures of dispersion, identify when it is appropriate to consider tests of inferential statistics, and be able to articulate inappropriate uses of statistical calculations and terms.

EDUC 859..... STEM COMPUTER PROGRAMMING FOR THE EDUCATOR..... 2 CREDITS

This course introduces the classroom teacher to the essentials of computer programming using an approach that the teacher can, in turn, use in the classroom. Learning occurs in the context of programming to create drawings and animations--a context that encourages interest and creativity. Computer programming topics include variables, arithmetic expressions, conditionals, loops, functions, arrays, and objects.

EDUC 870..... ADOLESCENT LITERATURE 3 CREDITS

Examines adolescent literacy and its implications in the classroom. Focuses on common themes in adolescent literature, adolescent learning theory, the needs of struggling adolescent readers, and instructional methods.

EDUC 872..... CHILDREN'S LITERATURE 3 CREDITS

Assists participants in the integration of current children's literature across the curriculum, specifically in light of the Iowa Core. Reading and writing strategies, as well as speaking and listening activities that enhance students' comprehension of the literature will be addressed.

English (ENGL)

ENGL 478G LITERATURE ACROSS CULTURES..... 3 CREDITS

This course will explore the literature of various cultures in the context of multicultural literature as a pedagogical tool. As educators, we have students of diverse cultural backgrounds in our classrooms, so we should familiarize students with cultural archetypes beyond those traditional archetypes with which we're familiar. Course objectives: students will be introduced to the theoretical foundation of multicultural literature; students will explore literature written by authors from cultures beyond Western tradition; students will examine the ways in which literature across cultures can be seen as artifacts of the cultures which produce them; and students will study the ways in which literature in turn contributes to the production of culture. In this three-credit

course, students will develop a written philosophy of teaching multicultural literature, a philosophy which includes research-based discussion of the issues involved in teaching texts written by authors from other cultures to students from a variety of cultural backgrounds; students will apply critical texts which explore various issues of cultural consideration to literature from cultures outside of the traditional Western canon; and students will incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools. Assignments will include weekly research-based reflections, produced after reading both primary and secondary texts; and a final project based on course-based critical texts and students' independent research.

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 will 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. Participants will research and synthesize various music literacy techniques into a strategy that will work best for their individual teaching situation.

Participants will apply that strategy in creating 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 curriculum will be emphasized throughout the course. Students will have opportunities to design, implement, and participate in various creative arts projects.

MUED 533 TOPICS IN ELEMENTARY GENERAL MUSIC 3 CREDITS

This course is designed to reflect contemporary emphases and concerns in the music education profession in the area of elementary general music. Participants will identify a topic of interest which will inform and improve their music teaching knowledge and skill. A project will be developed through research, tested in the classroom, and refined through feedback with the instructor.

MUED 534 TOPICS IN CHORAL MUSIC 3 CREDITS

This course is designed to reflect contemporary emphases and concerns in the music education profession in the area of choral music. Participants will identify a topic of interest which will inform and improve their music teaching knowledge and skill. A project will be developed through research, tested in the classroom, and refined through feedback with the instructor.

MUED 535 TOPICS IN INSTRUMENTAL MUSIC 3 CREDITS

This course is designed to reflect contemporary emphases and concerns in the music education profession in the area of instrumental music. Participants will identify a topic of interest which will inform and improve their music teaching knowledge and skill. A project will be developed through research, tested in the classroom, and refined through feedback with the instructor.

MUED 604 PRACTICAL APPLICATION OF CONDUCTING TECHNIQUES 3 CREDITS

This course refines the student's conducting skills 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 complete an in-depth study of the strengths and weaknesses of their own conducting technique through video analysis of their rehearsals and detailed feedback from the instructor. This course can be tailored to fit the needs of either an instrumental or choral emphasis.

MUED 609 PERFORMANCE LITERATURE FOR THE 21ST CENTURY ENSEMBLE 3 CREDITS

This course is a concentrated study of choral, vocal or instrumental literature (both ensemble and solo), with an emphasis on music which would apply to a K12 setting. The student will develop and define criteria for choosing quality solo and ensemble literature, creating a practical bibliography specifically related to music for varying ages and levels of ability. The course will explore effective concert programming and rehearsal/teaching techniques for concert preparation. This course can be tailored to fit the needs of either an instrumental or choral emphasis.

MUED 613 ADVANCED ORCHESTRATION AND ARRANGING 3 CREDITS

This course includes a study of the characteristics and capabilities of orchestral and band instruments as applied to composing, orchestrating and arranging. Students will apply instruction in the application of scoring music for various combinations of musical mediums, including strings, woodwinds, brass, percussion, and voices. Skill is developed in writing and arranging for instrumental or choral ensembles of all types and genres. Techniques, characteristics and notations for instrument families, rhythm section and voices are all covered. This course can be tailored to fit the needs of either an instrumental or choral emphasis.

Special Education (SPED)

SPED 502 SURVEY OF EXCEPTIONALITIES 3 CREDITS

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

SPED 536 APPLIED BEHAVIOR ANALYSIS 3 CREDITS

Focuses on various theoretical approaches for managing student behaviors in special and general education classrooms. Introduces specific interventions for increasing desired behaviors and decreasing undesired behaviors. Some course activities require access to students and/or classrooms.

SPED 540..... ADVANCED PRACTICUM: INSTRUCTIONAL STRATEGIST I: K-8 1 CREDIT

This course is by permission only through formal application.

Designed for teachers pursuing a second graduate level special education endorsement after successful completion of the Instructional Strategist I: 5-12, Instructional Strategist II: ID or Instructional Strategist II: BD/LD practicum through Morningside University. While working directly with elementary or middle school level students identified with mild/moderate disabilities in special education/general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. The practicum experience will also include the guidance of an appropriately endorsed teacher to discuss and model best instructional practices.

SPED 541...ADVANCED PRACTICUM: INSTRUCTIONAL STRATEGIST I: 5-12 1 CREDIT

This course is by permission only through formal application.

Designed for teachers pursuing a second graduate level special education endorsement after successful completion of the Instructional Strategist I: K-8, Instructional Strategist II: ID or Instructional Strategist II: BD/LD practicum through Morningside University. While working directly with middle or high school level students identified with mild/moderate disabilities in special education/general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. The practicum experience will also include the guidance of an appropriately endorsed teacher to discuss and model best instructional practices.

SPED 542..... ADVANCED PRACTICUM: INSTRUCTIONAL STRATEGIST II: ID K-12 1 CREDIT

This course is by permission only through formal application.

Designed for teachers pursuing a second graduate level special education endorsement after successful completion of the Instructional Strategist I: K-8, or 5-12, or Instructional Strategist II: BD/LD practicum through Morningside University. While working directly with students identified with intellectual disabilities in special education/ general education settings; the teacher will plan, teach, assess, and reflect. Application of the Iowa Alternate Assessment is required. Research reviews of current issues, theories and practices will be conducted. Includes a 20 hour practicum under the guidance of an appropriately endorsed teacher to discuss and model best instructional practices. Eight of these 20 hours will be with students identified with intellectual disabilities at an alternate grade level.

SPED 543..... ADVANCED PRACTICUM: INSTRUCTIONAL STRATEGIST II: BD/LD K-12 1 CREDIT

This course is by permission only through formal application.

Designed for teachers pursuing a second graduate level special education endorsement after successful completion of the Instructional Strategist I: K-8 or 5-12 Practicum or Instructional Strategist II: ID K-12 through Morningside University. While working directly with students identified with behavior disorders and/or significant learning disabilities in special education/general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. Includes a 20 hour practicum under the guidance of an appropriately endorsed teacher to discuss and model best instructional practices. Eight of these 20 hours will be with students identified with behavior disorders and/or learning disabilities at an alternate grade level.

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 566 FIELD EXPERIENCE I – BD/LD 1 CREDIT

Under the supervision of an appropriately licensed teacher, practical learning experience with BD/LD students in classroom environments. Includes observation, lesson planning, classroom management strategies, and reflection. Minimum 30 contact hours.

SPED 567 FIELD EXPERIENCE I – ID 1 CREDIT

Under the supervision of an appropriately licensed teacher, practical learning experience with ID students in classroom environments. Includes observation, lesson planning, classroom management, and reflection. Minimum 30 contact hours.

SPED 568 FIELD EXPERIENCE II – BD/LD 1 CREDIT

Under the supervision of an appropriately licensed teacher, advanced practical learning experience with BD/LD students in classroom environments. Includes observation, lesson planning, classroom management, reflection, and assessment of student learning. Minimum 30 contact hours.

SPED 569 FIELD EXPERIENCE II – ID 1 CREDIT

Under the supervision of an appropriately licensed teacher, advanced practical learning experience with ID students in classroom environments. Includes observation, lesson planning, classroom management, reflection, and assessment of student learning. Minimum 30 contact hours.

SPED 570 STUDENT TEACHING K-8 INSTRUCTIONAL STRAT. II BD/LD 3 CREDITS

Full-day capstone teaching experience in a K-8 classroom for students with behavior disorders and/or learning disabilities under the supervision of an appropriately licensed special education teacher. Includes utilizing formative and summative assessment data to plan and deliver lessons, monitoring student progress on individual educational plan goals, and collaborating with parents/guardians and other school and community professionals for a minimum period of seven consecutive weeks.

SPED 571 STUDENT TEACHING K-8 INSTRUCTIONAL STRAT. II ID 3 CREDITS

Full-day capstone teaching experience in a K-8 classroom for students with intellectual disabilities under the supervision of an appropriately licensed special education teacher. Includes utilizing formative and summative assessment data to plan and deliver lessons, monitoring student progress on individual educational plan goals, and collaborating with parents/guardians and other school and community professionals for a minimum period of seven consecutive weeks.

SPED 572 STUDENT TEACHING 5-12 INSTRUCTIONAL STRAT. II BD/LD 3 CREDITS

Full-day capstone teaching experience in a 5-12 classroom for students with behavior disorders and/or learning disabilities under the supervision of an appropriately licensed special education teacher. Includes utilizing formative and summative assessment data to plan and deliver lessons, monitoring student progress on individual educational plan goals, and collaborating with parents/guardians and other school and community professionals for a minimum period of seven consecutive weeks.

SPED 573..... STUDENT TEACHING 5-12 INSTRUCTIONAL STRAT. II ID.....3 CREDITS

Full-day capstone teaching experience in a 5-12 classroom for students with intellectual disabilities under the supervision of an appropriately licensed special education teacher. Includes utilizing formative and summative assessment data to plan and deliver lessons, monitoring student progress on individual educational plan goals, and collaborating with parents/guardians and other school and community professionals for a minimum period of seven consecutive weeks.

SPED 574..... STUDENT TEACHING SEMINAR, INSTRUCTIONAL STRAT II.....2 CREDITS

This course, taken concurrently with student teaching, includes a study of the roles and expectations of the professional educator as an instructional decision-maker, collaborative partner, and consumer of research. Other focus areas are an examination of the Iowa Teaching Standards, current issues in education, and professional ethics.

SPED 588..... PRESERVICE SPECIAL EDUCATION TEACHER INTERNSHIP SEMINAR 1 CREDIT

Special Education teacher interns begin the transition of pedagogical knowledge to classroom implementation. Emphasis on professionally preparing for the first days of school as a new teacher.

SPED 590..... SPECIAL EDUCATION TEACHER INTERNSHIP SEMINAR I.....3 CREDITS

Teacher interns transition pedagogical knowledge to implementation and participate in a learning community to support teaching practice, share challenges and explore solutions. Teacher interns collaborate to identify, evaluate, share, and provide feedback on lesson plans, management techniques, and assessment, engaging learners in critical thinking.

SPED 592..... SPECIAL EDUCATION TEACHER INTERNSHIP SEMINAR II.....2 CREDITS

Teacher interns continue to implement practices, share challenges, and explore solutions within the established learning community. Advanced topics also included are examination of district and classroom differentiation, assessment practices, classroom behavior plans, and model code of ethics.

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 SETTINGS3 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 635..... COORDINATION OF COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS2 CREDITS

Exploration and analysis of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings will be completed. Includes examination of the work experience coordinator role in effectively managing on-the-job training and making instructional decisions for student success.

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 637 CAREER-VOCATIONAL ASSESSMENT AND GUIDANCE FOR
..... THOSE WITH DISABILITIES 2 CREDITS**

Focuses on career/vocational assessment and application of results for adolescents with disabilities. Includes appropriate assessment of students' job skills, effective workplace assignments, students' job skills growth support, collaboration with job site sponsors, evaluating student performance, and other related activities.

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 3 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 PRACTICUM: INSTRUCTIONAL STRATEGIST I: K-8 3 CREDITS

This course is by permission only through formal application.

Designed as the clinical capstone course for the Instructional Strategist I: K-8 endorsement. While working directly with elementary or middle school level students identified with mild/moderate disabilities in special education/general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. This 20 hour practicum experience will also include the guidance of an appropriately endorsed teacher to discuss and model best instructional practices.

SPED 642 PRACTICUM: INSTRUCTIONAL STRATEGIST I: 5-12 3 CREDITS

This course is by permission only through formal application.

Designed as the clinical capstone course for the Instructional Strategist I: 5-12 endorsement. While working directly with elementary or middle school level students identified with mild/moderate disabilities in special education/general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. This 20 hour practicum experience will also include the guidance of an appropriately endorsed teacher to discuss and model best instructional practices.

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.....3 CREDITS

Provides participants with an understanding of typical and atypical language development, as well as methods and interventions to use with students who have significant communication, behavioral, learning, and/or intellectual disabilities.

SPED 660..... INTRODUCTION TO INTELLECTUAL DISABILITIES3 CREDITS

Examines foundations and basic concepts related to intellectual disabilities, including history, definitions, and etiology. Focuses on assessment of all areas affecting a student's ability to participate in and benefit from an educational program. Focus will also include lifespan issues, family, individual rights, supports, and community living. Legal issues will be addressed in relation to the Individual Education Plan (IEP) and Iowa Alternate Assessment (IAA) requirements.

SPED 661..... BEHAVIOR DISORDERS: THEORY AND METHODS3 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 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.....3 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 and Essential Elements as well as strategies for making instruction functional and meaningful for students.

SPED 676..... COLLABORATIVE PARTNERSHIPS AND TRANSITION3 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...PRACTICUM: INSTRUCTIONAL STRATEGIST II: INTELLECTUAL DISABILITIES...3 CREDITS

This course is by permission only through formal application.

Designed as the clinical capstone course for the K-12 Instructional Strategist II: ID endorsement. While working directly with students identified with intellectual disabilities in special education/ general education settings; the teacher will plan, teach, assess, and reflect. Application of the Iowa Alternate Assessment is required. Research reviews of current issues, theories and practices will be conducted. Includes a 20 hour practicum under the guidance of an appropriately endorsed teacher to discuss and model best instructional practices. Eight of these 20 hours will be with students identified with intellectual disabilities at an alternate grade level.

SPED 679 PRACTICUM: INSTRUCTIONAL STRATEGIST II: BD/LD 3 CREDITS

This course is by permission only through formal application.

Designed as the clinical capstone course for the K-12 Instructional Strategist II: BD/LD endorsement. While working directly with students identified with behavior disorders and/or significant learning disabilities in special education/ general education settings; the teacher will plan, teach, assess, and reflect. Research reviews of current issues, theories and practices will be conducted. Includes a 20 hour practicum under the guidance of an appropriately endorsed teacher to discuss and model best instructional practices. Eight of these 20 hours will be with students identified with behavior disorders and/or learning disabilities at an alternate grade level.

SPED 681 K-8 MILD/MODERATE READING REMEDIATION STRATEGIES 3 CREDITS

Creates an understanding of why K-8 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 3 CREDITS

Creates an understanding of why 5-12 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 3 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 3 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.

English as a second language (TESL)

TESL 520 CULTURAL AND LINGUISTICALLY DIVERSE CLASSROOM PRACTICE 3 CREDITS

Correlates policies and legislation with historical and contemporary perspectives on cultural and linguistic diversity throughout the United States. Identify characteristics of culturally responsive teachers and culturally inclusive environments. Presents ways in which teachers, who are advocates for students and families, can support the unique strengths and needs of culturally and linguistically diverse (CLD) families.

TESL 525 LANGUAGE ACQUISITION FOR ENGLISH LANGUAGE LEARNERS 3 CREDITS

Provides an overview of the history of language teaching and identifies theories and models of first and second language acquisition used to address the specific needs of Emergent Bilinguals (EBs). Presents current research, policy, and legislation related to language learning and teaching. Addresses the identification process of English Learners (ELs) and ways to assess first and second language proficiency.

TESL 533..... ENGLISH AS A NEW LANGUAGE PROGRAMS METHODS & ASSESSMENTS3 CREDITS

Examination of approaches, methods, and strategies used to teach English Learners (ELs) in English as a Second Language (ESL), Bilingual, and English as a Foreign Language (EFL) programs. Identify program goals, standards, curriculum, and outcomes. Reviews best practices related to the development and implementation of formative and summative assessments used with culturally and linguistically diverse students (CLDs).

TESL 609..... CONTENT AREA STRATEGIES FOR ENGLISH LANGUAGE LEARNERS.....3 CREDITS

Integrates knowledge, skills, and strategies related to content area instruction and assessments for use with Emergent Bilinguals (EBs) who are learning in Newcomer, Bilingual, Dual Language, ESL, Sheltered and Mainstream settings. Presents information related to SDAIE methods, the CALLA approach and the SIOP Model. Addresses content-based ESL strategies.

TESL 637..... APPLIED LINGUISTICS3 CREDITS

Focuses on effective second language teaching which requires that language learning happens in meaningful contexts and that language is used for communicative purposes. Addresses the linguistic areas of phonology, morphology, syntax, and semantics and the receptive and productive language skills in both the L1 and L2. Special emphasis is placed on pragmatics, psycholinguistics, and sociolinguistics.

TESL 640..... ESL PRACTICUM3 CREDITS

This course is by permission only through formal application. Prerequisites: TESL 520, 525, 533, 609, & 637

Capstone experience designed to demonstrate synthesis of knowledge, skill, and practice. Includes a 20-hour practicum within an ESL classroom setting to enhance the learned skills and knowledge base under the guidance of a collaborating teacher. Includes philosophy, programming/curriculum, student needs and assets, formative and summative assessment, best practices for teaching English to ESL students, cultural competence, advocacy, policies, and appropriate practices.

SHARON WALKER SCHOOL OF EDUCATION

GRADUATE PROGRAM IN EDUCATION

ACADEMIC CALENDAR 2023-2024

Fall Semester 2023

AUGUST 2023

| | |
|--------|--|
| Aug 1 | Clinical Placement Requests for Internship, Field Experience & Practicum closes (fall) |
| Aug 22 | Registration closes (fall full-term & 1st half courses) |
| Aug 23 | Classes begin (fall full-term & 1st half courses) |
| Aug 25 | Last day to drop without owing tuition (fall 1st half courses) * |
| Aug 30 | Last day to drop without owing tuition (fall full-term courses) * |

SEPTEMBER 2023

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|--------|--|
| Sep 27 | Last day to drop without final grade (fall 1st half courses) * |
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OCTOBER 2023

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|-----------|--|
| Oct 12 | Registration closes (fall 2nd half/term 12 courses) |
| Oct 13 | Classes end (fall 1st half courses) |
| Oct 15 | Clinical Placement Requests for Internship, Field Experience, & Practicum opens (spring) |
| Oct 16 | Classes begin (fall 2nd half/term 12 courses) |
| Oct 16-23 | Grading window (fall 1st half courses) |
| Oct 18 | Last day to drop without owing tuition (fall 2nd half/term 12 courses) * |

NOVEMBER 2023

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|-----------|--|
| Nov 1 | Registration for Spring 2024 opens |
| Nov 8 | Last day to drop without final grade (fall full-term courses) * |
| Nov 21 | Last day to drop without final grade (fall 2nd half/term 12 courses) |
| Nov 22-26 | No classes (Thanksgiving Break) |

DECEMBER 2023

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|----------|--|
| Dec 1 | Clinical Placement Requests for Internship, Field Experience & Practicum closes (spring) |
| Dec 8 | Classes end (fall full-term & 2nd half courses) |
| Dec 8-18 | Grading window (fall full-term & 2nd half courses) |

** Does not affect GPA*

Spring Semester 2024

JANUARY 2024

| | |
|--------|---|
| Jan 9 | Registration closes (spring full-term & 1st half courses) |
| Jan 10 | Classes begin (spring full-term & 1st half courses) |
| Jan 12 | Last day to drop without owing tuition (spring 1st half courses) * |
| Jan 17 | Last day to drop without owing tuition (spring full-term courses) * |

FEBRUARY 2024

| | |
|--------|--|
| Feb 13 | Last day to drop without final grade (spring 1st half courses) * |
| Feb 27 | Registration closes (spring 2nd half/term 22 courses) |
| Feb 28 | Classes end (spring 1st half courses) |
| Feb 29 | Classes begin (spring 2nd half/term 22 courses) |

MARCH 2024

| | |
|--------------|--|
| Mar 1-7 | Grading window (spring 1st half courses) |
| Mar 4-8 | No classes (Spring Break) |
| Mar 11 | Last day to drop without owing tuition (spring 2nd half/term 22 courses) * |
| Mar 15 | Clinical Placement Requests for Internship, Field Experience, & Practicum opens (summer) |
| Mar 28-Apr 1 | No classes (Easter Holiday Break) |

APRIL 2024

| | |
|--------|---|
| Apr 2 | Registration for Summer 2024 opens |
| Apr 8 | Last day to drop without final grade (spring full-term courses) * |
| Apr 10 | Last day to drop without final grade, student responsible for tuition (spring 2nd half/term 22 courses) * |
| Apr 30 | Classes end (spring full-term & 2nd half courses) |

** Does not affect GPA*

Summer Semester 2024

JUNE 2024

| | |
|--------|---|
| Jun 1 | Registration closes (summer full-term courses) |
| Jun 3 | Classes begin (summer full-term courses) |
| Jun 5 | Last day to drop without owing tuition (summer full-term courses) * |
| Jun 15 | Clinical Placement Requests for Internship, Field Experience & Practicum opens (fall) |

JULY 2024

| | |
|--------------|--|
| Jul 5 | Registration for Fall 2024 opens |
| Jul 12 | Last day to drop without final grade, student responsible for tuition (full-term 30 courses) * |
| Jul 26 | Classes end (summer full-term courses) |
| Jul 26-Aug 2 | Grading window (summer full-term courses) |

AUGUST 2024

| | |
|-------|--|
| Aug 1 | Clinical Placement Requests for Internship, Field Experience & Practicum closes (fall) |
|-------|--|

** Does not affect GPA*



**MORNINGSIDE
UNIVERSITY**

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 Nursing Faculty and Staff

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

Dean of Nylen School of Nursing

Professor of Nursing Education, 1997-

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

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

Brenda Wimmer, D.N.P., RN, CNL, CHNP

Graduate Nursing Department Head

Assistant Professor of Nursing Education, 2021-

B.S.N., Morningside College, 1987; M.S.N., Morningside College, 2017; D.N.P., Morningside University, 2021

Specialties: Clinical Nurse Leader

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

Associate 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

Amanda Buse, D.N.P., APRN, FNP-C, AGNP-C

Assistant Professor of Nursing Education, 2020-

B.S.N., Morningside College, 2012; D.N.P., Creighton University, 2017

Specialties: Family Primary Care; Adult Health

Samantha Rozeboom, D.N.P., APRN, FNP-C, AGACNP-BC

Assistant Professor of Nursing Education, 2021-

B.S.N., Briar Cliff University, 2013; M.S.N., Morningside College, 2020; D.N.P., Morningside University, 2021

Specialties: Family Primary Care

STAFF

Angie Keller, M.S.N., RN, Clinical/Practicum Placement Coordinator

Georgianna Wolf, Senior Administrative Coordinator

Kristin Samuelson, Administrative Assistant

History

The Morningside University Nylen School of Nursing has a long history of providing nursing education leading to a Bachelor of Science in Nursing (BSN). The Bachelor of Science in Nursing program at Morningside began in the fall of 1973. The Master of Science in Nursing (MSN) program began in the fall of 2015. The Doctor of Nursing Practice (DNP) program began in the fall of 2019.

Accreditation and Approvals

Morningside University Nylen School of Nursing baccalaureate, master's, post-graduate APRN certificate, and doctorate programs have full approval from the Iowa Board of Nursing. Questions or concerns about the program's approval status 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

Morningside University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (230 South LaSalle Street Suite 7-500, Chicago, IL 60604-1413 (800)-621-7440 or (312)-263-0456; <http://ncahlc.org>).

The baccalaureate degree program in nursing, master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at Morningside University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Professional Licensure Disclosure

The Morningside University Nylen School of Nursing has investigated the general requirements for licensure in each state and territory.

Morningside University has been approved by the state of Iowa to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). NC-SARA is an agreement among member states 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.

Morningside University grants degrees and certificates that lead to national certification eligibility and ARNP licensure for the state of Iowa. Please note that Morningside University cannot guarantee whether the degree or certificate meet requirements for licensure in states outside Iowa. Students should check with the licensing board in their state. To determine if Morningside University Nylen School of Nursing is authorized to award a degree to an online student residing in another state and curriculum meets state requirements, information is available at <https://www.morningside.edu/assets/uploads/about/mside-nursing-professional-licensure-disclosure-state-requirements.pdf>. If you relocate during the course of the program to another state, it may impact whether you can continue in the program and meet eligibility requirements. If you are considering relocating, you should contact the Graduate Nursing office at GradNurs@morningside.edu.

The Graduate Nursing program 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.
- Flexible individualized plan of study options.
- 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 advanced practice nurse
- Personal and professional responsibility
- Ethical and professional leadership
- A commitment to lifelong learning
- A foundation for mastering an advanced practice role in nursing

Conceptual Framework

The Morningside University 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 lifelong 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

MSN OUTCOMES

Eight major concepts of the Morningside University Nylen School of Nursing are: Holistic Care, Communication, Critical Thinking, Nursing Process, Nursing Roles, Ethics, Research, Lifelong 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)
7. 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)
8. Assume responsibility and accountability for personal and professional growth and integrity by engaging in lifelong learning and a commitment to the values and principles governing the discipline of advanced practice nursing. (Lifelong Personal and Professional Growth)

DNP OUTCOMES

Eight major concepts of the Morningside University Nylen School of Nursing are: Holistic Care, Communication, Critical Thinking, Nursing Process, Nursing Roles, Ethics, Research, Lifelong Personal and Professional Growth.

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

1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational science to deliver holistic care that will advance health and quality of practice to an optimal level. (Holistic Care) (AACN, DNP Essential I)
2. Based on evaluative data, create opportunities for advanced communication, interprofessional collaboration, and information technology for the improvement and transformation of health care. (Communication) (AACN, DNP Essential IV; VI)
3. Incorporate principles of organizational and systems leadership for quality improvement to construct practice policies and procedures to meet the health need of patient populations. (Critical Thinking) (DNP Essential II)
4. Design advanced practice nursing care with clinical prevention and health promotion interventions principles derived from population health to improve health outcomes. (Nursing Process) (DNP Essential VII; VIII)
5. Demonstrate advocacy for healthcare change through health policy to solve issues related to disparities, cultural sensitivity, access to care, quality of care, health care financing, equity, and social justice. (Nursing Roles) (DNP Essential V)
6. Appraise personal and professional behavior and clinical reasoning to construct pathways to resolve ethical and legal issues within healthcare systems. (Ethics) (DNP Essential IV; V)
7. Investigate evidence-based practice methods to expand clinical scholarship and analytical methods used to improve practice and health outcomes among patients and populations. (Research) (DNP Essential III)
8. Design future professional development based on a commitment to advanced practice nursing and the practice role. (Lifelong Personal and Professional Growth) (DNP Essential VIII)

Graduate Nursing Program Offerings

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 (AGNP) Post-Master's Certificate
- Family Primary Care Nurse Practitioner (FNP) Post-Master's Certificate
- Clinical Nurse Leader (CNL) Post-Master's Certificate
- Clinical Outcomes Post-Bachelor's Certificate

DNP PROGRAM TRACK OFFERINGS:

- Direct Patient Care Nurse Practitioner track **BSN to DNP** entry: FNP or AGNP track
- Direct Patient Care for APRNs track **MSN to DNP** entry
- Transformative Leadership track **BSN to DNP** entry: CNL track
- Transformative Leadership track **MSN to DNP** entry

Admission Requirements

The Graduate Nursing Faculty Council reviews all applications and determines acceptance. Students are notified in writing of their admission status. Applications are accepted on a rolling basis, fall, spring, and summer. However, enrollment into either MSN or DNP courses are based on acceptance and space availability. Enrollment/acceptance 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 University accepts applications from both the Morningside Graduate Nursing website or NursingCAS. NursingCAS is a centralized application service for nursing which 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 University Graduate Nursing webpage. The following are the application requirements:

- Morningside University has obtained state approval from most states to offer an online program within the applicant's state of residence. Applicants may contact the Graduate Nursing program to determine state approval prior to applying.
- Bachelor's degree with a major in nursing from a regionally accredited institution with a 3.0 cumulative GPA on a 4.0 scale. (If undergraduate cumulative GPA is below a 3.0 see Conditional Acceptance for other options).
- Master's degree with a major in nursing from a nationally accredited institution with a 3.0 cumulative GPA on a 4.0 scale (for Post-Master's Certificate or MSN-DNP track).
- Valid R.N. license in state of residence. For applicants with non-compact R.N. license contact the Dean of Nursing for state approval status.
- Valid APRN license and proof of certification (for Direct Patient Care DNP track).
- BCLS certification.
- Completed application and application fee (non-refundable \$65.00).
- Official academic transcripts from all degree granting institutions.
- 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 (typed, 500 words or less).
- Résumé or Curriculum Vitae
- All materials are sent through Morningside University Graduate Nursing Application or NursingCAS application website.

RN applicants with a non-nursing bachelor's degree may apply to the graduate nursing program. However, three required bridge courses will serve as a means to obtain knowledge, skill, and attitudes of baccalaureate nursing essentials. The required courses are Introduction to Baccalaureate Nursing; Nursing Research Utilization; and Community Health. These courses may be taken at Morningside University or serve as transfer courses.

DIRECT ADMISSIONS

Morningside University Nursing alumni who graduated in good academic standing with the required cumulative GPA are eligible for Direct Admission status into any Graduate Nursing program track (MSN/DNP). Direct Admission is valid as long as the applicant applies to a track/program within five years of completing a prior degree/certificate. For Direct Admission, the applicant must submit the following. The application fee will be waived.

- Completed application from the Morningside University Graduate Nursing website using the Morningside University Graduate Nursing Application link option, <https://www.morningside.edu/admissions/graduate-nursing/apply/>.
- Valid R.N. license in state of residence. For applicants with non-compact R.N. license contact the Dean of Nursing for state approval status.
- Valid APRN license and proof of certification (for Direct Patient Care DNP track).
- Résumé or Curriculum Vitae
- Official academic transcripts from all institutions previously attended. If only attended Morningside University for BSN and/or MSN, the university has transcripts on file.

CONDITIONAL ACCEPTANCE

Applicants who have minor deficiencies in meeting the above criteria will be reviewed and may be granted conditional acceptance to the Nylen 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 a 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 graduate 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. Non-degree seeking status is not eligible for student federal loans.

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 2.10(6) 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.

Upon admission to the graduate nursing program, the student must meet the following requirements:

- Background checks are required for nursing students by the Iowa Board of Nursing [see the Iowa Administrative Code 655-2.13(152) Student criminal history checks]. As a condition of admission into the graduate nursing program, all students must complete a background check. Acceptance and progression in the graduate nursing program is contingent upon the evaluation and acceptable outcome of all required background check components.
- 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, master's, or doctorate degree. Any grade of a C- or below will not fulfill the requirements of a certificate, master's, or doctorate degree. A student who fails to attain a C or higher in a required course is permitted to repeat that course only one time. Only one failed nursing course may be repeated. Students are only allowed one practicum with a grade of C+ or C.
- Clinical/practicum experience is not required prior to admission, but at least 1,000 hours as an R.N. is required prior to enrollment in clinical courses at the master's level.
- Students may be expected to travel for preceptor experiences, especially if the student lives in an area that has limited providers. Student practicums are directly supervised by an approved local preceptor, as well as a member of the Morningside University nursing faculty.
- 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.
- Provide proof of personal health insurance coverage.

Program Completion Requirements

- Maintain a cumulative grade point average of 3.0.
- A maximum of seven years is permitted for completion of the degree. All requirements for the degree must be completed within the 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 student must receive the departmental writing and oral endorsements by preparing an evidence-based practice project/DNP Project 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 organization of thought and learning while articulating in a professional manner. The writing and oral endorsements are evaluated in the capstone/DNP Project courses.
- **GAP Analysis:** Analysis for Individualized Course of Study. In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, a Gap Analysis is conducted for each applicant, based on prior education and certification as well as academic didactic and clinical needs, to determine their specific course of study.

Master's of Nursing Practice Degree Tracks

CLINICAL NURSE LEADER (MSN-CNL)

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 (CNL) 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 with one onsite residency. 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)

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 (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 with two 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 (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 with two 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).

CORE COURSES REQUIRED BY ALL SPECIALTY TRACKS: (22 CREDITS)

| | | |
|---------------|---|-----------|
| NURS 509..... | Healthcare Policy/Economics | 3 credits |
| NURS 515..... | Quality, Safety, Informatics | 2 credits |
| NURS 516..... | Education in Practice..... | 2 credits |
| NURS 517..... | Advanced Pathophysiology (Direct Patient care course)..... | 3 credits |
| NURS 518..... | Advanced Pharmacology (Direct Patient care course) | 3 credits |
| NURS 522..... | Advanced Health Assessment (Direct Patient care course) | 3 credits |
| NURS 530..... | Statistics in Advanced Practice Nursing | 3 credits |
| NURS 533..... | Evidence-Based Research..... | 3 credits |

CNL SPECIALTY COURSES (16 CREDITS): (500 CLINICAL HOURS)

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

FNP (25 CREDITS)/AGNP (24 CREDITS) SPECIALTY COURSES: (600 CLINICAL HOURS)

FNP and AGNP core courses

| | | |
|---------------|--|-----------|
| NURS 524..... | Advanced Practice Skills (3-day onsite lab residency)..... | 1 credit |
| 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 (1-day onsite residency) | 3 credits |

FNP only courses

| | | |
|---------------|---|-----------|
| NURS 657..... | FNP Clinical Practicum I (200 clinical hours) | 2 credits |
| NURS 658..... | FNP Clinical Practicum II (200 clinical hours) | 2 credits |
| NURS 660..... | FNP Clinical Practicum III (200 clinical hours) | 2 credits |
| NURS 661..... | Pediatric Primary Care I | 2 credits |
| NURS 662..... | Pediatric Primary Care II | 2 credits |

AGNP only courses

| | | |
|---------------|--|-----------|
| NURS 665..... | AGNP Clinical Practicum I (200 clinical hours) | 2 credits |
| NURS 668..... | AGNP Clinical Practicum II (200 clinical hours)..... | 2 credits |
| NURS 670..... | AGNP Clinical Practicum III (200 clinical hours) | 2 credits |
| NURS 669..... | Complex Elderly Care..... | 3 credits |

NON-REQUIRED COURSES FOR THE MAJOR:

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

Post-Master's Certificates

CLINICAL NURSE LEADER (CNL) POST-MASTER'S CERTIFICATE

The Clinical Nurse Leader (CNL) 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 with one onsite residency 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 (FNP) 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 (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 with two 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 (AGNP) 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 (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 with two 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).

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER POST-MASTER'S CERTIFICATE

(33 credits; 600 clinical hours)

| | | |
|----------------|---|-----------|
| NURS 517 | Advanced Pathophysiology (Direct Patient care course)..... | 3 credits |
| NURS 518 | Advanced Pharmacology (Direct Patient care course) | 3 credits |
| NURS 522 | Advanced Health Assessment (Direct Patient care course) | 3 credits |
| NURS 524 | Advanced Practice Skills (3-day onsite lab residency) | 1 credit |
| 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 (1-day onsite residency)..... | 3 credits |
| NURS 665 | AGNP Clinical Practicum I (200 clinical hours)..... | 2 credits |
| NURS 668 | AGNP Clinical Practicum II (200 clinical hours)..... | 2 credits |
| NURS 670 | AGNP Clinical Practicum III (200 clinical hours) | 2 credits |
| 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 (Direct Patient care course)..... | 3 credits |
| NURS 518 | Advanced Pharmacology (Direct Patient care course) | 3 credits |
| NURS 522 | Advanced Health Assessment (Direct Patient care course) | 3 credits |
| NURS 524 | Advanced Practice Skills (3-day onsite lab residency)..... | 1 credit |
| 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 (1-day onsite residency)..... | 3 credits |
| NURS 657 | FNP Clinical Practicum I (200 clinical hours) | 2 credits |
| NURS 658 | FNP Clinical Practicum II (200 clinical hours) | 2 credits |
| NURS 660 | FNP Clinical Practicum III (200 clinical hours) | 2 credits |
| 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 (Direct Patient care course)..... | 3 credits |
| NURS 518..... | Advanced Pharmacology (Direct Patient care course) | 3 credits |
| NURS 522..... | Advanced Health Assessment (Direct Patient care course) | 3 credits |
| NURS 510..... | Management of Care in the Environment..... | 3 credits |
| NURS 613..... | Leadership for Advanced Nursing (40 clinical hours) | 3 credits |
| NURS 615..... | Management of Clinical Outcomes | 3 credits |
| NURS 631..... | Clinical Nurse Leader Practicum I (160 clinical hours) | 1 credits |
| NURS 632..... | Clinical Nurse Leader Practicum II (300 clinical hours) | 3 credits |
| NURS 646..... | Clinical Nurse Leader Capstone (1-day onsite residency) | 3 credits |

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 (two courses offered in the fall semester, two courses offered in the spring semester)
- 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.

CLINICAL OUTCOMES POST-BACHELOR'S CERTIFICATE (10 CREDITS)

| | | |
|---------------|--|-----------|
| NURS 509..... | Health Care Policy and Economics | 3 credits |
| NURS 515..... | Quality, Safety, and Informatics..... | 2 credits |
| NURS 510..... | Management of Care in the Environment..... | 3 credits |
| NURS 516..... | Education in Practice..... | 2 credits |

Doctor of Nursing Practice Degree Tracks

The Direct Patient Care DNP track is for nurses who want to become a Family Primary Care Nurse Practitioner or Adult Gerontology Primary Care Nurse Practitioner at the Doctorate in Nursing Practice level. The post-master's to DNP option is appropriate for those who are in one of the recognized four Advanced Practice Registered Nurse (APRN) roles (certified nurse-midwife, certified registered nurse anesthetist, clinical nurse specialist, and nurse practitioner).

The Transformative Leadership DNP track is designed for nurses in systems/indirect care delivery positions, which includes, executive leadership, nursing administration, health informatics, health policy, public health, and quality/safety, among others. Transformative leadership is an advanced nursing role that drives healthcare change through participatory collaboration, mobilization of collective action and systemic transformation. The transformative leader ignites the quest for robust evidence to produce optimized interventions and measurable individual and population healthcare outcomes. This advanced nursing role inspires synergy through clear and articulate communication to create visionary approaches to healthcare delivery that benefit all participants.

BSN-DNP

- Direct Patient Care Family Primary Care Nurse Practitioner – 77 credits/1000 hours of practicum (47 credits/600 practicum hours from MSN-FNP and 30 credits/400 practicum hours from DNP)
- Direct Patient Care Adult Gerontology Primary Care Nurse Practitioner – 76 credits/1000 hours of practicum (46 credits/600 practicum hours from MSN-AGNP and 30 credits/400 practicum hours from DNP)
- Transformative Leadership – 68 credits/1000 hours of practicum (38 credits/500 practicum hours from MSN-CNL and 30 credits/500 practicum hours from DNP)

MSN-DNP

- Direct Patient Care for APRNs – 30 credits/400 minimum practicum hours. (A Gap Analysis will be assessed to evaluate practicum hours earned in previous MSN program. A total of 1000 hours from BSN to DNP must be completed to earn a DNP degree.)
- Transformative Leadership – 30 credits/500 minimum practicum hours. (A Gap Analysis will be assessed to evaluate practicum hours earned in previous MSN program. A total of 1000 hours from BSN to DNP must be completed to earn a DNP degree.)
- **GAP Analysis:** Analysis for Individualized Course of Study. In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, a Gap Analysis is conducted for each applicant, based on prior education and certification as well as academic didactic and clinical needs, to determine their specific course of study. Graduate level Statistics is a prerequisite for all DNP tracks. Courses in graduate level Pathophysiology, Physical Assessment, and Pharmacology serve as prerequisites into the Direct Patient Care DNP FNP/AGNP tracks. A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program (BSN-DNP). Dependent upon clinical/practicum hours completed through a previous master's degree, additional clinical/practicum courses may be necessary to achieve this requirement of 1,000 hours (appropriateness will be determined by the Dean of Nursing).

CORE COURSES REQUIRED BY ALL SPECIALTY TRACKS: (23 CREDITS)

| | | |
|---------------|---|-----------|
| NURS 920..... | Analytical Methods in Evidence-based Practice | 3 credits |
| NURS 925..... | Continuous Performance and Quality Improvement | 3 credits |
| NURS 930..... | Applied Epidemiology | 3 credits |
| NURS 935..... | Informatics and Clinical Data Management | 3 credits |
| NURS 940..... | Leadership in Health Care Policy and Advocacy | 2 credits |
| NURS 945..... | Leading Clinical Prevention and Population Health | 3 credits |
| NURS 950..... | Organizational and Systems Leadership | 3 credits |
| NURS 955..... | DNP Project I | 1 credit |
| NURS 956..... | DNP Project II | 1 credit |
| NURS 957..... | DNP Project III | 1 credit |

DIRECT PATIENT CARE TRACK COURSES (7 CREDITS)

| | | |
|---------------|--|-----------|
| NURS 960..... | Direct Care: Advanced Practice Role Integration I (100 practice hours) | 1 credit |
| NURS 961..... | Direct Care: Advanced Practice Role Integration II (100 practice hours) | 2 credits |
| NURS 962..... | Direct Care: Advanced Practice Role Integration III (100 practice hours) | 2 credits |
| NURS 963..... | Direct Care: Advanced Practice Role Integration IV (100 practice hours) | 2 credits |
| | onsite one-day dissemination residency | |

TRANSFORMATIVE LEADERSHIP TRACK COURSES (7 CREDITS)

| | | |
|---------------|---|-----------|
| NURS 970..... | Transformative Leadership Role Integration I (125 practice hours) | 1 credit |
| NURS 971..... | Transformative Leadership Role Integration II (125 practice hours)..... | 2 credits |
| NURS 972..... | Transformative Leadership Role Integration III (125 practice hours) | 2 credits |
| NURS 973..... | Transformative Leadership Role Integration IV (125 practice hours) | 2 credits |
| | onsite one-day dissemination residency | |

ELECTIVES

| | | |
|---------------|---|-------------|
| NURS 975..... | Role Integration for Continuous Practice | 1-6 credits |
| | if needed to account for 1,000 BSN-DNP practice hours | |
| NURS 980..... | Independent Study..... | 1-6 credits |

***** DNP degree consists of a total of 30 credits: 23 credits of DNP core and 7 credits of Role Integration.**

Onsite Residency: One-day onsite residency is required for DNP project dissemination and competency demonstration

NURSING (NURS) COURSE DESCRIPTIONS

MSN Course Descriptions

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.

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.

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.

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

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.

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. This course requires a 3-day onsite residency that is scheduled 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 3 CREDITS

Prerequisite 530

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 CREDITS

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 (160 PRACTICUM HOURS) 1 CREDIT

Prerequisite 517; 518; 522: Prerequisite or co-requisite 613

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 (300 PRACTICUM HOURS) 3 CREDITS

Prerequisite 631

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

Prerequisite 533

This course requires students to synthesize knowledge, skills, and dispositions acquired in their master's course work within the perspective of the Clinical Nurse Leader (CNL). There are three major course foci. The first is the development of a comprehensive written competency demonstration portfolio comprised of a self-analysis of how students meet the program outcomes supported with evidence. The second is a peer-reviewed evidence-based practice capstone proposal designed to incorporate the CNL role. Finally, students will complete an evidence-based research project that leads to oral dissemination and publication of findings.

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 2 CREDITS

Prerequisite 517

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 this course is to provide practical nutrition assessment and clinical management skills for primary care professionals in order to deliver personalized care for chronic disease.

NURS 655 ADULT PRIMARY CARE I..... 3 CREDITS**Prerequisite 517; 518; 522; 524**

This course is designed to assist the student to acquire knowledge and skill in diagnosing and managing common and uncomplicated acute and chronic health problems of adults across the lifespan in primary care settings. Emphasis is placed on managing these patients through health promotion, assessment, diagnosis, management of acute/chronic illness, and pharmacological agents. Skills developed from the theories and concepts of this course will be validated in subsequent clinical practicum courses.

NURS 656 ADULT PRIMARY CARE II..... 3 CREDITS**Prerequisite 517; 518; 522; 524**

This course is the second of two didactic courses designed to assist the student to acquire knowledge and skill in diagnosing and managing more complex acute and chronic health problems of adults across the lifespan in primary care settings. Emphasis is placed on managing these patients through health promotion, assessment, diagnosis, management of acute/chronic illness, and pharmacological agents. Skills developed from the theories and concepts of this course will be validated in subsequent clinical practicum courses.

NURS 657 FNP CLINICAL PRACTICUM I (200 PRACTICUM HOURS) 2 CREDITS**Prerequisite 517; 518; 522; 524**

This practicum is the first preceptor-supervised clinical field experience designed to provide opportunity for students to synthesize and apply advanced skills in assessment, diagnosis, and management of care of individuals across the lifespan 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. Students begin to develop knowledge and skills within the nurse practitioner role domains: 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.

NURS 658 FNP CLINICAL PRACTICUM II (200 PRACTICUM HOURS) 2 CREDITS**Prerequisite 657**

This practicum is the second preceptor-supervised clinical field experience designed to provide opportunity for students to strengthen 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 begin to function more independently under preceptor supervision. Students continue to develop knowledge and skills within the nurse practitioner role domains: 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.

NURS 660 FNP CLINICAL PRACTICUM III (200 PRACTICUM HOURS) 2 CREDITS**Prerequisite 658**

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; and 7) cultural competence.

NURS 661 PEDIATRIC PRIMARY CARE I 2 CREDITS**Prerequisite 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**Prerequisite 517; 518; 522; 524**

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 (200 PRACTICUM HOURS) 2 CREDITS**Prerequisite 517; 518; 522; 524**

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. Students begin to develop knowledge and skills within the nurse practitioner role domains: 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.

NURS 668 AGNP CLINICAL PRACTICUM II (200 PRACTICUM HOURS) 2 CREDITS**Prerequisite 665**

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 illness in the primary care setting. Students in the clinical setting will begin to function more independently under preceptor supervision. Students continue to develop knowledge and skills within the nurse practitioner role domains: 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.

NURS 669 COMPLEX ELDERLY CARE 3 CREDITS**Prerequisite 517; 518; 522; 524**

This course is designed to assist the student to acquire knowledge and skill in diagnosing and managing the aging population. Pathologies common to the elderly and advanced practice nursing interventions are examined. Common aging changes and issues specific to the gerontological population are explored. Emphasis is placed on managing these patients through health promotion, assessment, diagnosis, management of acute/chronic illness, and pharmacological agents. Skills developed from the theories and concepts of this course will be validated in subsequent clinical practicum courses.

NURS 670 AGNP CLINICAL PRACTICUM III (200 PRACTICUM HOURS) 2 CREDITS

Prerequisite 668

This course is the third practicum clinical field experience designed to provide opportunity for students to expand and apply their 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 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; and 7) cultural competence.

NURS 686 EVIDENCE-BASED CAPSTONE 3 CREDITS

Prerequisite 533

This course requires students to synthesize knowledge, skills, and dispositions acquired in their master's course work within the perspective of the Nurse Practitioner (NP). There are three major course foci. The first is the development of a comprehensive written competency demonstration portfolio comprised of a self-analysis of how students meet the program outcomes supported with evidence. The second is a peer-reviewed evidence-based practice capstone proposal designed to incorporate the NP role. Finally, students will complete an evidence-based research project that leads to dissemination of findings.

NURS 691 NURSING INDEPENDENT STUDY 1-6 CREDITS

The course allows a student to individually pursue a specific problem or area of study within the healthcare field with faculty guidance. 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 Nursing. This course is an elective for students enrolled in the Masters of Science in Nursing (MSN) degree program.

NURS 692 NURSING INDEPENDENT STUDY 1-6 CREDITS

The course allows a student to individually pursue a specific problem or area of study within the healthcare field with faculty guidance. 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 Nursing. This course is an elective for students enrolled in the Master of Science in Nursing (MSN) degree program.

DNP Course Descriptions

NURS 920 ANALYTICAL METHODS IN EVIDENCE-BASED PRACTICE 3 CREDITS

Prerequisite Graduate level course in Statistics

This course focuses on clinical scholarship through the use of analytical methods to evaluate research and evidence-based practice. The course presents quantitative research methods using biostatistical principles and introduces qualitative research as companion method to solve clinical problems. Essential leadership skills highlighted include critical evaluation, synthesis, transference, and the selection and application of appropriate evidence-based findings needed to transform healthcare practices. The course distinguishes among quality improvement, research, and evidence-based practice and demonstrates the utility of different approaches to improve health outcomes. Emphasis is placed on the appraisal and analysis of current practice patterns in comparison with national benchmarks to determine outcomes variances and drive the development of clinical strategies that will improve health care delivery.

NURS 925 CONTINUOUS PERFORMANCE AND QUALITY IMPROVEMENT..... 3 CREDITS

This course focuses on quality and safety competencies for DNP nurse leaders. Performance indicators, quality improvement methodologies, data analyses, and quality-based evidence for client populations will be examined. The cost effectiveness of care, using principles of economics and finance, will be applied as an indicator of quality. Emphasis will be placed on collaborating with interdisciplinary teams to assess the quality of the organizational culture, collect data on safety indicators, and design a cyclical action plan that uses evidence and translational practices to evolve change in systems.

NURS 930 APPLIED EPIDEMIOLOGY 3 CREDITS

This course focuses on the application of epidemiologic principles to examine distributions and determinants of health to improve practice and outcomes while serving client aggregates and healthcare delivery systems. Emphasis is placed on understanding the burden of disease as it impacts populations and global health. A public health perspective is used to understand mechanisms of disease that evolve from infectious, social, behavioral, psychological, genetic, and environmental factors. This course will address specific epidemiologic research methods to analyze and describe patterns of disease and determine the effectiveness of disease control and prevention methods. Learners will cultivate approaches to the planning, development and evaluation of health programs, while integrating principles of health policy and resolving ethical issues from a leadership role position.

NURS 935 INFORMATICS AND CLINICAL DATA MANAGEMENT..... 3 CREDITS

This course focuses on the acquisition, critical appraisal and use of information technologies to improve decision making in healthcare delivery. Models of information systems and technologies will be evaluated for efficacy and efficiency in promoting safe, quality, and cost-effective care in diverse settings. Emphasis is placed on retrieval, integration and evaluation of clinically relevant data derived from electronic sources, the analysis of therapeutic intervention tools to support patient care, and visioning new technologies to generate information needed for knowledge development.

NURS 940 LEADERSHIP IN HEALTH CARE POLICY AND ADVOCACY..... 2 CREDITS

This course focuses on the leadership role of the DNP in promoting health policy development and leveraging legislative change using collaborative negotiation skills with health policy makers. The interrelationships among policy, advocacy, and ethics will be examined within clinical practice, healthcare systems, and the nursing profession. This course will examine the structure and function of governance, legislative control, regulatory organizations, and public relations when addressing healthcare issues at local, state, regional, and global levels. Emphasis is placed on the role of designing, implementing, and advocating for health care policies that address issues of social justice and equity in health care.

NURS 945 LEADING CLINICAL PREVENTION AND POPULATION HEALTH..... 3 CREDITS

This course focuses on developing leadership skills that engage interprofessional and consumer collaboration to translate evidence into population centered strategies for health promotion, risk reduction, and illness prevention. Emphasis is placed on emerging global health priorities, infectious diseases, poverty, emergencies, disasters, health determinants, application of health motivation theories and health reforms. Ethical, legal, and social issues associated with clinical prevention initiatives will be examined, highlighting strategies to resolve inequities found within vulnerable, under served, and marginalized populations.

NURS 950 ORGANIZATIONAL AND SYSTEMS LEADERSHIP 3 CREDITS

This course focuses on organizational and systems leadership skills for advanced practice to improve healthcare outcomes. The course foci are transformative leadership, motivational tactics, strategic planning, and collaboration with the healthcare team to make data driven decisions at both the micro-and macro-system levels. Emphasis is placed on the application of theoretical models and leadership concepts to understand and negotiate the complexities of organizations that impact healthcare delivery and visionary practice.

NURS 955 DNP PROJECT I 1 CREDIT

This course focuses on the synthesis of concepts from multi-disciplinary theories (e.g. nursing, biophysical, psychosocial, cultural, education, organizational, leadership, and economic) in the development of an evidence-based nursing practice DNP project. A critical evaluation of selected theories, concepts, and methods relevant to the review, analysis, synthesis, and application of evidence-based nursing within an interprofessional healthcare practice will be completed. Emphasis is placed on the development of potential PICOT questions relating to clinical practice as supported by research, systematic reviews, clinical guidelines, clinical expertise and patient preferences. The ethical, economic, cultural, and political implications of innovations in evidence-based practice will be explored to promote change in clinical practice.

NURS 956 DNP PROJECT II 1 CREDIT

Prerequisite 955

This course focuses on the further evolution of the DNP project proposal, including developing the project design and data gathering methods needed to identify needs, monitor progress and measure outcomes. A change theory will be selected to guide the project implementation methods and will incorporate the use of information technology, interprofessional collaboration, and conflict resolution. Appropriate permissions and IRB approvals will be secured in this course. Data collection and analysis may begin during this course.

NURS 957 DNP PROJECT III 1 CREDIT

Prerequisite 956; Graduate level course in Statistics

This course focuses on the completion of data collection, analysis of results, and dissemination. Course expectations include an oral presentation and a publication ready manuscript related to the DNP project. Emphasis is placed on a reflective evaluation of the DNP project's impact in the areas of economics, quality improvement, informatics, policy, ethical responsibilities and role integration. Professional peer reviews, critiques, and dissemination will be included in this course.

NURS 960 DIRECT CARE: ADVANCED PRACTICE ROLE INTEGRATION I (100 PRACTICUM HOURS) 1 CREDIT

Prerequisite Graduate level courses in Pathophysiology, Physical Assessment, Pharmacology (For BSN-MSN and MSN-DNP FNP/AGNP Tracks)

This is the first of four courses where students begin to formalize DNP practice and competencies through clinical practicum experiences. This course focuses on advanced practice role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course orientates the student to the practice setting. Students will complete 100 clinical practice hours in a clinical setting.

NURS 961 DIRECT CARE: ADVANCED PRACTICE ROLE INTEGRATION II(100 PRACTICUM HOURS) 2 CREDITS

Prerequisite 960

This is the second of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on advanced practice role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 100 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice.

**NURS 962 DIRECT CARE: ADVANCED PRACTICE ROLE INTEGRATION III (100 PRACTICUM HOURS)
2 CREDITS**

Prerequisite or co-requisite 961

This is the third of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on advanced practice role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 100 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice.

**NURS 963 DIRECT CARE: ADVANCED PRACTICE ROLE INTEGRATION IV(100 PRACTICUM HOURS)
2 CREDITS**

Prerequisite or co-requisite 962

This is the last of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on advanced practice role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 100 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice. Students will complete a final defense of the DNP project.

**NURS 970 TRANSFORMATIVE LEADERSHIP ROLE INTEGRATION I (125 PRACTICUM HOURS)
1 CREDIT**

This is the first of four courses where students begin to formalize DNP practice and competencies through clinical practicum experience. This course focuses on transformative leadership role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course orientates the student to the practice setting. Students will complete 125 clinical practice hours in a clinical setting.

**NURS 971 TRANSFORMATIVE LEADERSHIP ROLE INTEGRATION II(125 PRACTICUM HOURS)
2 CREDITS**

Prerequisite 970

This is the second of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on transformative leadership role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 125 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice.

**NURS 972 TRANSFORMATIVE LEADERSHIP ROLE INTEGRATION III.....(125 PRACTICUM HOURS)
2 CREDITS**

Prerequisite or co-requisite 971

This is the third of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on transformative leadership role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas for needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 125 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice.

**NURS 973 TRANSFORMATIVE LEADERSHIP ROLE INTEGRATION IV.....(125 PRACTICUM HOURS)
2 CREDITS**

Prerequisite or co-requisite 972

This is the last of four courses where students formalize DNP practice and competencies through clinical practicum experience. This course focuses on transformative leadership role integration by providing experiential learning. Clinical practicum experiences will be individually designed to integrate scholarly activities within the context of the students' population track, scholarly interests, and self-identified areas of needed growth. The course emphasis is to actualize a DNP project that focuses on practice problems within a selected population. Students will complete 125 clinical practice hours in a clinical setting while integrating the AACN DNP Essentials under the guidance of a clinical mentor and faculty. Advanced practice nursing, leadership, and scholarship are expected to be integrated at the highest level of DNP practice. Students will complete a final defense of the DNP project.

**NURS 975 ROLE INTEGRATION FOR CONTINUOUS PRACTICE (PRACTICUM HOURS AS NEEDED)
1-6 CREDITS**

Prerequisite Graduate level courses in Pathophysiology, Physical Assessment, Pharmacology (for Direct Patient Care DNP only)

This course provides students the opportunity to complete additional practicum hours when transferring fewer than the required number of hours needed to graduate. A total of 1000 practicum hours (BSN-DNP) must be completed by the end of the DNP program. A GAP Analysis will be completed to determine the number of additional practicum hours needed. Students who need additional hours to complete their DNP project may also take this course to procure the guidance of a clinical mentor and faculty. The course must be taken on a continual basis until the DNP project is completed to remain in good standing in the program.

NURS 980 INDEPENDENT STUDY1-6 CREDITS

Prerequisite Enrollment into DNP Program

This course is designed to enable students to study a selected topic in depth. Students with the guidance of a faculty advisor will develop a contract describing the specific responsibilities and/or learning objectives of the student and the criteria to be used in evaluation and grading.

NYLEN SCHOOL OF NURSING

GRADUATE PROGRAM IN NURSING

ACADEMIC CALENDAR 2023-2024

Fall 2023

AUGUST 2023

| | |
|--------|---|
| Aug 22 | Fall Validation |
| Aug 23 | Graduate Nursing Courses Begin (fall full & 1st half) Online Registration Closes for All Fall Terms |
| Aug 25 | Final Day to Drop a 1st Half Course w/o owing tuition* |
| Aug 30 | Final Day to Register for Full Term & 1st Half Courses Final Day to Drop a Full Term Course w/o owing tuition* |

SEPTEMBER 2023

| | |
|--------|---|
| Sep 4 | Labor Day (No Classes) |
| Sep 18 | Midterm Reports Due in Office of Registrar for 1st Half Courses |
| Sep 22 | Deadline for Incomplete Grades from Spring/May/Summer |
| Sep 27 | Final Day to Drop a 1st Half Course |

OCTOBER 2023

| | |
|-------------|--|
| Oct 12 – 13 | Fall Break (No Classes) |
| Oct 13 | 1st Half Classes End |
| Oct 16 | 2nd Half Classes Begin (2024/12) |
| Oct 18 | Midterm Reports Due in Office of Registrar for Full Term Classes |
| Oct 23 | Final Day to Register for a 2nd Half Course |

NOVEMBER 2023

| | |
|--------|--|
| Nov 8 | Final Day to Drop a Full Term Course Online Registration Opens for Spring |
| Nov 13 | Midterm Reports Due in Office of Registrar for 2nd Half |
| Nov 21 | Final Day to Drop a 2nd Half Course |
| Nov 22 | Thanksgiving Holiday Begins |
| Nov 27 | Classes Resume |

DECEMBER 2023

| | |
|--------|--|
| Dec 8 | Last Day of Classes |
| Dec 11 | Final Exams Begin |
| Dec 15 | Fall Semester Ends (fall full & 2nd half term) |
| Dec 18 | Final Grades Due in Office of Registrar |

* Does not affect GPA

Spring Semester 2024

JANUARY 2024

| | |
|--------|---|
| Jan 9 | Spring Validation |
| Jan 10 | Graduate Nursing Courses begin (spring full & 1st half) Online Registration Closes for All Spring Terms |
| Jan 12 | Final Day to Drop a 1st Half Course w/o owing tuition* |
| Jan 17 | Final Day to Register for Full Term & 1st Half Courses Final Day to Drop a Full Term Course w/o owing tuition* |

FEBRUARY 2024

| | |
|--------|---|
| Feb 2 | Midterm Reports Due in Office of Registrar for 1st Half Courses |
| Feb 9 | Deadline for Incomplete Grades from Fall |
| Feb 13 | Final Day to Drop a 1st Half Course |
| Feb 28 | 1st Half Classes End Midterm for Full Term Classes (7th Week of Classes) |
| Feb 29 | 2nd Half Classes Begin (2024/22) |

MARCH 2024

| | |
|----------------|--|
| Mar 11 | Final Day to Drop a 2nd Half Course w/o owing tuition* |
| Mar 2 – 10 | Spring Break (No Classes) |
| Mar 11 | Classes Resume Midterm Reports Due in Office of Registrar for Full Semester Classes |
| Mar 14 | Final Day to Register for a 2nd Half course |
| Mar 27 | Online Registration Opens for Summer Terms |
| Mar 28 – Apr 1 | Easter Holiday Break (No Classes) |

APRIL 2024

| | |
|--------|---|
| Apr 2 | Classes Resume |
| Apr 8 | Final Day to Drop a Full Term Course |
| Apr 9 | Midterm Reports Due in Office of the Registrar for 2nd Half Courses |
| Apr 10 | Final Day to Drop a 2nd Half Course |
| Apr 17 | Palmer Research Symposium |
| Apr 30 | Last Day of Classes |

MAY 2024

| | |
|----------------|--|
| May 1 | Final Exam Week Begins |
| May 7 | Spring Semester Ends (spring full & 2nd half term) |
| May 9 | Final Grades Due in Office of the Registrar |
| May 11 | Commencement (Time and Place TBA) |
| May 13 – Jun 2 | May Term (2024/24) |

* Does not affect GPA

Summer Semester 2024

JUNE 2024

| | |
|----------------|--|
| Jun 3 – Jul 26 | Summer Full Term Begins – 8 weeks (2024/30) |
| Jun 3 – Jun 28 | Summer Session I Begins – 4 weeks (2024/30) |
| Jun 3 | Online Registration Closes for All Summer Terms |
| Jun 5 | Last Day to Drop a Course w/o owing tuition* (Summer Full & Session I) |
| Jun 28 | Summer Session I Ends |

JULY 2024

| | |
|----------------|---|
| Jul 1 – Jul 26 | Summer Session II Begins – 4 weeks (2024/32) |
| Jul 3 | Last Day to Drop a Course w/o owing tuition* (Session II) |
| Jul 17 | Online Registration Opens for Fall |
| Jul 26 | Classes End (Summer Full & Session II) |
| Aug 2 | Final Grades Due in Office of the Registrar |

* Does not affect GPA