



# GRADUATE CATALOG

2025-2026





# 2025-2026 GRADUATE CATALOG

1501 Morningside Avenue  
Sioux City, IA 51106  
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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 Tommerraasen: Hickman-Johnson-Furrow Library Center (1984) and Hindman-Hobbs Center for Health, Physical Education, and Recreation (1989).

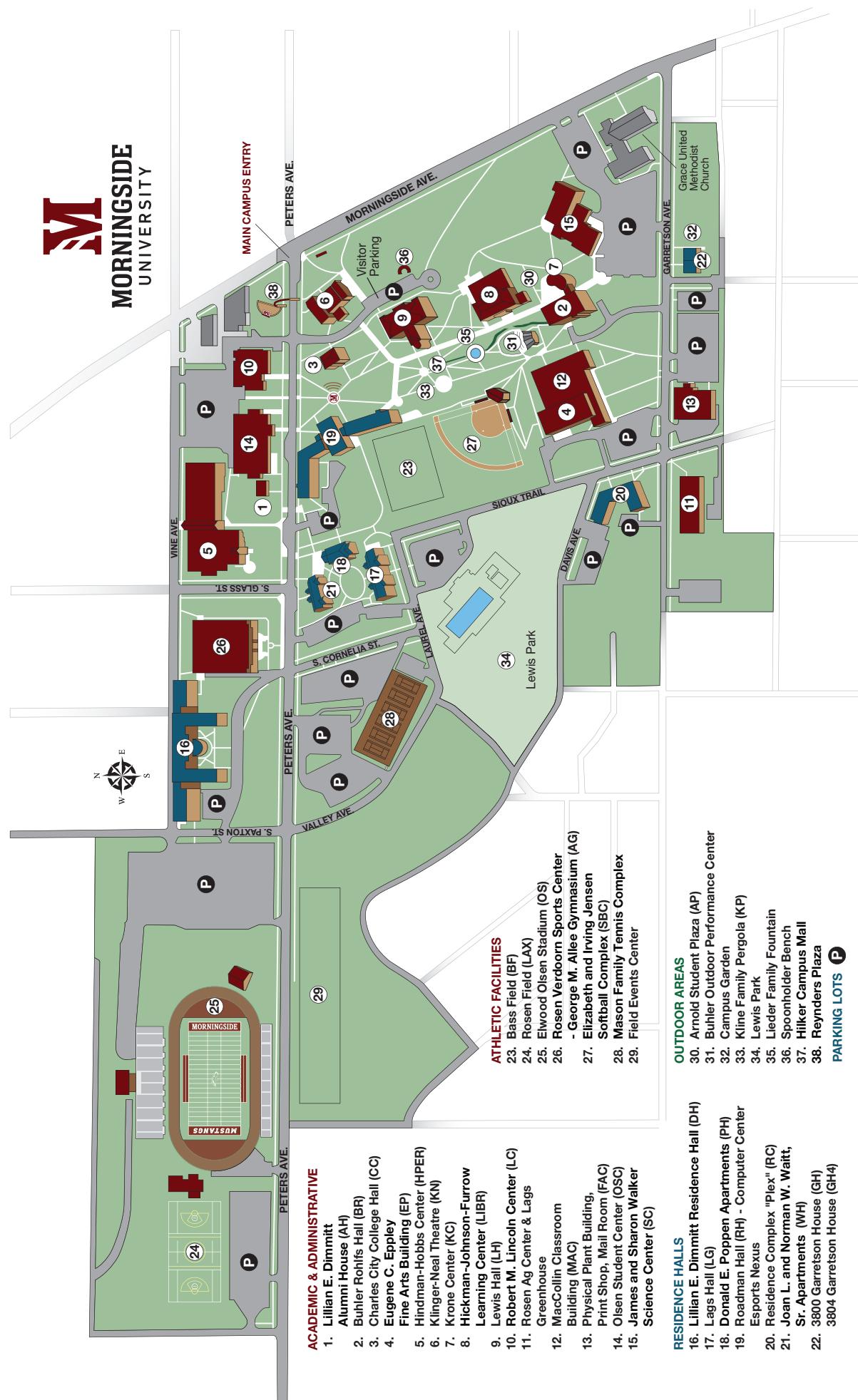
Since 2000, under the administration of President John Reynders, Morningside has invested nearly \$53 million in capital improvements. Between 2001 and 2008, the following projects transformed the physical appearance of the campus: rebuilt Walker Science Center; construction of Waitt, Poppen, and Lags 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 Rohlfs 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.



# ABOUT THE SCHOOL OF BUSINESS

For more than 90 years, the School of Business has developed highly skilled business professionals at the undergraduate level. The School of Business offers a Master of Business Administration degree program at the graduate level.

Because of our commitment to the learning and professional development of our students, the School of Business has a strong focus on experience and developing applicable skills necessary for success in the business environment. This is accomplished in part by utilizing highly experienced faculty who have both the domain expertise and the requisite experience to help prepare students to be successful in their careers. The School of Business' MBA curriculum covers all major foundational disciplines within business, but also offers modern, timely courses in topics currently in demand by employers. This is done while being affordable at a regional and national level.

Morningside University's online graduate program in business is built on a foundation of best practices that create an engaging, learner-relevant and learner-centric environment that prepares students for the challenges and opportunities of today's business environment. All of the MBA program offerings are delivered online with fall, spring, and summer enrollment. Students are able to individualize their plan of study and build relationships with faculty that provide one-on-one faculty attention.

# 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 14 Master of Arts in Teaching (MAT) degree programs and 13 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 AND HEALTH SCIENCES

The Nylen School of Nursing and Health Sciences demonstrates more than 50 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 four specialty tracks: Clinical Nurse Leader, Family Primary Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, and Adult Gerontology Acute Care Nurse Practitioner, at the MSN degree levels. A post-master's certificate is also offered in all four tracks. In 2019, the NSN began offering a Doctor of Nursing Practice (DNP) degree in Direct Patient Care for APRNs and a Transformative Leadership track for non-APRNs.

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 receives national recognition for delivering high quality and affordable nursing education. 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.ccneaccreditation.org>). 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 as #1 in 2024.

# BOARD OF DIRECTORS

## Organization of the Board of Directors of Morningside University

### 2025-2026 OFFICERS

MR. CURTIS N. WHITE, Chair, Westfield, Indiana  
MRS. ROBERTA J. ROHLENA, Secretary, Sioux City, Iowa  
MS. RENEE BEAULIEU, Assistant Secretary, Sioux City, Iowa  
MR. CHAD W. BENSON, Interim President, Sioux City, Iowa  
MRS. JEANETTE M. FREY, Treasurer, Sioux City, Iowa

### MEMBERS OF THE BOARD OF DIRECTORS

MRS. JODI A. BACON, Des Moines, Iowa  
MS. RENEE BEAULIEU, Sioux City, 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, Salix, Iowa  
MR. PAUL D. DEBEY, Leawood, Kansas  
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REV. DR. MICHEL O. LUNDULA, Le Mars, Iowa  
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MRS. TARAH A. NOLAN, Parker, South Dakota  
MR. JAMES PALMER, Sioux City, Iowa  
MR. KHALID A. RASHEED, Sioux City, Iowa  
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MRS. ROBERTA J. ROHLENA, Sioux City, Iowa  
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MR. CRAIG I. STRUVE, Okoboji, Iowa  
MS. MIA SUDO, Fujisawa City, Japan  
MS. ERICA R. THEIN, Minneapolis-St. Paul, Minnesota  
MR. JAMES A. WALKER, Wayzata, Minnesota  
MS. CAROL A. WERNER, Washington, DC  
MR. CURTIS N. WHITE, Westfield, Indiana

## **EX OFFICIO MEMBERS**

MR. CHAD W. BENSON, Interim President, Morningside University, Sioux City, Iowa

BISHOP KENNETHA BIGHAM-TSAI, Iowa Episcopal Area, The United Methodist Church, Des Moines, Iowa

MRS. CINDY L. BARRETT BREWER, Alumni Representative, Sioux City, Iowa

DR. PATRICK F. MCKINLAY, Faculty Representative, Sioux City, Iowa

MRS. KAREN K. WIESE, Staff Representative, Sioux City, Iowa

MR. DEONTEZ M. WILLIAMS, Student Representative, Laurens, Iowa

# ADMINISTRATIVE OFFICES

## ACADEMIC YEAR 2025-2026

### PRESIDENT'S OFFICE

President.....	Chad Benson
Administrative Assistant to the President .....	Lisa Krohn

### ACADEMIC AFFAIRS

Provost and Vice President for Academic and Student Affairs.....	Christopher L. Spicer
Associate Vice President for Academic Affairs .....	Shannon Claxton
Academic Affairs Coordinator.....	Karrie Alvarez

### BUSINESS OFFICE

Vice President for Business & Finance .....	Jeanette Frey
Associate Vice President for Business Services/Controller.....	Melissa Jensen
Accountant .....	Allison Langel
Business Office Associate.....	Stacia Schuur

### GRADUATE PROGRAM IN BUSINESS

Dean of the School of Business.....	Darrel L. Sandall
Business Department Head.....	Jay Moran
Business Administrative Coordinator.....	Melissa Gritzmaker

### GRADUATE PROGRAM IN EDUCATION

Dean of the Sharon Walker School of Education.....	Kelly A. Chaney
Department Head, Undergraduate Initial Licensure Program.....	Stacey Brown
Department Head, Educational Research .....	Kristine Mickelson
Assistant Dean of Operations .....	Joan Shaputis
Director of Graduate Endorsement Programs .....	Cassandra Alber
Program Coordinator for Graduate Advanced Practice Programs & Instructional Technologist .....	Melissa Kanost
Program Coordinator, Graduate Special Education Programs.....	Dawn Jacobsen
Director of Instructional Support & Program Coordinator for Project Connect.....	Rebecca Zettle
Graduate Education Enrollment Manager .....	Tracy Sursely
Unit Records Manager .....	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.....	Samantha Rozeboom
Family Primary Care Nurse Practitioner Coordinator .....	Kari Varner
Adult Gerontology Primary Care Nurse Practitioner Coordinator.....	Shannon Stewart
Adult Gerontology Acute Care Nurse Practitioner Coordinator .....	Samantha Rozeboom
Practicum Coordinator Placement Specialist.....	Kristin Samuelson

## REGISTRAR'S OFFICE

Registrar .....	Jennifer Dolphin
Associate Registrar.....	Kennedy Skinner
Associate Registrar for Graduation and Degree Audit .....	Tiana Hall
Registrar's Office Associate.....	Renee Bock

## STUDENT FINANCIAL PLANNING

Senior Associate Vice President for Enrollment .....	Karen Wiese
Director of Student Financial Planning.....	Randi Anson
Assistant Director of Student Financial Planning .....	Lindsey Combs
Assistant Director of Student Financial Planning.....	Michelle Robinson
Work Study/Student Financial Coordinator.....	Lauretta Shaver
Graduate & Student Financial Planning Advisor.....	Heather Gordon
Office Coordinator.....	Tiffany Ballantyne

# ADMINISTRATIVE ORGANIZATION

The administration of each Graduate Program is delegated to a dean. The Dean of each program reports to the Provost and Vice President for Academic and Student 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 service, Jennifer Braunschweig at [braunschweigjenn@morningside.edu](mailto:braunschweigjenn@morningside.edu).

## 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 Exputo at [moodle@morningside.edu](mailto:moodle@morningside.edu).

## 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 Wellness

Morningside University offers an array of student support services through our Student Assistance Program (SAP), including counseling services, mental health support, crisis intervention, wellness programs, substance abuse prevention, and financial advising.

## 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.

**AI policy:** Morningside University recognizes the potential that artificial intelligence (AI) has as both a teaching and learning tool. However, there are significant risks for unethical use that infringe upon academic honesty. Unauthorized and/or unacknowledged use of AI tools constitutes a violation of academic integrity and may be subject to the same processes and/or disciplinary actions as plagiarism, as outlined in the Academic Integrity Policy. 'AI tools' includes, but is not limited to, generative AI (chatGPT, Gemini, Meta, etc.), substantial smart editing/writing assistant programs (Grammarly, QuillBot, etc), AI tools embedded into approved software, and others that can create images, analyze data, and assist with research. Students are expected to understand the specific AI policies of each course, department, and/or school and ask questions to ensure compliance. Individual faculty members may determine appropriate AI use within their courses and may prohibit or limit its use at their discretion.

**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 and a cumulative GPA of 3.0 will be placed on academic suspension. Students who have academic suspension status may not be enrolled in more than 4 credits and will not be eligible to receive financial aid from Morningside University during their suspension. (For purposes of this policy the summer term is considered one term.)

At the conclusion of the term of academic suspension, students who have achieved a term GPA of 3.0 but the cumulative GPA is still below 3.0 will return to academic probation.

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. Students who have been discontinued from Morningside University will not be eligible to receive financial aid.

## **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

## How do I file a complaint against Morningside University?

### SARA Student Complaints

The student should begin the complaint process with the institution and if resolution is not found, the student would contact the institution's home state SARA Portal Entity. NC-SARA maintains a directory of State Portal Entity (SPE) Contacts and SARA Student Complaint Process Information by State. <https://nc-sara.org/sara-student-complaints-0>

The Bureau of Iowa College Aid - Iowa Department of Education is the State Agency that accepts student complaints for students who are attending an Iowa College or University. Complaints can be filed electronically with the Bureau of Iowa College Aid at Higher Education Student Complaints.

Bureau of Iowa College Aid  
Iowa Department of Education  
400 E. 14th St.  
Des Moines, IA 50319-0416  
Toll Free 877-272-4456  
<https://educate.iowa.gov/>

Address complaints to local or state officials. First address your public school complaint to the local school district (<http://nces.ed.gov/ccd/districtsearch/>) and then to the state department of education (<https://www.ed.gov>).

## How do I file a complaint against a school or college?

Colleges and universities operate independently, although they have some state supervision. If you have complaints against a postsecondary institution contact the state department of higher education (<https://www.ed.gov>) for help with resolving the complaint.

For issues about financial aid, fraud, waste or abuse of federal funds, special education or civil rights contact the U.S. Department of Education. Listed below is contact information for these issues:

1. Office of the Inspector General
  - a. investigates fraud, waste or abuse of federal educational funds, including federal student aid funds.
2. Federal Student Aid's Ombudsman
  - a. will help resolve issues regarding student loan complaints, by working with you and the lender.
3. Office for Civil Rights
  - a. enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

## 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

<b>C</b>	<b>Satisfactory</b>	<b>2.0</b>
C-		1.7
D+		1.3
<b>D</b>	<b>Marginal</b>	<b>1.0</b>
D-		0.7
<b>F</b>	<b>Failure</b>	<b>0.0</b>
AF	.....	0.0 Administrative Withdrawal Failing
WF	.....	0.0 Withdraw Failing
AW	.....	-- Administrative Withdrawal
W	.....	-- Withdraw

A graduate cumulative GPA of 3.0 is required for completion of the degree.

Students must also meet program specific degree completion requirements as defined by the School of Business, 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.

Fees are non-refundable.

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.

Outside scholarships will remain on the student account unless this creates an "over-award" situation or the donor specifically requests a refund should the student withdraw.

## 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](http://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 School of Business, the Sharon Walker School of Education, or the Nylen School of Nursing 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 School of Business, the Sharon Walker School of Education, or the Nylen School of Nursing 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 Training and Resources in Research Ethics Evaluation (TREE) 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 Business Requirements:** Students transferring credits into the MBA degree may transfer up to 9 semester hours of graduate credit from a regionally accredited university's MBA program. Courses taken more than seven calendar years prior to the student's formal admission cannot be used to meet the requirements of the degree.

**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.

# 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 prorate 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.

## 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.
3. 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.
4. 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.

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

## **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.

## **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 prorate 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

### School of Business - Graduate Business

#### TUITION FOR GRADUATE BUSINESS STUDIES

Tuition per credit for MBA program.....	\$400
Graduation Fee.....	\$150
Transcript Fee.....	\$10
Transcript Fee including express mail .....	\$50

### Sharon Walker School of Education - Graduate Education

In order to be in compliance with state and federal regulations and to ensure students are appropriately connected to our remote learning communities and have access to support services and digital assessment tools, an orientation course is now required for all of our online students.

Orientation fee (non-refundable) .....	\$230
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#### MAT INITIAL LICENSURE PROGRAMS:

<b>MAT Secondary Education (Teacher Intern)</b> .....	\$685/credit
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Field Experience Fee (per course).....	\$50
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Internship Fee (per semester).....	\$500
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Teacher Intern - Teach Now Pathway Fee (per semester) .....	\$500
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Graduation Fee.....	\$150
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Transcript Fee.....	\$10
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Transcript Fee including express mail .....	\$50
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##### Other Costs:

Background Check and Licensing Fees.....	\$225-375
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<b>MAT Teacher Education: Special Education Instructional Strategist II</b> .....	\$685/credit
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Field Experience Fees (per course) .....	\$50
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Internship Fee (per semester).....	\$500
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Graduation Fee.....	\$150
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Transcript Fee.....	\$10
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Transcript Fee including express mail .....	\$50
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##### Other Costs:

Background Check and Licensing Fees.....	\$225-375
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<b>MAT Teacher Education: Elementary Education</b> .....	\$685/credit
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Field Experience Fees (per course) .....	\$50
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Student Teaching Fee .....	\$100
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Graduation Fee.....	\$150
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Transcript Fee.....	\$10
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Transcript Fee including express mail .....	\$50
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##### Other Costs:

Background Check and Licensing Fees.....	\$225-375
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## **MAT ADVANCE PRACTICE PROGAMS**

MAT Athletic Program Management .....	\$365/credit
MAT Autism Education.....	\$365/credit
MAT Curriculum Studies .....	\$365/credit
MAT English as a Second Language.....	\$365/credit
MAT Literacy Education.....	\$365/credit
MAT Middle Level Education .....	\$365/credit
MAT Special Education.....	\$365/credit
MAT STEM Education .....	\$365/credit
MAT Teacher Leadership .....	\$365/credit
Field Experience/Practicum Fee (non-refundable) .....	\$150

## **IOWA ENDORSEMENT PROGRAMS**

K-12 English as a Second Language.....	\$365/credit
K-8 Instructional Strategist I: Mild/Moderate .....	\$365/credit
5-12 Instructional Strategist I: Mild/Moderate.....	\$365/credit
K-12 Instructional Strategist II: BD/LD.....	\$365/credit
K-12 Instructional Strategist II: ID.....	\$365/credit
5-8 Middle School .....	\$365/credit
K-8 Reading .....	\$365/credit
5-12 Reading .....	\$365/credit
K-12 Special Education Consultant.....	\$365/credit
K-12 Talented and Gifted .....	\$365/credit
5-12 Work Experience Coordinator.....	\$365/credit
Field Experience/Practicum Fee (non-refundable) .....	\$150

## **EDUCATIONAL STRANDS**

Athletic Program Management .....	\$365/credit
Autism .....	\$365/credit
Teacher Leadership .....	\$365/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.

#### **Student Expenses**

Graduate Nursing application fee.....	\$65.00
Required Background Check.....	\$45.00
Vendor one-time immunization tracking fee.....	\$35.00

HIPAA training - annually.....	\$20.00
OSHA training - annually.....	\$20.00
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

#### **Graduate Nursing Program Fees**

RN-BSN program fee (fall, spring).....	\$50.00
Graduate Nursing Technology Fee (fall, spring).....	\$225.00
NP Practicum course fee (FNP, AGNP, AGACNP Practicum I-III) .....	\$50.00
DNP Practicum course fee (NURS960-963, NURS970-973).....	\$50.00
NURS 524 class fee for lab supplies .....	\$175.00

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

Tuition per credit for RN-BSN program.....	\$385.00
Tuition per credit for Post-BSN certificate program .....	\$675.00
Tuition per credit for MSN-CNL program .....	\$400.00
Tuition per credit for MSN-Nurse Practitioner programs .....	\$675.00
Tuition per credit for Post-MSN Certificate programs.....	\$675.00
Tuition per credit for MSN-DNP programs .....	\$825.00
Tuition per credit for BSN-MSN-DNP programs* .....	\$675/825

\* Students earn a MSN degree in chosen track prior to earning a DNP degree.

## **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. Full Payment may also be required 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:

- Have an Undergraduate Degree.
- 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 by the respective graduate program by the 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 submit a Graduate Application for Financial Aid to the Office of Student Financial Planning (available on CampusWEB, My Financial Aid, Forms)
- 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.

*Financial Aid may be available to eligible students for coursework required for their declared Program of Study.*

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

- Faith Based Grant
- Project Connect
- Advanced Nursing Education Workforce (ANEW) HRSA Grant
- Nurse Alumni Grant
- Nursing Alumni Award
- Federal TEACH Grant (Loan) Program (only students seeking a master's degree are eligible)
- 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
- Project Connect
- Advanced Nursing Education Workforce (ANEW) HRSA Grant
- Nurse Alumni Grant
- Nursing Alumni Award
- Federal TEACH Grant (Loan) Program (only students seeking a master's degree are eligible)
- Nurse Faculty Loan Program (NFLP)
- 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
- 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.

### **Project Connect**

Project Connect ESL is a \$2.3 million US Department of Education National Professional Development grant that has been awarded to Morningside University. This grant program assists current certified educators in providing instruction and support to K-12 English Learners in the classroom through FULLY FUNDED SCHOLARSHIPS for ESL online endorsement coursework. Another component of the grant will be providing professional development to partnering school districts. Certified K-12 Educators in Iowa wanting to add an ESL Endorsement to their current certification. Our partner schools will have priority should we receive more applicants than we have funds for year 1 of the grant. Students who are employed by school districts in the identified consortium at the time of the grant application will have a preference for enrollment. All students must meet Morningside University and Sharon Walker School of Education requirements for admission to their respective programs. Other students may be considered as participants, as appropriate, and as funds are available.

### **Advanced Nursing Education Workforce (ANEW) HRSA Grant**

Approval granted through the Dean of Graduate Nursing. The ANEW Grant is designed to assist nursing students who came from rural and underserved areas and for those students who want to pursue employment in rural and underserved areas. Eligible students must be admitted and enrolled in the Primary Care FNP or AGNP Master's Program. Interested students will be asked to complete a separate application providing background information and examples of where you would like to work in the future to serve rural and/or underserved areas. Funding amounts for tuition, travel, and books may vary depending on the number of credit hours you are enrolled in each term, available funding, and if you are finishing your program of study and/or starting your program of study. Approved students will receive an award letter with the grant and stipend information.

### **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.

### **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 6.39% as of July 1, 2025. The interest rate for a Graduate Unsubsidized Loan is fixed at 7.94% as of July 1, 2025. Note: The federal government may deduct up to 1.057% as of October 1, 2020 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 8.94% as of July 1, 2025.

Note: The federal government may deduct up to 4.228% as of October 1, 2020. Repayment begins within 60 days after the final disbursement has been made.

### **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 a grant nor is it additional financial aid to what you have been awarded in your Financial Aid Award package

## **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.
  - Students seeking a master's degree who have met all requirements for the master's degree.
  - Students seeking a doctor's degree who have met all requirements for the doctor's degree.





## SCHOOL OF BUSINESS

Phone: 712-274-5280 or 1-800-831-0806 ext. 5280

Email: [mba@morningside.edu](mailto:mba@morningside.edu)

## Dean

### **Darrel L Sandall**

Dean of the School of Business, 2021-

B.S., University of Nebraska-Lincoln, 1994; M.S., University of Illinois Urbana-Champaign, 1995; Ph.D., Texas A&M University, 1997.

## Faculty and Staff

### **FACULTY**

#### **Dick Davis, II**

Assistant Professor of Business, 2025-

B.A., Southern University and A&M College, 1996; M.B.A., University of Nebraska at Omaha, 2011; D.B.A., University of South Florida, 2023.

#### **Marilyn Eastman**

Professor of Business Administration, 2015-

B.S., The University of South Dakota, 1987; M.B.A., Washington University, 1989; Ed.D., The University of South Dakota, 2015.

#### **Jay Moran**

Assistant Professor of Business Administration, 2023-

B.A., DePauw University, 1990; J.D./M.B.A., Emory University, 1996; M.P.A., Harvard University, 2006.

#### **Lawrence Muzinga**

Associate Professor of Business, 2017-

B.S., Kinshasa, Democratic Republic of Congo, 1985; M.A., University of Illinois at Urbana, 1994; Ph.D., Ibid., 2005.

#### **Mark Nielsen**

Associate Professor of Accounting, 2016-

B.A., Augustana University, 1996; M.B.A., University of Iowa, 2005.

#### **James Rajasekar**

Associate Professor of Business, 2022-

Ph.D., Golden Gate University, 2000.

#### **Twyla Rosenbaum**

Professor of Business Administration, 2006-

B.A., Briar Cliff College, 1984; M.B.A., University of South Dakota, 1992; J.D., University of South Dakota, 2010.

#### **Dan Wubbena**

Assistant Professor of Business, 2019-

B.A., Westmar College; M.B.A., Wayne State College.

#### **J. Jeffery Zink**

Associate Professor of Economics, 2010-

B.A., St. Olaf College, 1990; Ph.D. University of Utah, 2005.

## STAFF

### Melissa Gritzmaker

Administrative Coordinator

## History

The School of Business's MBA Program provides graduate level coursework that is responsive to the needs of today's business professionals to help them be successful in their careers. Morningside began a Master of Business Administration (MBA) program in 2025.

## Vision

The vision of the School of Business at Morningside University is to be the premiere private business school in the tri-state region.

## Mission

The School of Business educates students in core business competencies through curricular and extensive experiential opportunities. We challenge students to become engaged learners and ethical and globally aware business leaders.

## Candidate Learning Outcomes

Students who graduate from the MBA program in the School of Business at Morningside University will have attained the following learning outcomes:

1. Strategic Thinking and Analysis: Graduates will demonstrate the ability to apply strategic thinking to solve complex business problems, incorporating both quantitative and qualitative analysis to inform decisions.
2. Leadership and Management Skills: Graduates will exhibit strong leadership and management skills, including the ability to lead and manage teams effectively in diverse and dynamic business environments.
3. Financial and Accounting Acumen: Graduates will possess an understanding of financial and accounting principles and the ability to apply financial analysis to make informed business decisions, manage financial resources, and understand financial markets.
4. Marketing and Customer Insight: Graduates will understand advanced marketing concepts and strategies, including market research, consumer behavior, and digital marketing, to create value for customers and achieve competitive advantage.
5. Ethical Decision-Making and Social Responsibility: Graduates will demonstrate the ability to make ethical decisions and consider the social and environmental impacts of business activities, adhering to principles of corporate social responsibility.
6. Communication and Interpersonal Skills: Graduates will possess strong communication and interpersonal skills, enabling them to communicate effectively with diverse stakeholders, negotiate successfully, and build productive relationships.
7. Data-Driven Decision Making: Graduates will be proficient in using data analytics tools and methodologies to inform business decisions, understanding how to leverage data for strategic advantage.

# GRADUATE BUSINESS PROGRAM OFFERINGS

## MASTER OF BUSINESS ADMINISTRATION (MBA)

### DEGREE PROGRAM

#### ADMISSION REQUIREMENTS

Students must meet the following admission requirements for the MBA program:

- Complete the online admissions application
- Hold a bachelor's degree, with a minimum of 3.00/4.00 cumulative GPA from a regionally accredited institution
- Must have a cumulative GPA of 3.00 for any earned graduate coursework
- Should have at least 75 percent of the required coursework completed for their undergraduate degree
- Submit a Résumé or Curriculum Vitae highlighting professional experience and achievements
- Submit contact information for two individuals to provide professional and/or academic recommendations
- Should not be seeking to enter the United States or be currently residing in the United States on an F-1 visa

### Additional Considerations

- Applicants with a non-business bachelor's degree may apply to the MBA program. However, bridge courses may be required to serve as a means to obtain knowledge and skills required for the MBA courses. If the applicant has attained a score of 600 or higher on the GMAT, or the applicant has gained at least 5 years of professional work experience, the bridge course requirement will automatically be waived. For more information about the bridge courses or to determine if bridge course(s) would be required for you, email [mba@morningside.edu](mailto:mba@morningside.edu)
- Students entering the Morningside University MBA programs must have completed an undergraduate course in introductory financial accounting at a regionally accredited institution with a grade of B- or better. Intermediate financial accounting is preferred. If a student does not meet this pre-requisite, options include achieving a GMAT score of 600 or higher or successfully completing an introductory financial accounting course as described above.
- Prior to admission, all students seeking admission to MBA program will undergo a transcript analysis to ensure content requirements for admission to the MBA program have been met. 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 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 or by attaining a score of 600 or higher on the GMAT.
- Students seeking admission to the MBA 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 the MBA program because of failure to meet the GPA requirement, the student may complete an appeal to the Dean to be allowed to register for graduate business coursework and classified as a non-degree seeking student. If after completing 6 graduate credit hours, the student maintains a minimum of 3.00 cumulative GPA, the student may re-apply for admission. Students who enroll in graduate coursework as non-degree seeking students are not eligible for financial aid. • For applicants from nations where English is not the national language, a minimum score of 61 on the Internet-Based TOEFL (iBT), 500 on the Paper-Based TOEFL (PBT), 173 on the Computer-based TOEFL (CBT), or 80 on Duolingo for English is required for graduate admission.
- International students who have graduated from Morningside University are not required to submit an approved English proficiency exam score.

- Applicants who have a high school diploma, undergraduate, or graduate degree from an institutionally accredited American college or university or from an accredited institution in the following list of English-speaking countries are not required to submit an approved English proficiency exam score.

Anguilla	Cook Islands	Kenya	Saint Kitts and Nevis
Antigua and Barbuda	Dominica	Liberia	Saint Lucia
Australia	Fiji	Malawi	Singapore
Bahamas	Ghana	Malta	Saint Vincent and the Grenadines
Barbados	Grand Cayman Islands	Montserrat	Trinidad and Tobago
Belize	Grenada	New Zealand	Turks and Caicos
Bermuda	Guyana	Nigeria	United Kingdom
British Virgin Islands	Ireland	Pitcairn Islands	
Canada	Jamaica	Saint Helena	

- International students enrolling from outside the US are not eligible for financial aid per Morningside policy.
- International students enrolling from outside the US are not eligible for a student or work visa because of their enrollment in the MBA program.

## Continuance in the MBA Program

Students must maintain a cumulative grade point average of 3.00 in all graduate business courses.

## Program Completion

Students must earn a cumulative grade point average of 3.00 in all graduate business courses. No grade lower than a C is permitted for required, elective, or content support courses.

## Master of Business Administration

This program prepares graduates to be business professionals in a variety of organizations. Students complete coursework online or in person and may enroll in Fall, Spring, or Summer. Courses are offered in 8-week lengths.

### REQUIRED COURSES

BUSN 504.....	Corporate Financial Accounting.....	3 credits
BUSN 517 .....	Managerial Economics.....	3 credits
BUSN 521 .....	Managerial Finance .....	3 credits
BUSN 532.....	Organizational Behavior .....	3 credits
BUSN 535.....	Management Data Analytics and Decision Making.....	3 credits
BUSN 541 .....	Managerial Marketing .....	3 credits
BUSN 564 .....	Transformative Leadership .....	3 credits
BUSN 584 .....	Management Strategy.....	3 credits

ELECTIVE COURSES ..... 12 credits

*Select from the current list of specialized elective courses being offered*

**Minimum Required for Degree..... 36 credits**

## Degree Admission Process

- Complete the online admissions application on the Morningside Graduate Business website
- Submit official transcripts from all undergraduate and graduate coursework.
  - o Electronic Official transcripts will be accepted from either:
    - the institution; or
    - an established provider such as Script Safe, Parchment, National Student Clearinghouse,

- Docufide, SENDDedu, etc.
- Note: Official transcripts must be sent directly from the school or via an established provider. They cannot be provided by the candidate.
- o Electronic transcripts should be sent to mba@morningside.edu
- o Paper transcripts from the institution may be sent to: Morningside University, Graduate Program in Business, 1501 Morningside Avenue, Sioux City, IA 51106. Transcripts are not returned to the applicant.
  - Submit a Résumé or Curriculum Vitae
  - Submit contact information for two individuals to provide professional and/or academic recommendations as part of your program application
  - (Optional) Submit GMAT or GRE scores

We take a holistic approach to evaluating applicants' ability to succeed in the program and beyond that evaluates candidates based on leadership potential, professional experience and achievements, and prior educational background. The Graduate Business Faculty Council reviews all applications and determines acceptance. Candidates are notified in writing of their admission status within one week of submission of a complete application packet (including transcripts, resume, completed references, and any other requirements). Applications are accepted on a rolling basis, fall, spring, and summer. However, enrollment in courses is based on acceptance into the program 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.

## Direct Admissions

Morningside University Business alumni who graduated in good academic standing with the required cumulative GPA are eligible for Direct Admission status into any Graduate Business program. Direct Admission is valid as long as the applicant applies to a program within five years of completing a prior degree/certificate at Morningside University. For Direct Admission, the applicant must submit the following.

- Completed application through the Morningside University Graduate Business website
- Résumé or Curriculum Vitae highlighting professional experience and achievements
- Contact information for two individuals to provide professional and/or academic recommendations
- Official academic transcripts from all institutions previously attended. If only attended Morningside University, 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 MBA Program. Conditionally accepted students must complete all 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 to progress in the program.

- Students who do not meet the GPA requirements may be accepted into the program by completing an Appeal to the Dean or by attaining a score of 600 or higher on the GMAT.
- Students seeking admission to the MBA 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 the MBA program because of failure to meet the GPA requirement, the student may complete an appeal to the Dean to be allowed to register for graduate business coursework and classified as a non-degree seeking student. If after completing 6 graduate credit hours the student maintains a minimum of 3.00 cumulative GPA, the student will be admitted into degree seeking status upon request. Students who enroll in business coursework as non-degree seeking students are not eligible for financial aid.

## Non-Degree Seeking Status

- If an applicant for a graduate Business degree program meets all requirements with the exception of the minimum grade point requirement, the student may take courses under Non-Degree Seeking status.
- Students who are non-degree seeking may enroll in 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 financial aid.
- Students who do not earn a 3.0 GPA for the first 6 graduate hours at Morningside, may petition the Dean of Business for admission.

## Notification of Admission

The university will notify each student by letter of its decision on admission within one week of submission of a complete application packet.

## MBA Payment Policy

The University utilizes a paperless billing process. At the end of each month, students will receive a reminder at their Morningside email address to view their accounts online and pay their bill. 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. Full Payment may also be required to have an official transcript released.

## ACCEPTED PAYMENT METHODS

The University accepts cash, check, or credit card payments. Debit/credit card and E-check payments can only be made through 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.

## MBA REFUND AND WITHDRAWAL 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 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.
- 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:
  1. The student began the withdrawal process prescribed by the school
  2. The student otherwise provided the school with official notification of the intent to withdraw

## **ADMINISTRATIVE WITHDRAWAL POLICY**

- 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.

## **Prepayment Policy for MBA Non-Resident International Students (NF1)**

### **PREPAYMENT REQUIREMENT:**

- All non-resident international students (NF1) enrolled in the MBA program are required to make full prepayment of their coursework fees prior to the registration for each academic term.

### **ACCEPTED PAYMENT METHODS:**

- Payments can be made via wire transfer, credit/debit cards, or Pay My Tuition.
- Students must include their student ID number when making payments to ensure the funds are applied to their account.

### **AMOUNT TO BE PREPAID:**

- The amount to be prepaid will be equivalent to the total tuition and fees for the upcoming term's coursework. Students can check their individual balance on CampusWeb.

## **Accelerated MBA Program**

Current Morningside University undergraduate students majoring in or minoring in the School of Business may apply for an "Accelerated" MBA program. To be accepted into the Accelerated MBA program, the student must have a 3.2 cumulative GPA or Department Head approval. If accepted into the Accelerated MBA program, with advisor approval, a student can take 2 master's level classes (5XX) in the last year of their undergraduate degree program, with tuition for the masters classes being included in the student's undergraduate block tuition rate. However, only Undergraduate courses required for a student's Undergraduate degree will be eligible to receive Undergraduate Financial Aid. Please meet with the Office of Student Financial Planning to confirm your Financial Aid eligibility. The two master's courses will count in place of two courses in the student's undergraduate degree plan and also count toward their MBA degree, reducing the credits required for the MBA degree to 30 additional credits beyond their completed undergraduate degree.

## **Program Completion**

- A full-time student will typically complete the MBA program in less than 2 years.
- A maximum of seven years is permitted for completion of the degree. All requirements for the degree must be completed within this seven-year time frame. 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 2022, the student must graduate by Summer 2029 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.
- A grade of C or higher in any course will be counted toward the fulfillment of the master's degree requirements.
- A grade of pass/fail cannot be used to fulfill the requirements of a graduate degree.
- Students in the master's degree program are NOT required to design and implement a research project. If a student has an interest in completing research, the student is encouraged to speak with a faculty member or their advisor about their interest.

# COURSE DESCRIPTIONS

## Business (BUSN)

### **BUSN 504 ..... CORPORATE FINANCIAL ACCOUNTING ..... 3 CREDITS**

This course explores how to read, analyze and assess financial information, statements, and disclosures to effectively evaluate the financial health of a corporation and make management decisions, such as firm valuation, contracting, executive compensation, corporate governance, and assessing performance/profitability. The course draws from basic theories in economics, finance, and psychology to understand and help predict accounting choices of firm managers and reactions of investors, creditors, external auditors, and government regulators such as the SEC, to accounting information. The main objective of the course is to develop higher level conceptual, critical, and creative thinking about implications of accounting and financial reporting in the global marketplace.

### **BUSN 514..... LEGAL ESSENTIALS FOR MANAGERS..... 3 CREDITS**

This course equips future business leaders with foundational knowledge of legal principles essential for managerial roles, emphasizing the legal framework in which businesses operate. Students will delve into key areas such as contract formation and negotiation, understanding operating agreements, safeguarding organizational interests in a complex regulatory environment, agency, employment and labor law, including employment discrimination regulations, and the fundamentals of intellectual property law. Through a combination of case studies and practical exercises, the course provides a hands-on approach to recognizing and addressing legal risks, ensuring compliance, and making informed decisions.

### **BUSN 517..... MANAGERIAL ECONOMICS..... 3 CREDITS**

This course explores the dynamic intersection of economic theory and business strategy, empowering future leaders to navigate complex market environments. The course delves into advanced analytical techniques for demand forecasting, cost-benefit analysis, competitive markets and market failure, production and cost estimation, and tackling uncertainties, alongside exploring the nuances of market structures and competitive strategies. Through real-world case studies and discussions, students will develop the acumen to make informed decisions that drive organizational success in an ever-evolving economic landscape.

### **BUSN 521 ..... MANAGERIAL FINANCE..... 3 CREDITS**

This course transforms traditional finance principles into a roadmap for contemporary corporate financial management. The course delves into the strategic elements of financial planning, capital budgeting, and optimizing capital structure, alongside innovative approaches to managing net working capital. Integrating ethical considerations into every financial decision-making process, students will engage with real-world scenarios and cutting-edge financial tools to prepare for the challenges of leading fiscal functions in modern organizations.

### **BUSN 529 ..... LEAN MANAGEMENT ..... 3 CREDITS**

The course will cover Process Blueprints, Managing Capacity in Systems, Mapping the Value Stream (current and future state), Inventory Management in Systems, Identifying errors in service and troubleshooting these problems by identifying the root causes of errors, Modifying the product or service design to prevent defects from occurring, and Establishing performance metrics that help evaluate the effectiveness of the Lean system in place. These efforts will result to improved quality and reduce waste.

### **BUSN 532 ..... ORGANIZATIONAL BEHAVIOR ..... 3 CREDITS**

This course dives deep into the psychology of the workplace, integrating contemporary research, theories, and models to explore how individual behaviors and group dynamics influence organizational culture and performance. The course offers a critical lens through which to examine and debate modern organizational structures and management strategies, emphasizing adaptive leadership and innovation. Through interactive case studies and real-world scenarios, students will gain insights into fostering collaborative and high-performing teams within diverse and ever-changing organizational contexts.

**BUSN 541 ..... MANAGERIAL MARKETING ..... 3 CREDITS**

This course redefines the essence of marketing in the digital age, blending traditional principles with the dynamics of digital marketing strategies. The course focuses on developing analytical and decision-making skills for solving complex marketing challenges while emphasizing the importance of data-driven strategies and effective digital communication. Through extensive case studies, students will explore innovative marketing tools and techniques, learn to craft compelling digital marketing campaigns, and refine their ability to adapt and thrive in the ever-evolving digital landscape.

**BUSN 534 ..... HUMAN RESOURCE ESSENTIALS FOR LEADERS ..... 3 CREDITS**

This course provides current and future business leaders with a foundational understanding of key human resource principles and strategies crucial for managerial success. Emphasizing practical skills and strategic insights, students will explore essential human resource topics such as talent acquisition, performance management, employee and labor relations, compliance with regulatory requirements, and compensation and benefits management, strategy, and structure. Through case studies and interactive exercises, the course empowers students to address real-world human resources challenges, ensure legal compliance, and foster a positive workplace culture.

**BUSN 535 ..... MANAGEMENT DATA ANALYTICS AND DECISION MAKING ..... 3 CREDITS**

This course transforms the landscape of managerial decision-making by integrating advanced data analytics into the core strategies of modern business management. The course guides students through the essentials of data analytics in management, covering data collection, preparation, visualization, and the application of descriptive, predictive, and prescriptive analytics to solve complex business challenges. Through hands-on projects and case studies, students will learn to harness the power of data to make informed decisions, optimize business processes, and drive organizational success.

**BUSN 538 ..... ADVANCED OPERATIONS MANAGEMENT ..... 3 CREDITS**

This course offers an in-depth exploration into the strategic role of operations in driving efficiency, quality, and innovation within both service and manufacturing environments. The course delves into the critical aspects of designing effective operations systems, including facility location and layout, resource planning, quality management, and contemporary project management techniques. Through the analysis of live cases and real-world scenarios, students will learn to apply cutting-edge operational strategies to optimize business outcomes and enhance competitive advantage.

**BUSN 539 ..... STRATEGIC PROJECT MANAGEMENT ..... 3 CREDITS**

This course empowers students with the frameworks and tools necessary to navigate the complexities of project management in today's dynamic business environments. The course focuses on aligning project goals with strategic business objectives, ensuring projects are delivered on time, within budget, and to the highest standards of quality. Through practical applications, students will master the art of utilizing advanced project management tools and techniques for planning, execution, monitoring, and control, preparing them to lead high-impact projects across diverse industries.

**BUSN 540 ..... GLOBAL BUSINESS DYNAMICS ..... 3 CREDITS**

This course delves into the complex ecosystem of international business, highlighting the multifaceted challenges and opportunities faced by firms operating across borders. The course offers a deep dive into the economic, cultural, legal, and geopolitical factors that influence global business strategies and decision-making. Through engaging case studies and interactive discussions, students will explore effective management practices for multinational corporations and develop the skills necessary to navigate the global business landscape successfully, adapting to its constant evolution and leveraging international opportunities.

**BUSN 555 ..... ENTREPRENEURIAL VENTURES ..... 3 CREDITS**

This course guides aspiring entrepreneurs through the journey of transforming innovative ideas into successful business ventures. The course covers the essentials of ideation, validation, and business model formulation, along with strategies for securing funding and navigating the financial landscape of startups. Students will engage in hands-on activities to select, develop, and pitch

a startup concept, culminating in a comprehensive business plan that lays the foundation for a viable, growth-oriented company. Through this process, participants will gain the insights and tools necessary to launch and sustain entrepreneurial ventures in the modern marketplace.

### **BUSN 558 ..... NEGOTIATIONS AND CONFLICT MANAGEMENT..... 3 CREDITS**

This course equips students with the critical skills needed to effectively manage and resolve conflicts within diverse organizational settings. The course explores the spectrum of negotiation tactics and alternative dispute resolution methods, such as mediation and arbitration, emphasizing practical application through immersive simulation exercises. Participants will learn to navigate complex interpersonal dynamics, craft win-win solutions, and apply strategic negotiation techniques to achieve optimal outcomes in both personal and professional scenarios, preparing them for leadership roles in an ever-evolving business landscape.

### **BUSN 559 ..... ARTIFICIAL INTELLIGENCE IN TODAY'S BUSINESS ORGANIZATION..... 3 CREDITS**

This cutting-edge course is designed for MBA students to explore the transformative impact of AI on modern business practices. The course delves into the fundamentals of AI technologies, including machine learning, natural language processing, and robotics, and examines their applications across various business domains such as marketing, finance, operations, and human resources. Through a blend of theoretical knowledge and practical case studies, students will learn how AI drives decision-making, enhances efficiency, and fosters innovation in today's organizations. The curriculum also addresses the ethical and managerial challenges posed by AI integration, preparing students to lead in an increasingly AI-driven business landscape. Emphasizing both strategic and operational aspects, this course equips future leaders with the insights and skills necessary to leverage AI for competitive advantage and organizational growth.

### **BUSN 564 ..... TRANSFORMATIVE LEADERSHIP ..... 3 CREDITS**

This course offers a dynamic exploration of leadership theories and practical management techniques through a blend of academic literature, case study analysis, and immersive experiential exercises. The course is designed to cultivate essential leadership competencies, including strategic decision-making, effective communication, and ethical influence, equipping students to navigate the complexities of modern organizational leadership. Participants will engage in interactive sessions that challenge them to refine their skills in interpersonal interaction, articulate complex ideas through written analysis, and master the art of persuasive oral presentations.

### **BUSN 571 ..... EXPERIENTIAL INTERNSHIP ..... 3 CREDITS**

Explore the practical application of business theory in a real-world setting with an experiential internship. Gain hands-on experience, work closely with industry professionals, and solve real business challenges. The course offers a unique opportunity to enhance your skills, build your network, and prepare for a successful career in today's dynamic business landscape.

### **BUSN 584 ..... MANAGEMENT STRATEGY ..... 3 CREDITS**

This course delves into the art and science of building sustainable competitive advantages in today's fast-paced business environment. The course offers an in-depth examination of industry landscapes and competitive dynamics, teaching students how to formulate, implement, and adapt winning strategies through a blend of case studies, management simulations, and live-case analysis. Designed as a capstone experience, it integrates knowledge from across the MBA curriculum, emphasizing the multifunctional and decision-making challenges faced by top executives. This pivotal course, required in the final semester, prepares students to lead with strategic vision in the global marketplace.

### **BUSN 599 ..... INDEPENDENT RESEARCH OR STUDY..... 1-6 CREDITS**

The course allows a student to individually pursue a specific problem or area of study within the business field with faculty guidance. Supervised graduate-level project of readings, research, mentorship, or additional experiences developed in cooperation with a graduate faculty advisor and approved by the Dean of Business. This course is an elective for students enrolled in the Master of Business Administration (MBA) degree program.

**MBA ESSENTIALS 1 .....BUSN 501**

This foundational course is designed to equip students without an undergraduate business background with the essential concepts and tools of economics and statistics critical to navigating the business world. Through exploring how these disciplines interact to drive business strategy and optimize organizational performance, students will learn to apply these mathematical and analytical techniques in real-world scenarios. Emphasizing hands-on learning, the course includes practical computer-based exercises, predominantly using Microsoft Excel, to analyze and solve business problems effectively.

**MBA ESSENTIALS 2 .....BUSN 502**

MBA Essentials 2 offers a comprehensive introduction to the pivotal roles of accounting and finance within a business context, designed for MBA students without an undergraduate degree in business. This course delves into the core principles of accounting, including the recording, summarizing, and communication of business activities, alongside the critical analysis and interpretation of financial statements for effective business management. Additionally, it covers essential finance concepts such as the time value of money, investment valuation, and the dynamics of the stock and bond markets, providing students with the foundational knowledge necessary to make informed financial decisions. Through a blend of theoretical understanding and practical application, this course aims to equip future business professionals with the skills and knowledge to excel in the competitive business landscape.

# SCHOOL OF BUSINESS

# GRADUATE PROGRAM IN BUSINESS

# ACADEMIC CALENDAR

## Fall Semester 2025

### AUGUST 2025

Aug 19 Registration closes (fall full-term & 1st half courses)  
Aug 20 Classes begin (fall full-term & 1st half courses)  
Aug 25 Last day to drop without owing tuition (fall 1st half courses)\*

### SEPTEMBER 2025

Sep 1 Labor Day (No Classes)  
Sep 24 Last day to drop without final grade (fall 1st half courses)\*

### OCTOBER 2025

Oct 10 Registration closes (fall 2nd half/term 12 courses)  
Oct 10 Classes end (fall 1st half courses)  
Oct 13 Classes begin (fall 2nd half/term 12 courses)  
Oct 13-20 Grading window (fall 1st half courses)  
Oct 15 Last day to drop without owing tuition (fall 2nd half/term 12 courses)\*  
Oct 16-17 Fall Break (No classes)

### NOVEMBER 2025

Nov 18 Last day to drop without final grade (fall 2nd half/term 12 courses)  
Nov 18 Registration for Spring 2026 opens  
Nov 26-30 Thanksgiving Break (No classes)

### DECEMBER 2025

Dec 5 Classes end (fall full-term & 2nd half courses)  
Dec 5-15 Grading window (fall full-term & 2nd half courses)

\* Does not affect GPA

# Spring Semester 2026

## JANUARY 2026

Jan 6 Registration closes (spring full-term & 1st half courses)  
Jan 7 Classes begin (spring full-term & 1st half courses)  
Jan 9 Last day to drop without owing tuition (spring 1st half courses) \*

## FEBRUARY 2026

Feb 10 Last day to drop without final grade (spring 1st half courses) \*  
Feb 25 Registration closes (spring 2nd half/term courses)  
Feb 25 Classes end (spring 1st half courses)  
Feb 26 Classes begin (spring 2nd half/term courses)  
Feb 26-Mar 4 Grading window (spring 1st half courses)

## MARCH 2026

Mar 2-6 Spring Break (No classes)  
Mar 9 Last day to drop without owing tuition (spring 2nd half/term courses) \*

## APRIL 2026

Apr 1 Registration for Summer 2026 opens  
Apr 2-6 Easter Holiday Break (No classes)  
Apr 8 Last day to drop without final grade (spring 2nd half/term courses) \*  
Apr 28 Classes end (spring full-term & 2nd half courses)  
Apr 29-May 7 Grading window (spring full-term & 2nd half courses)

## MAY 2026

May 9 Commencement (Time & Place TBA)  
May 29 Registration closes (summer full-term courses)

\* Does not affect GPA

# Summer Semester 2026

## JUNE 2026

Jun 1              Classes begin (summer full-term courses)  
Jun 3              Last day to drop without owing tuition (summer full-term courses) \*

## JULY 2026

Jul 6              Registration for Fall 2026 opens  
Jul 10             Last day to drop without final grade (full-term 30 courses) \*  
Jul 24             Classes end (summer full-term courses)  
Jul 24-31           Grading window (summer full-term courses)

\* Does not affect GPA



## **SHARON WALKER SCHOOL OF EDUCATION**

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

Fax: 712-274-5488

Email: [soe@morningside.edu](mailto:soe@morningside.edu)

# **Dean**

## **Dr. 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**

### **Dr. Nicole Baker**

Assistant Professor of Education, 2023-

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

### **Stacey Brown**

Assistant Professor of Education, Department Head for Undergraduate Initial Licensure Programs, 2024-

B.S., Buena Vista University, 2010; M. Ed., Buena Vista University 2020.

### **Dr. Marwa Elshafie**

Assistant Professor of Education, 2024-

B.A., Ain Shams University, 1998; M.S., Khazar University, 2007; M.Ed., University of Exeter, 2017; Ph.D., University of Houston, 2021.

### **Courtney Leaverton**

Assistant Professor of Education, 2023-

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

### **Dr. Rochelle Maynard**

Assistant Professor of Education, 2023-

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

### **Dr. Kristine Mickelson**

Associate Professor of Education, Department Head for Educational Research, 2021-

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

### **Dr. Mohamed Nasr**

Assistant Professor of Education, 2025-

B.A., Ain Shams University, 1996; M.S., Qatar University, 2015; Ed.D., University of Illinois, 2024.

### **Lindsey Rosno**

Assistant Professor of Education, 2024-

B.S., Wayne State College, 2010; M.A., University of Nebraska, Kearney, 2017.

### **Dr. Nicole Soriano**

Assistant Professor of Education, 2024-

B.F.A., Academy of Art University, 2018; M.A.T., University of the Pacific, 2019; Ed.D., University of Portland, 2024.

**Dr. 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.

**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 Graduate Endorsement Programs

**Davi Gradert**, Senior Administrative Coordinator

**Dawn Jacobsen**, Program Coordinator, Graduate Special Education

**Melissa Kanost**, Program Coordinator for Graduate Advanced Programs & Instructional Technologist

**Andrea Ruiz**, Instructional Designer

**Kendall Saunders**, Unit Communication Coordinator

**Joan Shaputis**, Assistant Dean of Operations

**Tracy Sursely**, Graduate Education Enrollment Manager

**Susan Trisler**, Unit Records Manager

**Rebecca Zettle**, Director of Instructional Support & Program Coordinator for 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. Contact [stateauthorization@morningside.edu](mailto:stateauthorization@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:**

EDTE 501	Initial Licensure Orientation .....	.0 credits
EDTE 502	Principles of Education .....	.3 credits
EDTE 512	Inclusive Environments .....	.3 credits
EDTE 520	Foundations of Clinical Practice .....	.3 credits
EDTE 526	Literature for Elementary Readers .....	.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 580	Student Teaching for Elementary Education .....	.6 credits
EDTE 582	Student Teaching Seminar for Elementary Education .....	.2 credits
EDTE 614	Advanced Reading Methods .....	.3 credits
EDTE 632	Educational Research for Teachers .....	.2 credits
EDTE 634	Classroom Action Research I .....	.2 credits
EDTE 636	Classroom Action Research II .....	.3 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](http://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:**

EDTE 501	Initial Licensure Orientation	0 credits
EDTE 512	Inclusive Environments	3 credits
EDTE 520	Foundations of Clinical Practice	3 credits
EDTE 632	Educational Research for Teachers	2 credits
EDTE 634	Classroom Action Research I	2 credits
EDTE 636	Classroom Action Research II	3 credits
SPED 502	Foundations of Special Education	3 credits
SPED 536	Applied Behavior Analysis	3 credits
SPED 551	Educational Assessment	3 credits
SPED 567	Field Experience I - ID	1 credit
SPED 569	Field Experience II - ID	1 credit
SPED 588	Preservice Special Education Teacher Internship Seminar	1 credit
SPED 589	Evaluating & Mentoring Special Education Teacher Interns	0 credits
SPED 590	Special Education Teacher Internship Seminar I	3 credits
SPED 592	Special Education Teacher Internship Seminar II	2 credits
SPED 645	Language Development & Communication Disorders	3 credits
SPED 660	Introduction to Intellectual Disabilities	3 credits
SPED 675	Intellectual Disabilities: Curriculum & Methods	3 credits
SPED 676	Collaborative Partnerships & Transition	3 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](http://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:**

EDTE 501	Initial Licensure Orientation .....	.0 credits
EDTE 512	Inclusive Environments .....	.3 credits
EDTE 520	Foundations of Clinical Practice.....	.3 credits
EDTE 632	Educational Research for Teachers .....	.2 credits
EDTE 634	Classroom Action Research I.....	.2 credits
EDTE 636	Classroom Action Research II.....	.3 credits
SPED 502	Foundations of Special Education.....	.3 credits
SPED 536	Applied Behavior Analysis .....	.3 credits
SPED 551	Educational Assessment .....	.3 credits
SPED 566	Field Experience I - BD/LD .....	.1 credit
SPED 568	Field Experience II - BD/LD .....	.1 credit
SPED 588	Preservice Special Education Teacher Internship Seminar .....	.1 credit
SPED 589	Evaluating & Mentoring Special Education Teacher Interns .....	.0 credits
SPED 590	Special Education Teacher Internship Seminar I.....	.3 credits
SPED 592	Special Education Teacher Internship Seminar II.....	.2 credits
SPED 645	Language Development & Communication Disorders.....	.3 credits
SPED 661	Behavior Disorders: Theory & Methods.....	.3 credits
SPED 662	Learning Disabilities: Theory & Methods .....	.3 credits
SPED 676	Collaborative Partnerships & Transition .....	.3 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](http://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. (See also Year 1 Teacher Intern Teach Now Pathway on next page.) 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 50 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:**

EDTE 501	Initial Licensure Orientation	0 credits
EDTE 502	Principles of Education	3 credits
EDTE 512	Inclusive Environments	3 credits
EDTE 520	Foundations of Clinical Practice	3 credits
or EDTE 521	Foundations of Clinical Practice for Novice Teachers	3 credits
EDTE 540	Secondary Instructional Strategies	3 credits
EDTE 541	Secondary Field Experience I	1 credit
or EDTE 539	Clinical Field Experience for Novice Teachers I	1 credit
EDTE 550	Methods and Management of Secondary Education	4 credits
EDTE 551	Secondary Field Experience II	1 credit
or EDTE 549	Clinical Field Experience for Novice Teachers II	1 credit
EDTE 588	Preservice Teacher Internship Seminar	2 credits
EDTE 589	Evaluating & Mentoring Teacher Interns	0 credits
EDTE 590	Teacher Internship Seminar I	3 credits
EDTE 592	Teacher Internship Seminar II	3 credits
EDTE 603	Secondary Education Literacy Strategies	2 credits
EDTE 632	Educational Research for Teachers	2 credits
EDTE 634	Classroom Action Research I	2 credits
EDTE 636	Classroom Action Research II	3 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](http://boee.iowa.gov/accredited-colleges-and-universities))

**Teacher Intern Teach Now Pathway (TNP):** Effective July 2024, Teacher Intern candidates who have completed a bachelor's degree and meet all requirements for a secondary education endorsement area approved by the Iowa Board of Educational Examiners, may be recommended for a Teacher Intern license during Year 1 of the program. Interns who seek to be licensed in Year 1 must present an offer of employment from a school district during the admission process; meet all other admission requirements; and enroll for Year 1 coursework for novice teachers. Contact Cassie Alber, Director of Graduate Endorsement Programs, for more information about this pathway.

## **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](mailto: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](mailto: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 within 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 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 510	Readings: Athletic Program Management	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 760	Educational Research: Athletic Program Management	3 credits
EDUC 522	Instructional Technology	2 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 501	Graduate Programs Orientation	.0 credits
EDRS 502	Educational Research and Theory	.2 credits
EDRS 511	Readings: Autism Education	.3 credits
EDRS 602	Designing Action Research	.2 credits
EDRS 702	Evaluating Action Research	.2 credits
EDRS 761	Educational Research: Autism Education	.3 credits
EDUC 522	Instructional Technology	.2 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 501	Graduate Programs Orientation	.0 credits
EDRS 502	Educational Research and Theory	.2 credits
EDRS 512	Readings: Curriculum Studies	.3 credits
EDRS 602	Designing Action Research	.2 credits
EDRS 702	Evaluating Action Research	.2 credits
EDRS 762	Educational Research: Curriculum Studies	.3 credits
EDUC 522	Instructional Technology	.2 credits
EDUC 612	Cultural and Ethical Issues	.3 credits

At Least 9 credits of the following:

EDTE 526	Literature for Elementary Readers	.3 credits
EDTE 527	Literature for Adolescent Readers	.3 credits
EDTE 619	Curriculum & Methods for Middle School	.3 credits
EDUC 580	Development & Management of Gifted Programs	.4 credits
EDUC 581	Curriculum & Methods for the Gifted	.3 credits
SPED 632	Introduction to Theory & Practice: Autism	.3 credits
SPED 634	Teaching Students with Autism in Inclusive Settings	.3 credits
SPED 681	K-8 Mild/Moderate Reading Remediation Studies	.3 credits
SPED 682	5-12 Mild/Moderate Reading Remediation Studies	.3 credits
STEM 641	Curriculum Development in STEM	.3 credits
STEM 642	Methods for STEM Instruction	.3 credits
TESL 533	English as a New Language Methods & Assessment	.3 credits
TESL 609	Content Area Strategies for English Language Learners	.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 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 513	Readings: English as a Second Language	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 764	Educational Research: English as a Second Language	3 credits
EDUC 522	Instructional Technology	2 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
TESL 642	Student and Family Engagement for English Language Learners	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 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 514	Readings: Literacy Education	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 765	Educational Research: Literacy Education	3 credits
EDUC 522	Instructional Technology	2 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:

EDTE 526	Literature for Elementary Readers	3 credits
EDTE 527	Literature for Adolescent Readers	3 credits
EDUC 760	Reading Assessment	2 credits
EDUC 761	Reading in Content Areas	3 credits
EDUC 762	Diagnostic Teaching of Reading	3 credits
EDUC 763	Oral & Written Language Development	3 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 767	Literacy Capstone	1 credit

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

## Master of Arts in Teaching: Middle Level Education

### PREREQUISITE:

Hold a valid teaching license.

### REQUIRED COURSES: ..... **22 CREDITS**

EDRS 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 515	Readings: Middle Level Education	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 766	Educational Research: Middle Level Education	3 credits
EDTE 618	Growth and Development of Middle Level Learners	2 credits
EDTE 619	Curriculum and Methods for Middle School	3 credits
EDUC 522	Instructional Technology	2 credits
EDUC 612	Cultural and Ethical Issues	3 credits

Complete at least 10 credits of additional Middle Level Education elective courses. 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 527	Literature for Adolescent Readers	3 credits
EDTE 552	Basic Math and Measurement for the Educator	2 credits
EDTE 553	Algebra for the Teacher	2 credits
EDTE 556	American History for the Educator	2 credits
EDTE 557	World History for the Educator	2 credits
EDTE 558	Geography for the Educator	2 credits
EDTE 559	American Government for the Educator	2 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 564	Written Communication and Grammar for the Educator	2 credits
EDTE 565	Oral Communication for the Educator	2 credits
EDUC 765	Literacy for Grades 5-8	3 credits
ENGL 478G	Literature Across Cultures	3 credits
STEM 562	Earth & Space Science for the STEM Educator	2 credits
STEM 564	Chemistry for the STEM Educator	2 credits
STEM 566	Number Theory for the STEM Educator	2 credits
STEM 568	Statistics for the STEM Educator	2 credits
STEM 570	Computer Programming for the STEM Educator	2 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 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 516	Readings: Special Education	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 768	Educational Research: Special Education	3 credits
EDUC 522	Instructional Technology	2 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	Foundations of Special Education	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	Introduction to Theory & Practice: Autism	3 credits
SPED 634	Teaching Students with Autism in Inclusive Settings	3 credits
SPED 635	Coordination of Cooperative Occupational Education Programs	2 credits
SPED 636	Teaching Students with Autism: Intensive Programs	3 credits
SPED 637	Career-Vocational Assessment & Guidance for those with Disabilities	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 & Communication Disorders	3 credits
SPED 660	Introduction to Intellectual Disabilities	3 credits
SPED 661	Behavior disorders: Theory & Methods	3 credits
SPED 662	Learning Disabilities: Theory & Methods	3 credits
SPED 672	Special Education Law	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: ..... 26 Credits

EDRS 501	Graduate Programs Orientation	0 credits
EDRS 502	Educational Research and Theory	2 credits
EDRS 517	Readings: STEM Education	3 credits
EDRS 602	Designing Action Research	2 credits
EDRS 702	Evaluating Action Research	2 credits
EDRS 769	Educational Research: STEM Education	3 credits

EDUC 522 .....	Instructional Technology .....	2 credits
EDUC 612 .....	Cultural and Ethical Issues .....	3 credits
STEM 640 .....	Engineering & Technology Design for the Educator.....	3 credits
STEM 641 .....	Curriculum Development in STEM .....	3 credits
STEM 642 .....	Methods for STEM Instruction .....	3 credits

Complete at least 6 credits of additional STEM Education elective courses for the MAT STEM Education degree. 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 .....	2 credits
EDTE 554 .....	Geometry for the Educator .....	2 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
EDUC 588 .....	STEM for the Talented and Gifted Learner .....	2 credits
STEM 562 .....	Earth & Space Science for the STEM Educator.....	2 credits
STEM 564 .....	Chemistry for the STEM Educator .....	2 credits
STEM 566 .....	Number Theory for the STEM Educator.....	2 credits
STEM 568 .....	Statistics for the STEM Educator .....	2 credits
STEM 570 .....	Computer Programming for the STEM 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 501 .....	Graduate Programs Orientation .....	0 credits
EDRS 502 .....	Educational Research and Theory .....	2 credits
EDRS 518 .....	Readings: Talented and Gifted Education .....	3 credits
EDRS 602 .....	Designing Action Research .....	2 credits
EDRS 702 .....	Evaluating Action Research .....	2 credits
EDRS 770 .....	Educational Research: Talented and Gifted Education .....	3 credits
EDUC 522 .....	Instructional Technology .....	2 credits
EDUC 612 .....	Cultural and Ethical Issues .....	3 credits

Complete 12 credits of Talented and Gifted education credits:

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 586 .....	Talented & Gifted Special Populations.....	2 credits

Complete 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
EDUC 742 .....	Collaborative Communication for Teachers.....	3 credits
SPED 536 .....	Applied Behavior Analysis .....	3 credits

SPED 632 .....	Introduction to Theory & Practicum: Autism .....	3 credits
STEM 641 .....	Curriculum Development in STEM.....	3 credits
STEM 642 .....	Methods for STEM Instruction.....	3 credits
<b>Total Required for the Degree:</b> .....	<b>32 credits</b>	

## Master of Arts in Teaching: Teacher Leadership

### PREREQUISITE:

Hold a valid teaching license.

### REQUIRED COURSES: ..... **17 CREDITS**

EDRS 501 .....	Graduate Programs Orientation .....	0 credits
EDRS 502 .....	Educational Research and Theory .....	2 credits
EDRS 519 .....	Readings: Teacher Leadership .....	3 credits
EDRS 602 .....	Designing Action Research .....	2 credits
EDRS 702 .....	Evaluating Action Research .....	2 credits
EDRS 771 .....	Educational Research: Teacher Leadership .....	3 credits
EDUC 522 .....	Instructional Technology .....	2 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
EDUC 744 .....	Ethics for Educators .....	3 credits

<b>Total Required for the Degree:</b> .....	<b>32 credits</b>
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## IOWA ENDORSEMENTS

Morningside University offers endorsements approved for licensure in Iowa ONLY.

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 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.
- 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:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
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
<u>or</u> TESL 642 .....	Student and Family Engagement for English Language Learners .....	3 credits

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

# K-8 Instructional Strategist I: Mild/Moderate

## REQUIRED COURSES:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
SPED 502.....	Foundations of Special Education.....	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 and Methods .....	3 credits

Complete 3 credits from the following:

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
SPED 641 .....	Practicum: Instructional Strategist I: K-8 .....	3 credits
SPED 645 .....	Language Development & Communication Disorders .....	3 credits
SPED 661 .....	Behavior Disorders: Theory & Methods .....	3 credits
SPED 662 .....	Learning Disabilities: Theory & Methods .....	3 credits
SPED 672 .....	Special Education Law .....	3 credits
SPED 682 .....	5-12 Mild/Moderate Reading Remediation Strategies .....	3 credits
SPED 684 .....	5-12 Mild/Moderate Math Materials and Methods .....	3 credits

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

# 5-12 Instructional Strategist I: Mild/Moderate

## REQUIRED COURSES:

EDRS 501 .....	Graduate Programs Orientation .....	0 credits
SPED 502.....	Foundations of Special Education.....	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 and Methods .....	3 credits

Complete 3 credits from the following:

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
SPED 642 .....	Practicum: Instructional Strategist I 5-12 .....	3 credits
SPED 645 .....	Language Development & Communication Disorders .....	3 credits
SPED 661 .....	Behavior Disorders: Theory & Methods .....	3 credits
SPED 662 .....	Learning Disabilities: Theory & Methods .....	3 credits
SPED 672 .....	Special Education Law .....	3 credits
SPED 681 .....	K-8 Mild/Moderate Reading Remediation Strategies .....	3 credits
SPED 683 .....	K-8 Mild/Moderate Math Materials and Methods .....	3 credits

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

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

### REQUIRED COURSES:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
SPED 502.....	Foundations of Special Education.....	3 credits
SPED 536.....	Applied Behavior Analysis .....	3 credits
SPED 551.....	Educational Assessment .....	3 credits
SPED 645.....	Language Development & Communication Disorders .....	3 credits
SPED 661.....	Behavior Disorders: Theory & Methods.....	3 credits
SPED 662.....	Learning Disabilities: Theory & Methods .....	3 credits
SPED 676.....	Collaborative Partnerships & Transition .....	3 credits

Complete 3 credits from the following:

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
SPED 641 .....	Practicum: Instructional Strategist I: K-8 .....	3 credits
PED 660 .....	Introduction to Intellectual Disabilities.....	3 credits
SPED 672 .....	Special Education Law .....	3 credits
SPED 675 .....	Intellectual Disabilities: Curriculum & Methods .....	3 credits
SPED 679 .....	Practicum: Instructional Strategist II: BD/LD .....	3 credits
SPED 681 .....	K-8 Mild/Moderate Reading Remediation Strategies .....	3 credits
SPED 682 .....	5-12 Mild/Moderate Reading Remediation Strategist .....	3 credits
SPED 683 .....	K-8 Mild/Moderate Math Materials and Methods .....	3 credits
SPED 684 .....	5-12 Mild/Moderate Math Materials & Methods .....	3 credits

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

## K-12 Instructional Strategist II: Intellectual Disabilities

### REQUIRED COURSES:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
SPED 502.....	Foundations of Special Education.....	3 credits
SPED 536.....	Applied Behavior Analysis .....	3 credits
SPED 551.....	Educational Assessment .....	3 credits
SPED 645.....	Language Development & Communication Disorders .....	3 credits

SPED 660.....	Introduction to Intellectual Disabilities.....	3 credits
SPED 675.....	Intellectual Disabilities: Curriculum & Methods .....	3 credits
SPED 676.....	Collaborative Partnerships & Transition .....	3 credits

Complete 3 credits from the following:

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
SPED 642 .....	Practicum: Instructional Strategist I 5-12 .....	3 credits
SPED 661 .....	Behavior Disorders: Theory & Methods .....	3 credits
SPED 662 .....	Learning Disabilities: Theory & Methods .....	3 credits
SPED 672 .....	Special Education Law .....	3 credits
SPED 678.....	Practicum: Instructional Strategist II: Intellectual Disabilities .....	3 credits
SPED 681 .....	K-8 Mild/Moderate Reading Remediation Strategies .....	3 credits
SPED 682.....	5-12 Mild/Moderate Reading Remediation Strategist .....	3 credits
SPED 683 .....	K-8 Mild/Moderate Math Materials and Methods .....	3 credits
SPED 684.....	5-12 Mild/Moderate Math Materials & Methods .....	3 credits

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

## 5-8 Middle School

### PREREQUISITE:

Hold elementary or secondary teaching certification.

### REQUIRED COURSES:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
EDUC 765 .....	Literacy for Grades 5-8.....	3 credits
EDTE 618 .....	Growth and Development of Middle Level Learners .....	2 credits
EDTE 619 .....	Curriculum and Methods for Middle School .....	3 credits
EDTE 622 .....	Middle School Practicum.....	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:

EDRS 501 .....	Graduate Programs Orientation.....	0 credits
EDTE 526.....	Literature for Elementary Readers .....	3 credits
EDTE 530 .....	Foundations of Teaching Reading .....	3 credits
EDUC 761 .....	Reading in Content Areas.....	3 credits
EDUC 762 .....	Diagnostic Teaching of Reading .....	3 credits
EDUC 763 .....	Oral & Written Language Development .....	3 credits
EDUC 764 .....	Literacy for Grades K-4.....	3 credits
EDUC 765 .....	Literacy for Grades 5-8.....	3 credits
EDUC 771 .....	Reading & Writing Assessment Practicum K-8.....	3 credits

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

## 5-12 Reading

### REQUIRED COURSES:

EDRS 501	Graduate Programs Orientation.....	0 credits
EDTE 527	Literature for Adolescent Readers.....	3 credits
EDTE 530	Foundations of Teaching Reading .....	3 credits
EDUC 761	Reading in Content Areas.....	3 credits
EDUC 762	Diagnostic Teaching of Reading .....	3 credits
EDUC 763	Oral & Written Language Development .....	3 credits
EDUC 765	Literacy for Grades 5-8.....	3 credits
EDUC 766	Literacy for Grades 9-12 .....	3 credits
EDUC 772	Reading & Writing Assessment Practicum 5-12.....	3 credits
<b>Total Required for the Endorsement:</b> .....		<b>24 credits</b>

## 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 and Instructional Design.....	3 credits
SPED 564	Data Collection for Decision-Making .....	3 credits

<b>Total Required for the Endorsement:</b> .....	<b>9 credits</b>
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## K-8 STEM

### PREREQUISITE:

Hold elementary teaching certification.

### REQUIRED COURSES:

EDRS 501	Graduate Programs Orientation.....	0 credits
STEM 640	Engineering & Technology Design for the Educator.....	3 credits
STEM 641	Curriculum Development in STEM.....	3 credits
STEM 642	Methods for STEM Instruction .....	3 credits
STEM 643	Practicum in STEM.....	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:

EDRS 501	Graduate Programs Orientation.....	0 credits
STEM 640	Engineering & Technology Design for the Educator.....	3 credits
STEM 641	Curriculum Development in STEM.....	3 credits
STEM 642	Methods for STEM Instruction.....	3 credits
STEM 643	Practicum in STEM.....	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:

EDRS 501	Graduate Programs Orientation.....	0 credits
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 635	Coordination of Cooperative Occupational Education Programs.....	2 credits
SPED 637	Career-Vocational Assessment & Guidance for those with Disabilities .....	2 credits
SPED 676	Collaborative Partnerships & Transitions .....	3 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 744 .....	Ethics for Educators .....	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 527 ..... Literature for Adolescent Readers
- 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
- ENGL 478G ..... Literature Across Cultures
- STEM 562 ..... Earth & Space Science for the STEM Educator
- STEM 564 ..... Chemistry for the STEM Educator
- STEM 566 ..... Number Theory for the STEM Educator
- STEM 568 ..... Statistics for the STEM Educator
- STEM 570 ..... Computer Programming for the STEM Educator

# COURSE DESCRIPTIONS

## Educational Research (EDRS)

### **EDRS 501 ..... GRADUATE PROGRAMS 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 & THEORY.....2 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 MANAGEMENT .....3 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 EDUCATION .....3 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 STUDIES .....3 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 LANGUAGE .....3 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 EDUCATION.....3 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 EDUCATION .....3 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.....3 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.....3 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.....3 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 LEADERSHIP .....3 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 MANAGEMENT .....3 CREDITS**

**Prerequisite:** EDRS 510, 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 511, 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 STUDIES .....3 CREDITS**

**Prerequisite:** EDRS 512, 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 EDUCATION .....3 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 513, 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 514, 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 EDUCATION .....3 CREDITS**

**Prerequisite:** EDRS 515, 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 EDUCATION .....3 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 516, 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 517, 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 518, 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 LEADERSHIP ..... 3 CREDITS**

Prerequisite: EDRS 519, 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 ..... INITIAL LICENSURE ORIENTATION ..... 0 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 EDUCATION ..... 3 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 ENVIRONMENTS ..... 3 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 PRACTICE ..... 3 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 521 ..... FOUNDATIONS OF CLINICAL PRACTICE FOR NOVICE TEACHERS ..... 3 CREDITS**

A specialized course for teacher interns who are completing the accelerated Teach Now Pathway. Provides instruction for creating lesson plans, differentiation, technology integration, and classroom management for the novice teacher. **This course is by permission only.**

**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 527 ..... LITERATURE FOR ADOLESCENT READERS ..... 3 CREDITS**

Examination of literature suitable for middle school and secondary school students. Specific focus on themes in adolescent literature, and instructional methods to meet the needs of all adolescent readers.

**EDTE 528 ..... TEACHING FINE ARTS AND MOVEMENT ..... 3 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 539 ..... CLINICAL FIELD EXPERIENCE FOR NOVICE TEACHERS I ..... 1 CREDIT**

*Corequisite: EDTE 589*

A specialized course for teacher interns who are completing the Teacher Now Pathway where students will design and deliver at least two content area lessons to secondary students during their experience. Twenty-five hours of experience required in a secondary classroom. **This course is by permission only.**

**EDTE 540 ..... SECONDARY INSTRUCTIONAL STRATEGIES ..... 3 CREDITS**

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. Fifteen hours of experience required in a secondary classroom.

**EDTE 549 ..... CLINICAL EXPERIENCE FOR NOVICE TEACHERS II ..... 1 CREDIT**

*Corequisite: EDTE 589*

A specialized course for teacher interns who are completing the Teach Now Pathway where students will interact with secondary students, lessons, and assess student learning. Twenty-five hours of experience required in a secondary classroom. **This course is by permission only.**

**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. Fifteen 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 589 ..... EVALUATING & MENTORING TEACHER INTERNS ..... 0 CREDITS**

Teacher interns will be supported and mentored by a Morningside University Supervisor who will observe teacher interns regularly throughout the school year, collaborate with the district mentor and principal evaluator, and provide assistance and guidance to the teacher intern. Students will be enrolled in each semester the teacher intern is employed as the teacher of record.

*This course may be repeated up to 4 times.*

**EDTE 590 ..... TEACHER INTERNSHIP SEMINAR I ..... 3 CREDITS**

**Corequisite:** EDTE 589

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**

**Corequisite:** EDTE 589

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

**EDTE 603 ..... SECONDARY EDUCATION LITERACY STRATEGIES ..... 2 CREDITS**

Focuses on Understanding evidence-based literacy instruction at the secondary education level. Students will engage with literacy theory and strategies to integrate literacy into content area instruction. Includes strategies for students with diverse learning needs, including but not limited to those identified with dyslexia.

**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.

**EDTE 618 ..... GROWTH AND DEVELOPMENT OF MIDDLE LEVEL LEARNERS ..... 2 CREDITS**

A cultural examination of middle-level learners to become familiar with the current knowledge on the psychology of adolescents in relation to the middle school experience. Includes examination of physical, cognitive, cultural, and psychosocial characteristics and a literature review of research pertaining to middle level learners

**EDTE 619 ..... CURRICULUM AND METHODS FOR MIDDLE SCHOOL.....3 CREDITS**

Application of methods of teaching middle level learners, including lesson planning, instructional strategies, assessment of student learning, theories of motivation, and classroom management. Addresses developmental theories, essential elements of middle school philosophy, and the scope and sequence of curriculum planning.

**EDTE 622 ..... MIDDLE SCHOOL PRACTICUM.....1 CREDIT**

**Prerequisites:** EDTE 618, EDTE 619, EDUC 765

A 30-hour practicum experience within a middle school setting to enhance the learned skills and knowledge to middle level learners under the guidance of an appropriately qualified collaborating teacher.

**EDTE 632 ..... EDUCATIONAL RESEARCH FOR TEACHERS.....2 CREDITS**

Introduction to educational research and its value for classroom teachers as both users of traditional research and practitioners of action research.

**EDTE 634 ..... CLASSROOM ACTION RESEARCH I.....2 CREDITS**

**Prerequisites:** EDTE 632

Examination of the plan, teach, assess, reflect teaching cycle with a focus on the development, implementation, and analysis of classroom assessment practice, as it relates to action research.

**EDTE 636 ..... CLASSROOM ACTION RESEARCH II.....3 CREDITS**

**Prerequisite:** EDTE 634

Using foundational learning about the plan, teach, assess, reflect teaching cycle, students design, implement, and analyze an action research project in a K-12 setting.

## Education (EDUC)

**EDUC 522..... INSTRUCTIONAL TECHNOLOGY .....2 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 586..... TALENTED AND GIFTED SPECIAL POPULATIONS .....2 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 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 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 ISSUES .....3 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 740..... EXPLORING TEACHER LEADERSHIP .....3 CREDITS**

The first part of the course will be an orientation to teacher leadership. The majority of the course will have a focus on the meaning of teacher leadership (TL), characteristics of effective TL, and the connection between TL and student achievement, professional learning communities, and school improvement in general.

Participants will assess their own leadership abilities and develop a plan to maximize their potential. Professional reflection and collaboration will be a critical part of the course.

**EDUC 741 ..... LEADING PROFESSIONAL LEARNING COMMUNITIES ..... 3 CREDITS**

The course will focus on the importance of collaborative culture in the development and maintenance of professional learning communities (PLCs). There is an emphasis on shared leadership in this collaborative culture which includes administrators and teachers. Topics include PLCs, professional development, teamwork, shared leadership, study groups, classroom observation, the power of collaboration, and professional portfolios. Participants in the course will be part of two 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 TEACHERS ..... 3 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 744 ..... ETHICS FOR EDUCATORS ..... 3 CREDITS**

Based on work of the National Association of State Directors of Teacher Education and Certification and the Model Code of ethical dilemmas and ethical decision making will be investigated.

**EDUC 750 ..... FOUNDATIONS OF ATHLETIC PROGRAM MANAGEMENT ..... 3 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 MANAGEMENT ..... 3 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 .....3 CREDITS**

Focus on practices and strategies, informed by the science of reading, that will increase students' literacy skills across content areas. Literature-based reading in content areas will be emphasized. Participants will develop application activities in comprehension, writing, vocabulary, and assessment that integrate technology and included research-based strategies for differentiation of learning in order to meet the needs of all learners (i.e., English language learners, dyslexics, talented and gifted, students with IEPs).

**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 .....3 CREDITS**

Focuses on practices of oral language and the relationship between oral language and written language (reading and writing) using the science of reading as an evidence-based framework. Participants will explore typical development of speaking and listening skills and learn strategies for assisting students who have challenges in developing these skills (i.e. English language learners, autistic students, dyslexics, talented and gifted, students with IEPs).

**EDUC 764..... LITERACY FOR GRADES K-4 .....3 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 5-8 .....3 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 9-12 .....3 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 well 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.

## 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.

# Special Education (SPED)

## **SPED 502 ..... FOUNDATIONS OF SPECIAL EDUCATION ..... 3 CREDITS**

Introduction to the foundational knowledge of teaching students with disabilities. Important theoretical concepts related to teaching and learning, child and adolescent growth and development, and cognition are presented. Roles and responsibilities of both general and special educators are explored. Students gain understanding of the Individuals with Disabilities Education Act (IDEA), Individual Educational Plans (IEP), Multi-Tier System of Supports (MTSS), and Behavior Intervention Plans (BIP).

## **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**

Explores the purposes of assessment in education and its role within the comprehensive school improvement plan. Attention given to the multi-tiered system of supports (MTSS) and response to intervention (RTI), as well as curriculum-based measures (CBM), functional behavior assessments (FBA) and the data-driven decision making necessary to determine eligibility for specially designed instruction (SDI) within the individualized education plan (IEP) and behavior improvement plan (BIP). Legal, ethical, professional and cultural issues will also be addressed.

**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 589 ..... EVALUATING & MENTORING OF SPECIAL EDUCATION TEACHER INTERNS ..... 0 CREDITS**

Special education Teacher Interns will be supported and mentored by a Morningside Supervisor who will observe Teacher Interns regularly throughout the school year, collaborate with the district mentor and principal evaluator, and provide assistance and guidance to the Teacher Intern. Students will be enrolled each semester the Teacher Intern is employed as the teacher of record.

*This course may be repeated up to 2 times.*

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

**Corequisite: SPED 589**

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****Corequisite: SPED 589**

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 SETTINGS .....3 CREDITS**

Guides the learner to investigate the philosophy and practice of inclusive settings to include neurodiversity affirmative education, response to intervention processes, and high leverage practices with an emphasis on collaboration, data driven decision making, and instructional practices that call for the educator to be a reflective practitioner as it relates to meeting the needs of students with autism.

**SPED 635 ..... COORDINATION OF COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS....2 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 evidence-based practices for autism across the areas of behavioral interventions, visual supports, language training, social emotional behavioral skills training and natural developmental behavioral interventions. Ethical practices and educator responsibilities to monitor potential for harm are also addressed along with resources for continued professional development.

**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.

**STEM 643.....PRACTICUM IN STEM.....1 CREDIT**

**Prerequisite: STEM 640, 641, 642**

A 30-hour practicum experience under the guidance of an appropriately qualified collaborating teacher in preparation for teaching Science, Technology, Engineering, and Mathematics within either a K-8 or 5-8 school setting.

**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. Foundations of the science of reading are used as a basis for literacy instruction. Students demonstrate understanding and application of phonological awareness, phonics, fluency, vocabulary, and comprehension.

**SPED 660 ..... INTRODUCTION TO INTELLECTUAL DISABILITIES .....3 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 METHODS .....3 CREDITS**

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

**SPED 662 ..... LEARNING DISABILITIES: THEORY AND METHODS.....3 CREDITS**

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

**SPED 672 ..... SPECIAL EDUCATION LAW.....3 CREDITS**

Examines the historical and current legal framework governing special education. Students will analyze statutory law, judicial interpretations, and guiding principles to understand and apply legal requirements within special education settings.

**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 TRANSITION .....3 CREDITS**

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

**SPED 678...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.

## Science, Technology, Engineering, and Mathematics (STEM)

**STEM 562 ..... EARTH & SPACE SCIENCE FOR THE STEM EDUCATOR .....2 CREDITS**

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, educators gain knowledge and understanding of the role of STEM within the content area of Earth and space science. Topics include ecosystem, weather & climate, space systems, Earth systems, history of the Earth, and human impacts on the Earth.

**STEM 564 ..... CHEMISTRY FOR THE STEM EDUCATOR .....2 CREDITS**

Through an examination of the Next Generation Science Standards (NGSS) and the Iowa Core Standards, educators gain knowledge and understanding of chemistry content needed to teach students in grades K-8. Topics include but are not limited to elements, compounds, mixtures, solutions, physical changes/properties, and chemical reactions.

**STEM 566 ..... NUMBER THEORY FOR THE STEM EDUCATOR .....2 CREDITS**

Through an examination of the Iowa Core Mathematics Standards, educators gain knowledge and understanding of math content needed to teach students in grades K-8. Topics include but are not limited to classification of numbers, primes (prime factorization, distribution of primes, Sieve of Eratosthenes), divisibility (LCM/GCD, Euclidean algorithm), modular arithmetic, and other special topics.

**STEM 568 ..... STATISTICS FOR THE STEM EDUCATOR .....2 CREDITS**

Through an examination of the Iowa Core Mathematics Standards, educators gain knowledge and understanding of math statistics to facilitate the teaching of STEM concepts in grades K-8. Topics include but are not limited to 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.

**STEM 570 ..... COMPUTER PROGRAMMING FOR THE STEM EDUCATOR .....2 CREDITS**

Introduces educators to the essentials of computer programming using an approach that the teacher can 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.

**STEM 640..... ENGINEERING & TECHNOLOGY DESIGN FOR THE EDUCATOR .....3 CREDITS**

Educators will 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. Includes an examination of research and current issues related to STEM education.

**STEM 641..... CURRICULUM DEVELOPMENT IN STEM.....3 CREDITS**

**Prerequisite:** STEM 640

Provides a foundational knowledge for curriculum development and assessment in the STEM field. 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.

**STEM 642..... METHODS FOR STEM INSTRUCTION .....3 CREDITS**

**Prerequisite:** STEM 640

Educators will 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.

## 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 & ASSESSMENTS .....3 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 LINGUISTICS .....3 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 PRACTICUM .....3 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.

**TESL 642.....SCHOOL AND FAMILY ENGAGEMENT FOR ENGLISH LANGUAGE LEARNERS .....3 CREDITS**

Develops knowledge, skills, and resources to effectively engage with the families of English Language Learners (ELLs) to leverage the power of home literacy in promoting student academic achievement. Explores the crucial role of home language and cultural practices in literacy development, investigates the impact of family involvement in literacy activities, develops advocacy skills and strategies for building strong home-school partnerships.

# SHARON WALKER SCHOOL OF EDUCATION

## GRADUATE PROGRAM IN EDUCATION

### ACADEMIC CALENDAR 2025-2026

#### Fall Semester 2025

##### **AUGUST 2025**

Aug 1	Placement Requests for Internship, Field Experience & Practicum closes (fall)
Aug 19	Registration closes (fall full-term & 1st half courses)
Aug 20	Classes begin (fall full-term & 1st half courses)
Aug 22	Last day to drop without owing tuition (fall 1st half courses) *
Aug 27	Last day to drop without owing tuition (fall full-term courses) *

##### **SEPTEMBER 2025**

Sep 1	Labor Day (No classes)
Sep 24	Last day to drop without final grade (fall 1st half courses) *

##### **OCTOBER 2025**

Oct 9	Registration closes (fall 2nd half/term 12 courses)
Oct 10	Classes end (fall 1st half courses)
Oct 10-17	Grading window (fall 1st half courses)
Oct 13	Classes begin (fall 2nd half/term 12 courses)
Oct 15	Placement Requests for Internship, Field Experience, & Practicum opens (spring)
Oct 15	Last day to drop without owing tuition (fall 2nd half/term 12 courses) *
Oct 16-17	Fall Break (No classes)

##### **NOVEMBER 2025**

Nov 5	Last day to drop without final grade (fall full-term courses) *
Nov 18	Last day to drop without final grade (fall 2nd half/term 12 courses)
Nov 18	Registration for Spring 2026 opens
Nov 26-30	Thanksgiving Break (No classes)

##### **DECEMBER 2025**

Dec 1	Placement Requests for Internship, Field Experience & Practicum closes (spring)
Dec 5	Classes end (fall full-term & 2nd half courses)
Dec 5-15	Grading window (fall full-term & 2nd half courses)

\* Does not affect GPA

# Spring Semester 2026

## JANUARY 2026

Jan 6	Registration closes (spring full-term & 1st half courses)
Jan 7	Classes begin (spring full-term & 1st half courses)
Jan 9	Last day to drop without owing tuition (spring 1st half courses) *
Jan 14	Last day to drop without owing tuition (spring full-term courses) *

## FEBRUARY 2026

Feb 10	Last day to drop without final grade (spring 1st half courses) *
Feb 24	Registration closes (spring 2nd half/term 22 courses)
Feb 25	Classes end (spring 1st half courses)
Feb 25-Mar 4	Grading window (spring 1st half courses)
Feb 26	Classes begin (spring 2nd half/term 22 courses)

## MARCH 2026

Mar 2-6	Spring Break (No classes)
Mar 9	Last day to drop without owing tuition (spring 2nd half/term 22 courses) *

## APRIL 2025

Apr 1	Registration for Summer 2026 opens
Apr 2-6	Easter Holiday Break (No classes)
Apr 6	Last day to drop without final grade (spring full-term courses) *
Apr 8	Last day to drop without final grade (spring 2nd half/term 22 courses) *
Apr 28	Classes end (spring full-term & 2nd half courses)
Apr 28-May 7	Grading window (spring full-term & 2nd half courses)

## MAY 2026

May 9	Commencement (Time & Place TBA)
May 29	Registration closes (summer full-term courses)

\* Does not affect GPA

# Summer Semester 2026

## JUNE 2026

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

## JULY 2026

- Jul 6 Registration for Fall 2026 opens
- Jul 10 Last day to drop without final grade (full-term courses) \*
- Jul 24 Classes end (summer full-term courses)
- Jul 24-31 Grading window (summer full-term courses)

## AUGUST 2026

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

\* Does not affect GPA



## **NYLEN SCHOOL OF NURSING AND HEALTH SCIENCES**

## **GRADUATE PROGRAM IN NURSING**

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

Fax: 712-274-5559

Email: [gradnurs@morningside.edu](mailto:gradnurs@morningside.edu)

# Graduate Nursing Faculty and Staff

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

Dean of Nylen School of Nursing and Health Sciences

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, Population Health, Home Infusion, End of Life Care, Rural 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, Rural Health, Long-Term Care

## **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, Telehealth, Urgent Care

## **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, Adult Gerontology Acute Care, Rural Health, Acute Care Neurology, Urgent Care

## **Shannon Stewart, D.N.P., APRN, FNP-BC, AAHIVS**

Assistant Professor of Nursing Education, 2025-

B.S.N., Briar Cliff University, 2006; M.S.N., University of Phoenix, 2008; P-MSN Certificate FNP, Briar Cliff University, 2012; D.N.P., Morningside University, 2021

Specialties: Family primary care, Neurology

## **STAFF**

**Kristin Samuelson**, RN, Clinical/Practicum Placement Coordinator

**Georgianna Wolf**, Senior Administrative Coordinator

**Kris Willson**, Administrative Assistant

## History

The Morningside University Nylen School of Nursing and Health Sciences 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 and Health Sciences 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  
6200 Park Ave., Suite 100  
Des Moines, IA 50321

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.ccneaccreditation.org>).

## Professional Licensure Disclosure

The Morningside University Nylen School of Nursing and Health Sciences 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 and Health Sciences 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/about/consumer-information/professional-licensure-disclosures/>. 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](mailto: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

The Nylen School of Nursing and Health Sciences prepares compassionate, competent professionals who are committed to life-long learning, act with integrity, uphold a sense of professional accountability, and advocate for the health and well-being of individuals and communities. We promote holistic, person-centered care and meaningful community engagement, with a strong focus on improving health outcomes for all.

## Vision

The Nylen School of Nursing and Health Sciences aspires to be a regional leader in transforming health through excellence in education, innovation, and community partnerships. We envision a future where our graduates lead with confidence and competence, prepared through an educational foundation that fosters critical thinking, effective communication, compassion, ethical action, and holistic understanding to advance health outcomes and enhance the quality of life for all populations.

## Goal of the Graduate Nursing Program

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

1. **Promote Advanced Clinical and Professional Excellence:** Prepare advanced practice nurses to deliver high-quality, evidence-based care with advanced clinical expertise and confidence, utilizing critical thinking and diagnostic reasoning to manage complex health conditions across populations.
2. **Lead with Integrity, Advocacy, and Ethical Accountability:** Develop advanced nursing professionals who model ethical leadership, professional accountability, and advocacy at the individual, systems, and policy levels to influence health and healthcare delivery.
3. **Advance Holistic, Equitable, Person-Centered Care:** Equip graduates to integrate holistic principles with equity-focused practice, addressing health disparities and the comprehensive needs of individuals, families, and communities through collaborative, person-centered care.
4. **Strengthen Population Health Leadership and Health Engagement:** Enhance the capacity of advanced practice nurses to lead population-level interventions that reduce disparities and strengthen health outcomes.
5. **Foster Lifelong Learning, Innovation, and Scholarly Inquiry:** Prepare advanced practice nurses to be reflective, scholarly practitioners who are committed to lifelong learning, health innovation, and the translation of evidence into practice to improve health.

## Conceptual Framework

The Morningside University Nylen School of Nursing and Health Sciences curriculum is sequenced so that the level of complexity increases as the student advances through the curriculum. Ten major concepts provide direction for curriculum organization. These concepts are: Knowledge for Nursing Practice; Person-Centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-Based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development. 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/POST-MSN PROGRAM STUDENT LEARNING OUTCOMES

\*\*The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2021) Domains Competencies have been adopted for the Nylen School of Nursing Program Student Learning Outcomes.

Ten major concepts of the Morningside University Nylen School of Nursing are: Knowledge for Nursing Practice; Person-Centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-Based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development.

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

1. **Knowledge for Nursing Practice:** The MSN student will be able to integrate and apply advanced nursing knowledge and evidence-based nursing knowledge and evidence-based principles from nursing and related disciplines to deliver high-quality, patient-centered care, and improve health outcomes.
2. **Person-Centered Care:** The MSN student will be able to deliver advanced person-centered care by integrating advanced nursing knowledge and evidence-based principles. Care will be supported with advanced clinical reasoning, design, implementation, and evaluation of care plans that optimize health outcomes while respecting patient autonomy and preferences.
3. **Population Health:** The MSN student will be able to integrate advanced knowledge of population health principles to design, implement, and evaluate interventions that address complex health issues in diverse populations to improve health outcomes and reduce health disparities.
4. **Scholarship for Nursing Discipline:** The MSN student will be able to integrate advanced scholarly skills to synthesize, translate, evaluate, and disseminate research and evidence-based findings to improve clinical practice and patient outcomes.
5. **Quality and Safety:** The MSN student will be able to implement and evaluate data analysis to support evidence-based quality improvement and safety initiatives to enhance patient care and outcomes, demonstrating a commitment to excellence in healthcare delivery.
6. **Interprofessional Partnerships:** The MSN student will be able to effectively collaborate with interprofessional teams to enhance patient care and healthcare outcomes, demonstrating leadership and communication skills that foster teamwork and partnership.
7. **Systems-Based Practice:** The MSN student will be able to integrate advanced knowledge of system-based practice and manage healthcare systems and processes that improve organizational structures and resource utilization to enhance health delivery and patient outcomes.
8. **Informatics and Healthcare Technologies:** The MSN student will be able to utilize informatics and healthcare technologies to enhance clinical practice, improve patient outcomes, and facilitate evidence-based decision-making.
9. **Professionalism:** The MSN student will be able to formulate and cultivate a sustainable professional nursing integrity, ethical reasoning, and accountability in nursing practice, advocating for patient rights and contributing to the advancement of healthcare outcomes.
10. **Personal, Professional, and Leadership Development:** The MSN student will be able to demonstrate personal, professional, and leadership development through reflective practice, self-assessment, and cultivation of interpersonal skills, fostering growth as competent and compassionate nurse leaders committed to ethical decision making and advancing healthcare outcomes.

## DNP PROGRAM STUDENT LEARNING OUTCOMES

\*\*The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2021) Domains Competencies have been adopted for the Nylen School of Nursing Program Student Learning Outcomes.

Ten major concepts of the Morningside University Nylen School of Nursing are: Knowledge for Nursing Practice; Person-Centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-Based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development.

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

6. **Knowledge for Nursing Practice:** The DNP student will be able to synthesize and apply comprehensive nursing knowledge, integrating advanced scientific and evidence-based principles and interdisciplinary knowledge to lead and transform clinical practice, optimize health outcomes and contribute to the advancement of nursing practice.
7. **Person-Centered Care:** The DNP student will be able to model person-centered care by synthesizing comprehensive nursing knowledge, integrating advanced scientific and evidence-based principles, and applying interdisciplinary approaches. This care will be supported by advanced clinical judgment, developing and leading system-level policies and practice that enhance person care principles.
8. **Population Health:** The DNP student will be able to lead the development and implementation of evidence-based strategies and policy advocacy to improve population health outcomes, address health disparities, and promote health equity, across care delivery continuum.
9. **Scholarship for Nursing Discipline:** The DNP student will be able to contribute to the advancement of the nursing discipline by generating, synthesizing, translating, and disseminating nursing knowledge to improve health, transform health care, and influence practice and policy.
10. **Quality and Safety:** The DNP student will be able to lead initiatives to create and sustain a culture of safety, conduct rigorous quality improvement research, and influence policy to enhance healthcare quality and safety.
11. **Interprofessional Partnerships:** The DNP student will be able to lead and facilitate interprofessional collaboration and partnerships to enhance patient care quality, improve health outcomes, and drive healthcare innovation, demonstrating advanced leadership and communication skills.
12. **Systems-Based Practice:** The DNP student will be able to lead and innovate in system-based practice to optimize healthcare delivery, improve patient outcomes, and promote sustainable healthcare solutions, demonstrating advanced proficiency in navigating and transforming complex healthcare systems.
13. **Informatics and Healthcare Technologies:** The DNP student will be able to appraise informatics processes and technologies to drive clinical practice improvements and transform healthcare services in accordance with best practice and professional and regulatory standards.
14. **Professionalism:** The DNP student will be able to exemplify advanced levels of professionalism, integrating ethical principles, leadership competencies, and advocacy skills into nursing practice, fostering a commitment to lifelong learning, quality improvement, and advancing patient-centered care.
15. **Personal, Professional, and Leadership Development:** The DNP student will be able to demonstrate advanced personal, professional, and leadership development through self-reflection, scholarly inquiry, and the application of leadership theories and practices, fostering innovation, advocacy, and strategic decision-making in healthcare delivery.

# Graduate Nursing Program Offerings

## MSN PROGRAM TRACK OFFERINGS:

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

## CERTIFICATE PROGRAM OFFERINGS:

- Adult Gerontology Primary Care Nurse Practitioner (AGNP) Post-Master's Certificate
- Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Master's Certificate
- Family Primary Care Nurse Practitioner (FNP) Post-Master's Certificate
- Clinical Outcomes Post-Bachelor's Certificate
- Clinical Nurse Leader Post-Master's Certificate

## DNP PROGRAM TRACK OFFERINGS:

- Direct Patient Care Nurse Practitioner track **BSN to MSN to DNP** (students earn an MSN degree in one of the NP Specialties then move into the DNP program)
- Direct Patient Care for APRNs track **MSN to DNP** entry
- Transformative Leadership track **BSN to MSN to DNP** (students earn an MSN degree in the CNL specialty then move into the DNP program)
- 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).
- Completed application.
- 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; Evidence-based Practice; and Population 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, [www.morningside.edu/admissions/graduate/graduate-nursing/apply](http://www.morningside.edu/admissions/graduate/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 and Health Sciences 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 financial aid.

## **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 NONPF NTF 2022 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 40 total credit hours, including 23 credits from master's core classes, 17 CNL specialty course credits and 500 clinical/practicum hours with one onsite residency.

## **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 50 total credit hours, including 23 credits from master's core classes, 27 FNP specialty course credits and 750 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 49 total credit hours, including 23 credits from master's core classes, 26 AGNP specialty course credits and 750 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).

## **ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (MSN-AGACNP)**

This degree equips healthcare professionals with the advanced knowledge and clinical skill needed to provide comprehensive healthcare to adults and older adults with acute or chronic illness and/or exacerbation of health problems. Acute care nurse practitioners formulate critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. The student will develop advanced nursing practice in the specialty role of the AGACNP to facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, short-stay, urgent care settings, emergency, trauma, and critical care settings. 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 Acute Care Nurse Practitioner track MSN degree consist of 49 total credit hours, including 23 credits from master's core classes, 26 AGACNP specialty course credits and 750 clinical/practicum hours with two onsite residencies. The curriculum prepares graduates to be eligible for national certification as an Adult Gerontology Acute Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Critical-Care Nurses (AACN).

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

NURS 516	Education in Practice.....	3 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
NURS 509/709	Health Care Policy and Advocacy for Individuals and Populations .....	2 credits
NURS 515/715	Quality, Safety, Informatics within Health Care Systems .....	3 credits

## CNL SPECIALTY COURSES (17 CREDITS): (500 CLINICAL HOURS)

NURS 510	Management of Care in the Environment.....	3 credits
NURS 613	Leadership for Advanced Nursing.....	3 credits
NURS 615	Management of Clinical Outcomes.....	3 credits
NURS 631	Clinical Nurse Leader Practicum I (200 clinical hours) .....	2 credits
NURS 632	Practicum II: Clinical Immersion (300 clinical hours) .....	3 credits
NURS 646	Clinical Capstone (1-day onsite residency).....	3 credits

## FNP (27 CREDITS)/AGNP (26 CREDITS)/AGACNP (26 CREDITS)

### SPECIALTY COURSES: (750 CLINICAL HOURS)

#### All NP program core courses

NURS 524	Advanced Practice Skills (3-day onsite lab residency).....	1 credit
NURS 651	Advanced Role Development.....	3 credits
NURS 653	Health Promotion and Disease Management .....	2 credits
NURS 672	Role Transition and Certification Prep.....	2 credits
NURS 686	Evidence-Based Capstone (1-day onsite residency) .....	3 credits

#### FNP only courses

NURS 655	Adult Primary Care I.....	3 credits
NURS 656	Adult Primary Care II.....	3 credits
NURS 657	FNP Clinical Practicum I (200-250 clinical hours) .....	2 credits
NURS 658	FNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 660	FNP Clinical Practicum III (200-250 clinical hours).....	2 credits
NURS 661	Pediatric Primary Care I .....	2 credits
NURS 662	Pediatric Primary Care II .....	2 credits

#### AGNP only courses

NURS 655	Adult Primary Care I.....	3 credits
NURS 656	Adult Primary Care II.....	3 credits
NURS 665	AGNP Clinical Practicum I (200-250 clinical hours) .....	2 credits
NURS 668	AGNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 670	AGNP Clinical Practicum III (200-250 clinical hours).....	2 credits
NURS 669	Complex Elderly Care.....	3 credits

#### AGACNP only courses

NURS 680	Adult Gerontology in Acute Care I.....	3 credits
NURS 681	Adult Gerontology in Acute Care II.....	3 credits
NURS 682	Adult Gerontology in Complex Health .....	3 credits
NURS 683	AGACNP Clinical Practicum I (200-250 clinical hours) .....	2 credits
NURS 684	AGACNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 685	AGACNP Clinical Practicum III (200-250 clinical hours) .....	2 credits

## **NON-REQUIRED COURSES FOR THE MAJOR:**

NURS 687 .....	Continuous Practicum for Adult Gerontology in Acute Care Track .....	1-2 credits
NURS 688 .....	Continuous Practicum for Family Primary Care Track.....	1-2 credits
NURS 689 .....	Continuous Practicum for Adult Gerontology Primary Care Track .....	1-2 credits
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 26 total credit hours and 500 clinical/practicum hours with one onsite residency for those who already have a MSN degree.

### **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 36 total credit hours and 750 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 35 total credit hours and 750 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 ACUTE CARE NURSE PRACTITIONER (AGACNP) POST-MASTER'S CERTIFICATE**

The Adult Gerontology Acute 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 Acute Care Nurse Practitioner specifically focuses on the needs of acutely, chronically, or critically ill patients in the acute inpatient, short-stay, urgent care settings, emergency, trauma, and critical care settings. 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 Acute Care Nurse Practitioner Post-Master's Certificate consists of 35 total credit hours and 750 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 Acute Care Nurse Practitioner through American Nurse Credentialing Center (ANCC) or American Association of Critical-Care Nurses (AACN)..

## **ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER POST-MASTER'S CERTIFICATE**

(35 credits; 750 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 653.....	Health Promotion and Disease Management.....	2 credits
NURS 672.....	Role Transition and Certification Prep.....	2 credits
NURS 686.....	Evidence-based Capstone (1-day onsite residency) .....	3 credits
NURS 680.....	Adult Gerontology in Acute Care I.....	3 credits
NURS 681.....	Adult Gerontology in Acute Care II.....	3 credits
NURS 682.....	Adult Gerontology in Complex Health.....	3 credits
NURS 683.....	AGACNP Clinical Practicum I (200-250 clinical hours) .....	2 credits
NURS 684.....	AGACNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 685.....	AGACNP Clinical Practicum III (200-250 clinical hours) .....	2 credits

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

(35 credits; 750 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 653.....	Health Promotion and Disease Management.....	2 credits
NURS 655.....	Adult Primary Care I .....	3 credits
NURS 656.....	Adult Primary Care II.....	3 credits
NURS 672 .....	Role Transition and Certification Prep.....	2 credits
NURS 686.....	Evidence Based Capstone (1-day onsite residency).....	3 credits
NURS 665.....	AGNP Clinical Practicum I (200-250 clinical hours) .....	2 credits
NURS 668.....	AGNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 670.....	AGNP Clinical Practicum III (200-250 clinical hours).....	2 credits
NURS 669 .....	Complex Elderly Care.....	3 credits

## **FAMILY PRIMARY CARE NURSE PRACTITIONER POST-MASTER'S CERTIFICATE**

(36 credits; 750 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 653.....	Health Promotion and 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 (200-250 clinical hours) .....	2 credits
NURS 658.....	FNP Clinical Practicum II (200-250 clinical hours) .....	2 credits
NURS 660.....	FNP Clinical Practicum III (200-250 clinical hours) .....	2 credits
NURS 661.....	Pediatric Primary Care I .....	2 credits
NURS 662.....	Pediatric Primary Care II .....	2 credits
NURS 672 .....	Role Transition and Certification Prep.....	2 credits

## **CLINICAL NURSE LEADER POST-MASTER'S CERTIFICATE**

(26 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 .....	3 credits
NURS 615	..... Management of Clinical Outcomes .....	3 credits
NURS 631	..... Clinical Nurse Leader Practicum I (200 clinical hours) .....	2 credits
NURS 632	..... Practicum II: Clinical Immersion (300 clinical hours) .....	3 credits
NURS 646	..... Clinical 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:**

- 11 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 (11 CREDITS)**

NURS 510	..... Management of Care in the Environment.....	3 credits
NURS 516	..... Education in Practice.....	3 credits
NURS 709	..... Health Care Policy and Advocacy for Individuals and Populations .....	2 credits
NURS 715	..... Quality, Safety, Informatics within Health Care Systems .....	3 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, Adult Gerontology Primary Care Nurse Practitioner, or Adult Gerontology Acute 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-MSN-DNP** (*Students earn the MSN degree first in the program then move into DNP program*)

- Direct Patient Care Family Primary Care Nurse Practitioner – 79 credits/1000 hours of practicum (50credits/750 practicum hours from MSN-FNP and 29 credits/400 practicum hours from DNP)
- Direct Patient Care Adult Gerontology Primary Care Nurse Practitioner – 78 credits/1000 hours of practicum (49 credits/750 practicum hours from MSN-AGNP and 29 credits/400 practicum hours from DNP)
- Direct Patient Care Adult Gerontology Acute Care Nurse Practitioner – 78 credits/1000 hours of practicum (49 credits/750 practicum hours from MSN-AGACNP and 29 credits/400 practicum hours from DNP)
- Transformative Leadership – 69 credits/1000 hours of practicum (40 credits/500 practicum hours from MSN-CNL and 29 credits/500 practicum hours from DNP)

## **MSN-DNP** (*Students already hold a MSN degree*)

- Direct Patient Care for APRNs – 34 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 – 34 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 2022 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 NURS 956, and NURS 962 or NURS 972. Courses in graduate level Pathophysiology, Physical Assessment, and Pharmacology serve as prerequisites into the Direct Patient Care DNP NP 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: (26 CREDITS)**

NURS 709 .....	Health Care Policy and Advocacy in Individuals and Populations .....	2 credits
NURS 715 .....	Quality, Safety, Informatics within Health Care Systems .....	3 credits
NURS 930 .....	Applied Epidemiology .....	3 credits
NURS 945 .....	Leading Clinical Prevention and Population Health .....	3 credits
NURS 950 .....	Organizational and Systems Leadership .....	3 credits
NURS 955 .....	DNP Project I .....	3 credits
NURS 956 .....	DNP Project II .....	3 credits
NURS 957 .....	DNP Project III .....	3 credits
NURS 958 .....	DNP Project IV .....	3 credits

## **DIRECT PATIENT CARE TRACK COURSES (8 CREDITS)**

NURS 960 .....	Direct Care: Advanced Practice Role Integration I (100 practice hours) .....	2 credits
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 (8 CREDITS)**

NURS 970 .....	Transformative Leadership Role Integration I (125 practice hours) .....	2 credits
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 34 credits: 26 credits of DNP core and 8 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 510 ..... MANAGEMENT OF CARE IN THE ENVIRONMENT ..... 3 CREDITS**

This course prepares Clinical Nurse Leader and Clinical Nurse Educator students to lead and transform care through the integration of clinical leadership principles, instructional strategies, and systems thinking. Students will explore how to improve health outcomes for individuals and populations within complex healthcare environments by applying leadership, delegation, negotiation, and resource coordination strategies. Emphasis is placed on curriculum development and evaluation, instructional design, and the principles of adult teaching and learning. Students will examine the use of assessment, measurement, and evaluation tools to promote effective learning and care outcomes. Instructional technology will be utilized to support innovative teaching and facilitate interprofessional collaboration. Through an interdisciplinary lens, students will enhance their ability to influence practice changes and drive quality improvement.

### **NURS 516 ..... EDUCATION IN PRACTICE ..... 3 CREDITS**

Students will develop competencies in the nurses' role in teaching and learning to promote health and prevent disease/injury. Students will apply principles for course development, instructional design, learning style assessment, and the evaluation of learning outcomes to a plan of care for an at-risk population. Teaching pedagogies, learning characteristics and the role of nurse as an educator in practice will be analyzed.

### **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 ..... 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.

### **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 (200 PRACTICUM HOURS) ..... 2 CREDITS**

*Prerequisite: 517, 518, 522, 613*

This course is designed to provide a clinical/practicum experience made up of 200 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 ..... PRACTICUM II: CLINICAL IMMERSION ..... (300 PRACTICUM HOURS) ..... 3 CREDITS**

*Prerequisite: 631*

In this course students will complete a precepted clinical immersion experience comprising 300 experience hours, offering students the opportunity to fully implement Clinical Nurse Leader (CNL) competencies within a selected care environment under the guidance of a nurse leader. The practicum emphasizes the student's ability to lead the design, coordination, and management

of care and systems tailored to individuals and populations. Students will apply advanced communication, collaboration, negotiation, delegation, coordination, and evaluation skills within real-world healthcare settings. As part of the practicum experience, students will design, implement, and evaluate a teaching presentation tailored to the implementation of their quality and safety project within a microsystem. This teaching component will incorporate principles of adult learning, instructional design, and evaluation to strengthen the student's role as an educator in practice settings.

### **NURS 646 ..... CLINICAL CAPSTONE..... 3 CREDITS**

**Prerequisite:** 533

This culminating course requires students to synthesize the knowledge, skills, and dispositions acquired throughout their coursework through the lens of the Clinical Nurse Leader (CNL). The course centers around three major components. First, students will develop a comprehensive written competency demonstration portfolio, including a reflective self-analysis aligned with program outcomes and supported by evidence. Second, students will complete a peer-reviewed, evidence-based practice capstone proposal that integrates the CNL role in improving care delivery and outcomes. Third, students will conduct an evidence-based research project culminating in both oral dissemination and the preparation of findings for publication. In addition, students will evaluate their effectiveness in applying clinical nurse educator competencies through critical reflection, feedback, and assessment of teaching-related activities. This evaluation component reinforces the student's readiness to serve in dual roles as a clinical leader and educator. The course includes a mandatory one-day onsite residency where students will present their practice project and demonstrate program competencies.

### **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 653 ..... HEALTH PROMOTION AND DISEASE MANAGEMENT..... 2 CREDITS**

This course is designed to assist the student in acquiring knowledge and skill in the advanced practice of personalized health risk assessment, diagnosis, intervention, and monitoring with the goal of promoting optimal health and preventing lifestyle-related disease. The goal of this course is to provide practical assessment and clinical management skills for primary care professionals to deliver personalized care to prevent 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 (200-250 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 and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**NURS 658 ..... FNP CLINICAL PRACTICUM II (200-250 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 function more independently under preceptor supervision. Students continue to develop knowledge and skills within the nurse practitioner role domains and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**NURS 660 ..... FNP CLINICAL PRACTICUM III (200-250 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 continue to develop knowledge and skills within the nurse practitioner role domains and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**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 (200-250 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 continue to develop knowledge and skills within the nurse practitioner role domains and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**NURS 668 ..... AGNP CLINICAL PRACTICUM II (200-250 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 function under the guidance and in collaboration with their clinical preceptor. Students continue to develop knowledge and skills within the nurse practitioner role domains and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**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 (200-250 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 under the guidance and in collaboration with their clinical preceptor. Students continue to develop knowledge and skills within the nurse practitioner role domains and the Advanced Practice level of the AACN's Essential Core Competencies for Nursing Education. This course requires a minimum of 200 and max of 250 practicum hours. This course may require a 1-day on-campus competency.

**NURS 672 ..... ROLE TRANSITION AND CERTIFICATION PREP ..... 2 CREDITS**

The focus of this course is to synthesize learning and apply critical thinking skills needed for safe, transition to NP practice. Students will continue building knowledge and skills within the nurse practitioner role domains: 1) health promotion, health protection, disease prevention and treatment; 2) nurse practitioner-patient relationships; 3) teaching-coaching; 4) professional role; 5) managing and negotiating health care delivery systems; 6) monitoring and ensuring the quality of health; 7) cultural competence.

**NURS 680 ..... ADULT GERONTOLOGY IN ACUTE CARE I ..... 3 CREDITS**

**Prerequisites:** 517, 518, 522

This course is designed to develop theoretical and clinical competencies of the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) in the care of adults with acute or chronic illness and/or exacerbation of health problems. It builds upon knowledge and skills derived from pre-requisite courses to formulate critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Emphasis is placed on holistic care with ethical practice that incorporates consideration of equity, inclusion, diversity, health disparities and social determinants to promote health and prevent disease/injury. Content will feature a body systems approach of pulmonology, cardiology, endocrinology, neurology, and nephrology health problems. The student will develop advanced nursing practice in the specialty role of the AGACNP to facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, short-stay, and urgent care settings. Knowledge, skills, and attitudes will be further developed and assessed in subsequent clinical practicum experiences.

**NURS 681 ..... ADULT GERONTOLOGY IN ACUTE CARE II ..... 3 CREDITS**

**Prerequisites:** 517, 518, 522

This course is designed to develop theoretical and clinical competencies of the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) in the care of adults with acute or chronic illness and/or exacerbation of health problems. It builds upon knowledge and skills derived from pre-requisite courses to formulate critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Emphasis is placed on holistic care with ethical practice that incorporates consideration of equity, inclusion, diversity, health disparities and social determinants to promote health and prevent disease/injury. Content will feature a body systems approach of HEENT, gastrointestinal, genitourinary, musculoskeletal, integumentary, hematological, immunological/oncological, and psychosocial and behavioral disorders or health problems. The student will develop advanced nursing practice in the specialty role of the AGACNP to facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, short-stay, and urgent care settings. Knowledge, skills, and attitudes will be further developed and assessed in subsequent clinical practicum experiences.

**NURS 682 ..... ADULT GERONTOLOGY IN COMPLEX HEALTH ..... 3 CREDITS**

**Prerequisites:** 680, 681

This course is designed to develop theoretical and clinical competencies of the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) in the care of adults with complex acute multisystem health problems or traumatic injury. It builds upon knowledge and skills derived from pre-requisite courses to formulate critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Emphasis is placed on holistic care with professional and ethical practice that incorporates consideration of equity, inclusion, diversity, health disparities and social determinants to promote health and prevent disease/injury. Content will feature care of complex and multisystem disorders; standards of care in airway management and respiratory support; sepsis and shock; cardiothoracic and cardiovascular emergencies and other injuries/traumas. The student will develop advanced nursing practice in the specialty role of the AGACNP to facilitate an interprofessional/interdisciplinary approach to care management of patients in emergency, trauma, and critical care settings. Knowledge, skills, and attitudes will be further developed and assessed in subsequent clinical practicum experiences.

**NURS 683 ..... AGACNP CLINICAL PRACTICUM I (200-250 PRACTICUM HOURS) ..... 2 CREDITS**

**Prerequisites:** 517, 518, 522

This practicum is the first of three required preceptor-supervised clinical experience in the Adult Gerontology Acute Care Nurse Practitioner program (AGACNP). Students will begin to apply knowledge, skills, and attitudes within the adult gerontology acute care nurse practitioner role domains. Emphasis is placed upon the student's ability to move towards competencies in formulating critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Students will facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, extended-stay, emergency, trauma, and critical care settings. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 250 hours. A total of 200 hours must be completed prior to the end of the practicum experiences. Students are allowed to bank up to 50 hours that will roll into the NURS 687 practicum course if needed. A total of 750 practicum hours are required to complete the AGACNP Practitioner degree/certificate requirement.

**NURS 684 ..... AGACNP CLINICAL PRACTICUM II (200-250 PRACTICUM HOURS) ..... 2 CREDITS**

**Prerequisites:** 683

This practicum is the second of three required preceptor-supervised clinical experience in the Adult Gerontology Acute Care Nurse Practitioner program (AGACNP). Students will continue to apply knowledge, skills, and attitudes within the AGACNP role domains. Emphasis is placed upon the student's ability to move towards competencies in formulating critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Students will facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, extended-stay, emergency, trauma, and critical

care settings. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 250 hours. A total of 200 hours must be completed prior to the end of the practicum experiences. Students are allowed to bank up to 50 hours that will roll into the NURS 687 practicum course if needed. A total of 750 practicum hours are required to complete the AGACNP degree/certificate requirement.

### **NURS 685 ..... AGACNP CLINICAL PRACTICUM III (200-250 PRACTICUM HOURS) ..... 2 CREDITS**

#### ***Prerequisites: 684***

This practicum is the last of three required preceptor-supervised clinical experience in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program. Students will continue to apply knowledge, skills, and attitudes within the adult AGACNP role domains. Emphasis is placed upon the student's ability to demonstrate competencies in formulating critical thinking, clinical decision, and evidence-based practice to support the assessment, differential diagnosis, treatment, symptom evaluation, and care management for the needs of acutely, chronically, or critically ill patients. Students will facilitate an interprofessional/interdisciplinary approach to care management of patients in acute inpatient, extended-stay, emergency, trauma, and critical care settings. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 250 hours. A total of 200 hours must be completed prior to the end of the practicum experiences. Students are allowed to bank up to 50 hours that will roll into the NURS 687 practicum course if needed. A total of 750 practicum hours are required to complete the AGACNP degree/certificate requirement.

### **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 687 CONTINUOUS PRACTICUM FOR ADULT GERONTOLOGY IN ACUTE CARE ..... 1-2 CREDITS**

#### ***Prerequisites: NURS 685***

This course provides students the opportunity to complete additional practicum hours when needed. A minimum of 200 practicum hours must be completed in the required practicum courses, however, students can obtain up to an additional 50 hours in each required practicum course. If students were not able to complete an additional 50 hours in the required practicum course, they may take this course to complete the left-over hours. Students must complete a total of 750 practicum hours by the end of the program. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 150 additional hours.

### **NURS 688 ..... CONTINUOUS PRACTICUM FOR FAMILY PRIMARY CARE ..... 1-2 CREDITS**

#### ***Prerequisites: NURS 660***

This course provides students the opportunity to complete additional practicum hours when needed. A minimum of 200 practicum hours must be completed in the required practicum courses, however, students can obtain up to an additional 50 hours in each required practicum course. If students were not able to complete an additional 50 hours in the required practicum course, they may take this course to complete the left-over hours. Students must complete a total of 750 practicum hours by the end of the program. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 150 additional hours.

## **NURS 689: CONTINUOUS PRACTICUM FOR ADULT GERONTOLOGY PRIMARY CARE....1-2-CREDITS**

### **Prerequisites: NURS 670**

This course provides students the opportunity to complete additional practicum hours when needed. A minimum of 200 practicum hours must be completed in the required practicum courses, however, students can obtain up to an additional 50 hours in each required practicum course. If students were not able to complete an additional 50 hours in the required practicum course, they may take this course to complete the left-over hours. Students must complete a total of 750 practicum hours by the end of the program. Students in the clinical setting will function under the guidance and in collaboration with their clinical preceptor for up to 150 additional hours.

## **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.

## **NURS 709....HEALTH CARE POLICY AND ADVOCACY FOR INDIVIDUALS AND POPULATIONS ....2 CREDITS**

This course focuses on the leadership role 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 715 ..... QUALITY, SAFETY, INFORMATICS WITHIN HEALTH CARE SYSTEMS.....3 CREDITS**

This course focuses on quality and safety competencies for Advanced Practice nurses. 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. The dynamic interrelationship among information technology, clinical functions and organizational functions are discussed. 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.

## **DNP Course Descriptions**

## **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 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..... 3 CREDITS**

**Corequisite:** 960/970

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 ..... 3 CREDITS**

**Prerequisite:** 955

**Corequisite:** 961/971

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, inter-professional 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 ..... 3 CREDITS**

**Prerequisite** 956, *Graduate level course in Statistics*

**Corequisite:** 962/972

This course focuses on the further evolution of the DNP project with specific attention on clinical scholarship using analytical methods to evaluate research and evidence-based practice. Essential leadership skills highlighted include critical evaluation, synthesis, transference, and the selection and application of appropriate evidence-based findings needed to transform healthcare practices. 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 958 ..... DNP PROJECT IV.....3 CREDITS**

**Prerequisites:** 957

**Corequisite:** 963/973

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)  
2 CREDITS**

**Corequisite:** 955

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:** 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)  
2 CREDITS**

**Corequisite: 955**

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: 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: 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 STUDY ..... 1-6 CREDITS**

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 AND HEALTH SCIENCES

## GRADUATE PROGRAM IN NURSING

### ACADEMIC CALENDAR 2025-2026

#### Fall 2025

##### **AUGUST 2025**

Aug 19	Fall Validation
Aug 20	Graduate Nursing Courses Begin (fall full & 1st half)
	Online Registration Closes for All Fall Terms
Aug 22	Final Day to Drop a 1st Half Course w/o owing tuition*
Aug 27	Final Day to Register for Full Term & 1st Half Courses
	Final Day to Drop a Full Term Course w/o owing tuition*

##### **SEPTEMBER 2025**

Sep 1	Labor Day (No Classes)
Sep 15	Midterm Reports Due in Office of Registrar for 1st Half Courses
Sep 19	Deadline for Incomplete Grades from Spring/May/Summer
Sep 24	Final Day to Drop a 1st Half Course

##### **OCTOBER 2025**

Oct 10	1st Half Classes End
Oct 13	2nd Half Classes Begin (2026/12)
Oct 15	Midterm Reports Due in Office of Registrar for Full Term Classes
Oct 16 – 17	Fall Break (No Classes)
Oct 20	Final Day to Register for a 2nd Half Course

##### **NOVEMBER 2025**

Nov 5	Final Day to Drop a Full Term Course
Nov 10	Midterm Reports Due in Office of Registrar for 2nd Half
Nov 18	Final Day to Drop a 2nd Half Course
	Online Registration Opens for Spring
Nov 26	Thanksgiving Holiday Begins

##### **DECEMBER 2025**

Dec 1	Classes Resume
Dec 5	Last Day of Classes
Dec 8	Final Exams Begin
Dec 12	Fall Semester Ends (fall full & 2nd half term)
Dec 15	Final Grades Due in Office of Registrar

\* Does not affect GPA

# Spring Semester 2026

## JANUARY 2026

Jan 6	Spring Validation
Jan 7	Graduate Nursing Courses begin (spring full & 1st half)
	Online Registration Closes for All Spring Terms
Jan 9	Final Day to Drop a 1st Half Course w/o owing tuition*
Jan 14	Final Day to Register for Full Term & 1st Half Courses
	Final Day to Drop a Full Term Course w/o owing tuition*
Jan 30	Midterm Reports Due in Office of Registrar for 1st Half Courses

## FEBRUARY 2026

Feb 6	Deadline for Incomplete Grades from Fall
Feb 10	Final Day to Drop a 1st Half Course
Feb 25	1st Half Classes End
	Midterm for Full Term Classes (7th Week of Classes)
Feb 26	2nd Half Classes Begin (2026/22)
Feb 28 – Mar 8	Spring Break (No Classes)

## MARCH 2026

Mar 2	Final Day to Drop a 2nd Half Course w/o owing tuition*
Mar 9	Classes Resume
	Midterm Reports Due in Office of Registrar for Full Semester Classes
Mar 12	Final Day to Register for a 2nd Half course
Mar 25	Online Registration Opens for Summer Terms

## APRIL 2026

Apr 1	Final Day to Drop a Full Term Course
Apr 2 - 6	Easter Holiday Break (No Classes)
Apr 7	Classes Resume
	Midterm Reports Due in Office of the Registrar for 2nd Half Courses
Apr 8	Final Day to Drop a 2nd Half Course
Apr 15	Palmer Research Symposium
Apr 28	Last Day of Classes
Apr 29	Final Exams Begins

## MAY 2026

May 5	Spring Semester Ends (spring full & 2nd half term)
May 7	Final Grades Due in Office of the Registrar
May 9	Commencement (Time and Place TBA)
May 11 – 31	May Term (2026/24)

\* Does not affect GPA

# Summer Semester 2026

## JUNE 2026

- Jun 1 – Jul 24 Summer Full Term Begins – 8 weeks (2026/30)
- Jun 1 – Jun 26 Summer Session I Begins – 4 weeks (2026/30)
- Jun 1 Online Registration Closes for All Summer Terms
- Jun 3 Last Day to Drop a Course w/o owing tuition\* (Summer Full & Session I)
- Jun 26 Summer Session I Ends
- Jun 29 – Jul 24 Summer Session II Begins – 4 weeks (2026/32)

## JULY 2026

- Jul 1 Last Day to Drop a Course w/o owing tuition\* (Session II)
- Jul 15 Online Registration Opens for Fall
- Jul 24 Classes End (Summer Full & Session II)
- Jul 31 Final Grades Due in Office of the Registrar

*\* Does not affect GPA*