

2006-07 CATALOG



1501 Morningside Avenue

Sioux City, Iowa 51106

Telephone: (712) 274-5000

FAX: (712) 274-5101

E-Mail: mscadm@morningside.edu

www: <http://www.morningside.edu>

TABLE OF CONTENTS

MORNINGSIDE COLLEGE

Mission Statement	4
Vision Statement	4
College Profile	4
The Campus	5
College History	7

ADMISSIONS, FINANCIAL AID, AND STUDENT SERVICES

Admissions	8
Student Financial Planning	11
Scholarships and Awards	12
State and Federal Funds	14
Student Services	16
Campus Regulations	17

ACADEMIC PROGRAM

The Liberal Arts and Sciences	19
Degrees and Requirements	23
Other Requirements for the Baccalaureate Degree	24
Majors, Minors, and Clusters	25
Academic Policies	37
Academic Honors	48
Pre-Professional Programs	49
Community College Transfer Programs	50
Special Programs	51
Continuing Education	55
Master of Arts in Teaching	55, 97
Special Courses	56
Departmental Offerings	57
Accounting	79
Advertising	221
Art	57
Biology	66
Business Administration	82
Chemistry	73
Computer Science	146
Corporate Communications	223
Dance	219
Economics	88
Education	90
English	110
English as a Second Language	175
Geography	124
History	117
Interdepartmental Offerings	221
Mass Communications	141
Mathematics	152
Modern Languages	168
Morningside Experience	175
Music	176
Nursing	191
Philosophy	198

Physics/Engineering	157
Political Science	131
Psychology	203
Religious Studies	211
Social Science	131
Sociology	215
Sports Management	215
Theatre	217
Women's Studies	224

DIRECTORY

Tuition and Fees	225
Federal Regulations	235
Endowed Funds	240
Endowed Chairs	240
Funded Lectureships	240
Named Scholarships, Grants and Awards	241
Board of Directors	247
Presidents of Morningside College	248
Administrative Offices	249
Faculty	253

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

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

Mission Statement

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

Vision Statement

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

Profile

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

Academic Year. The College operates on a two semester system with sessions from late August to December and January to May. Evening classes are offered each semester. There is one summer session of six (6) weeks and a May Term, which provides the opportunity for travel and for study outside the regular curriculum.

Enrollment. More than 1400 students attend Morningside, representing 24 states and 8 foreign countries.

Co-Curricular Activities & Cultural Events. Students participate in a wide variety of activities including departmental, professional and religious organizations, honor societies, sororities and fraternities. A college newspaper, literary magazine, annual, and radio station are under student direction. Intercollegiate athletics and intramural activities are available for both men and women. Music recitals and concerts, theatre productions and lecture series are held each semester.

Accreditation. The Higher Learning Commission of the North Central Association of Colleges and Schools; the National Council for Accreditation of Teacher Education; the Iowa Department of Education; the Iowa Board of Nursing; the National League for Nursing Accrediting Commission; the National Association of Schools of Music; and the University Senate of the United Methodist Church.

The Campus

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

George M. Allee Gymnasium (1949) seats more than 2,500 spectators and houses athletic offices as well as the athletic training room and a new weight room facility. It is the home of the Mustangs' basketball and volleyball teams.

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

Bass Field, near the center of campus, is the location for a number of outdoor events, including intramural sports and other student activities. It features a practice field for Mustangs' football and is the home of Morningside's new softball complex, slated to be completed in time for the spring 2007 season. The new complex will feature chair-back and terrace seating for 400, as well as a two-story press box.

Charles City College Hall (1890), the first building on Morningside's campus, is listed individually on the National Register of Historic Places. The building was erected when the college was known as The University of the Northwest. Previously used as a conservatory of music, Charles City was extensively restored in 1989. It now houses classrooms and offices for the History and Political Science, Philosophy, Religious Studies, and Theatre Departments.

Lillian E. Dimmitt Residence Hall (1927) houses 380 students, which includes 14 apartments. It is named for Lillian E. Dimmitt who was Dean of Women for 26 years.

Eugene C. Eppley Fine Arts Building (1966) provides one of the finest music and art facilities in the region. The auditorium seats 1,400 people and is noted for the majestic Sanford Memorial Organ used for recitals and teaching. The organ was a gift of Art and Stella Sanford of Sioux City. The Eppley Art Gallery, located in the foyer, regularly features exhibitions by guest artists, faculty, and students.

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

Hickman-Johnson-Furrow Learning Center (1984) includes the former Wilhelmina Petersmeyer Library and Marian Jones Hall of Culture. This building was first constructed as a gymnasium in 1913, converted to the Petersmeyer library in 1955, and completely renovated and expanded in 1984. In 2005, the building was redesigned to make room for the Spoonholder Café, a new coffee bar located on the first floor, as well as the Academic Support Services Center. The library holds a collection of more than 100,000 volumes and nearly 500 print serial subscriptions. Faculty, staff, and students have on-line access to more than 15,000 full-text journals. The building also houses classrooms, the Mass Communication Department, the Education Resource Lab, and a computer lab. The library's homepage is <http://library.morningside.edu>.

Hindman/Hobbs Center (1989) includes facilities for all recreational and intramural programs and features three activity courts, a swimming pool, a racquetball court, weight rooms, and an indoor track, as well as classroom facilities, and offices. It is the home of the Mustang wrestling and swimming teams. Recreational and fitness programs and all facilities are available to students, faculty and staff. The center underwent significant renovation during 2006, including the installation of new sports performance floors for the activity courts and indoor track.

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

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

Lewis Hall (1900), Morningside's second oldest building, contains administrative offices, Student Services, and classrooms and faculty offices for the Education, English, Modern Languages, and Nursing Departments.

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

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

The O'Donoghue Observatory (1953) is equipped with a twelve-inch reflecting telescope but is currently closed.

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

The Olsen Student Center (1962) is the location for many college and community activities and is often used by outside groups for meetings. It contains the student dining room, a comfortable lounge area, Buckingham's Snack Bar, the Bookstore, the Office of Residence Life, Campus Security offices, Student Government and student activities offices, Health Services, the Media Center, Computer Service Center, the Randolph meeting and banquet room, Hickman Dining Room, and the student post office. By the end of 2006, some \$500,000 in renovations will have been made to the Randolph Room, which seats 200 persons.

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

Residence Complex (1966) houses 93 students.

Roadman Hall (1953) houses 248 students and one professional staff member. Along with student rooms, the building contains 12 apartments. It also houses the Information Services Center and includes the Iowa Communications Network (ICN) classroom. Extensive renovations of the south wing of Roadman were completed in 2005 and included installation of air conditioning in each student room, new restroom and laundry facilities, and a new combination kitchen/study area. The building is named for Dr. Earl Roadman, president of Morningside from 1936 to 1956.

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

Morningside College History

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

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

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

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

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

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

Since 2000, under the administration of President John Reynders, Morningside has invested more than \$15 million in new programs and capital improvements. The fall of 2001 saw the opening of the completely rebuilt Walker Science Center, the new Bookstore, and a renovated Buckingham's Snack Bar. In fall 2002, the Notebook Computer Program, including development of a wireless

network, was launched. The Waitt and Poppen Apartments opened in August, 2003, and the Focus program for students with learning disabilities began that semester. Fall 2004 saw the completion of Phase I of the Elwood Olsen Stadium renovation and other remodeling. In the fall of 2005, students returned to the completed Elwood Olsen Stadium, an air-conditioned, remodeled south wing in the Roadman Residence Hall, and a newly renovated Hickman-Johnson-Furrow Learning Center, featuring among other amenities the Spoonholder Café.

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

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

Non-Discrimination Policy

Morningside College is an educational institution which admits academically qualified students without regard to sex, race, age, color, creed, national or ethnic origin, sexual orientation, or disability, to the rights, privileges, programs and opportunities generally available to students at the college; does not discriminate on the basis of sex, race, age, color, creed, national or ethnic origin, sexual orientation, or disability, in administration of its educational policies or programs including admissions, financial aid, and athletics; is also an equal opportunity affirmative-action employer and its policy and practice is to comply with the applicable laws and regulations including Title IX of the Educational Amendments of 1972 and Section 504 regarding nondiscrimination.

The College is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973, the College has made modifications to some of its buildings and grounds in such a manner as to allow students and faculty, including those with visual or hearing impairments, auxiliary aids, modification in classroom schedules and locations and adjustment of classroom techniques and practices in order to allow equal access to the regular program and degree objectives offered by the College. Morningside College reserves the right to deny admission to any person for any reason not prohibited by law.

Admissions

General Admissions Policy

Morningside College selects students for admission whose scholastic achievement, character, and personal abilities provide a foundation for academic success at the college level.

Application Procedures and Admissions Policy

High School Seniors and First-year Students

Full-time students, part-time students requesting financial assistance, and veterans receiving veteran's benefits must apply for admission.

An official transcript of credits from the high school (and/or other educational institution), results of the ACT (American College Test) or SAT (Scholastic Aptitude Test), and a \$25 application fee must accompany a completed application. Students should consult their high school guidance counselors for ACT and SAT test dates and registration. Information on ACT and SAT testing is also available from the Office of Admissions at Morningside College.

The Morningside College Office of Admissions must receive official FINAL high school transcripts prior to registering for the following semester of classes.

Morningside's selective admissions program is based on the following criteria:

- 1) Rank in high school graduating class, college preparatory coursework, and grade point average.
- 2) Scores on ACT or SAT admissions tests. Essay participation recommended but not required.
- 3) Character and personal abilities

Students who have earned a minimum composite ACT of 20 or SAT of 1410, and either ranked in the top half of their class or have achieved a high school cumulative grade point average of 2.5 or better, based on a 4.0 scale, meet the academic standards for admission.

First-year students who have been out of high school more than five years are not required to submit ACT or SAT test scores, but are required to take Mathematics and/or English placement assessments. Students who have not completed high school may be admitted on the basis of a GED score.

Students who wish to enter Morningside College from a home schooling environment must complete the application for admission and submit the following:

- 1) Official ACT or SAT results
- 2) Satisfactory transcript evaluation. In lieu of a transcript, a completed "Home School Credit Evaluation Form" is accepted.
(Contact the Office of Admissions to obtain a form.)

It is strongly recommended that the student complete the following course of study in high school:

English	3 years
Social Science	3 years
Science	2 years
Mathematics	2 years (at least two courses in algebra are highly recommended)

Students wishing to pursue careers in mathematics or science-related fields should complete four years of math and science in high school.

Transfer Students

Students desiring to transfer to Morningside College from a college or university MUST complete an application for admission accompanied by a \$25 application fee and official transcripts of credits from high school or GED record, and ALL other previous collegiate records. Failure to provide information on all previous collegiate records may result in the loss of financial aid.

The Registrar makes an evaluation of credits earned at other institutions. Transfer applicants who have earned 24 transferable semester hours of a 2.25 or better

cumulative gpa meet the academic standards for admission. Transfer students with less than 24 transferable semester hours must defer to the admission standards for high school seniors and first-year students and also must be evaluated by the Academic Standards Committee.

Morningside's selective admissions program is based on the following criteria:

- 1) Evaluation of official collegiate transcripts.
- 2) Rank in high school graduating class and grade point average.
- 3) Scores on ACT or SAT admissions tests (when necessary).
- 4) Transfer recommendation form provided from last school attended.
- 5) Character and personal abilities.

Transfer applicants who have earned 24 transferable semester hours of a 2.25 cumulative gpa or better meet the academic standards for admission.

Continuing Students

Any student with a total of 80 semester hours, either earned at Morningside and/or through transfer of credit, must apply and be admitted to Morningside College prior to enrolling in any other classes.

Application Procedure and Admissions Policy for International Students

Morningside College welcomes international students. Inquiries should be sent to the Office of Admissions. In admitting international students the following guidelines are used:

1. The student must pay a \$100 processing fee to the Office of Homeland Security.
2. The student must provide official transcripts from the high school and/or college(s) attended. If the documents are not in English, an English translation and the original records are required.
3. Confirmation of financial support is required.
4. A non-refundable application fee of \$25 (U.S.).
5. A TOEFL score of 450 is required for admittance to Morningside College. ACT or SAT scores may be submitted in lieu of TOEFL score.

Application Procedure and Admissions Policy for Students Seeking Readmission to Morningside College

Former full-time Morningside College students who have been out of school for one semester or more and wish to be readmitted as full-time students must complete an application for readmission. The application is available from the Admissions Office. If the student has attended another college since leaving Morningside, an official transcript of credits is required from that college prior to readmission. The readmission process includes clearance by the Business Office, the Registrar's Office, the Financial Aid Office, and the Director of Admission. Readmission does not guarantee eligibility for financial aid.

Application Procedure and Admissions Policy for Teacher Certification

Students wishing to acquire teacher certification must submit an application for admission and official transcripts of ALL collegiate work. This information is required to be admitted to Morningside and to be eligible for financial aid. Transcript evaluations are available through the Department of Education Office for \$25 for students not admitted to the Graduate Program.

Application Procedure and Admissions Policy for an Additional Degree (BA, BS, BSN, BM, BME, MAT)

Students wishing to acquire a degree from Morningside, in addition to a degree previously attained, must submit an application for admission and official transcripts of ALL collegiate work. This information is required to be admitted to Morningside and to be eligible for financial aid.

Notification of Admission

The college will notify each student of its decision on admission once the application file is complete. Once accepted for admission and notified of financial aid assistance, the student should forward a \$100 enrollment deposit to the Admissions Office. This deposit enables the student to register for classes.

No applicant shall be denied admission to the college on the basis of age, sex, religion, creed, race, color, national or ethnic origin, sexual orientation, or physical or mental disability. In order to provide a more stimulating learning environment reflecting the nature of our society today, the college seeks students representing diverse social, cultural, ethnic, racial, and national backgrounds.

While the college seeks students meeting our admission criteria, each applicant is considered on an individual basis; there is no arbitrary cut-off point in class rank, grade point average, or aptitude test scores. Morningside College reserves the right to deny admission to any person for any reason not prohibited by law. The Academic Standards Committee considers students who may not fully meet the academic standards for admission at Morningside College. The committee members make their judgments based on high school academic preparation, collegiate work, test scores, and on occasion, recommendations.

Student Athlete Academic Eligibility Requirements

All student athletes are admitted under the same criteria as non-athletes. To be eligible to participate, admitted first-year student-athletes must meet two of the three criteria; attain a high school gpa of 2.0 or above, be ranked in the top 50% of their class, and/or have a minimum composite ACT score of 18 (SAT of 860 or higher on the Critical Reading and Math sections). In addition, student athletes must submit a FINAL high school transcript prior to registering for classes AND prior to participation in any sport.

Student Financial Planning

The Office of Student Financial Planning provides financial aid for the following purposes:

- Scholarships to encourage students of high scholastic ability, and/or cocurricular activities especially in the areas of art, computer technology, creative writing, mass communications, music, and/or theatre.
- Grants to students who demonstrate financial need.
- Employment opportunities and loans to assist qualified students in supplementing their financial resources.

The terms under which financial aid is given are as follows:

- Only full-time students are eligible for aid programs funded by Morningside College except where otherwise specified. Students

enrolled part-time may be eligible for federal and state financial aid programs. Eligibility varies and students are advised to contact the Student Financial Planning Office.

- Morningside College funded assistance may be used for direct costs of attendance only. Direct costs are defined as tuition, fees, room, and board if contracted with Morningside College.
- Aid programs funded by Morningside College are for the regular academic year. They may not be used during summer school or May Term.
- Students who have earned an undergraduate or graduate degree are ineligible for Morningside College funded programs.
- Students receiving Morningside-funded aid programs must file a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** or request a waiver from this requirement from the Office of Student Financial Planning.

How to Apply

1. File formal application for admission. Submit all required admissions credentials as requested by the Admissions Office.
2. Submit a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** form to Federal Student Aid Programs after January 1 of each year. This form is available from the high school guidance office or Morningside College. This application can also be completed electronically at www.fafsa.ed.gov. Request that **FAFSA** information be sent to Morningside College (code number 001879). Please note that a properly completed FAFSA will serve as an application for all sources of financial aid including college, state, and federal programs.

SCHOLARSHIPS AND AWARDS

President's Scholarship Award

To qualify, admitted high school students are automatically nominated for this scholarship if they have a composite ACT of at least 27 and rank in the top 10% of their high school class. The scholarship is renewable if the student maintains a 3.0 grade point average and remains in good standing.

Dean's Scholarship Award

To qualify, admitted high school students are automatically nominated for this scholarship if they have a composite ACT of at least 23 or if they rank in the top 20% of their high school class. The scholarship is renewable as long as the student remains in good standing.

Celebration of Excellence Scholarship

Transfer students who have transferred 24 or more credit hours to Morningside with a cumulative gpa of a 3.0 or higher are automatically awarded this scholarship. The scholarship is renewable as long as the student remains in good standing.

WITCC/Morningside Bound Scholarship Award

The scholarship is available to admitted students transferring from Western Iowa Tech Community College. To qualify, students must transfer to Morningside College at least 24 college credits, of which the last 12 credits must be completed at Western Iowa Tech Community College. A \$5,000 award is granted to students who have a 3.50 transfer gpa. A \$3,000 award is granted to students who have a

3.00 to 3.49 transfer gpa. The scholarship is renewable as long as the student remains in good standing.

Mustang Co-curricular Award

To qualify, admitted high school students are nominated based upon their leadership and involvement. Eligible students should make their involvement known through their application for admission as well as their contact with their Admissions Representative. This scholarship is renewable as long as the student remains in good standing.

Talent Achievement Award

(Art Grant, Computer Technology Grant, Creative Writing Grant, Mass Communications Grant, Music Grant, Theatre Grant)

To qualify, admitted students are nominated based upon their talents in the areas of Art, Computer Technology, Creative Writing, Mass Communications (TV, radio, newspaper), Instrumental Music, Vocal Music, and/or Theatre. Students must identify their talent on their admissions application and/or through their Admission Representative. The award is renewable if the student continues to participate in the talent award area.

Connections Award

To qualify, admitted students must have a connection with the United Methodist Church and/or a connection to Morningside College through a parent or grandparent who is an alumnus/a of Morningside College. The award will automatically be granted if the student indicated their connections on the admissions application. The award is renewable if the student remains in good standing.

Travel Award

This award is automatically granted to residents of the United States from outside the state of Iowa who make an official visit to campus and enroll. This award is renewable as long as the student remains in good standing.

Athletic Grant

This award is available to admitted students with outstanding athletic ability or potential. This award is renewable if the student continues to participate in the athletic program.

International Student Scholarship

Scholarships are available to international students based on high school ranking and TOEFL scores. International students transferring from another post-secondary institution are also eligible based on gpa and TOEFL scores. Scholarships are automatically renewed. These scholarships are awarded at the time of a student's acceptance for enrollment.

Morningside Grant

Morningside Grants are awarded to students demonstrating financial need. Award amounts are variable. Students apply by completing the FAFSA annually.

High School Senior Scholars Program

Sioux City area high school senior students with a gpa of at least 3.0 and permission from their high school principal may enroll for one course each semester. Tuition is waived; a \$25 processing fee is charged. Applications and program information are available from the Admissions Office.

Mabel E. Sherman Loan

The Mabel E. Sherman Loan program is provided through Morningside College from funds distributed from the Mabel E. Sherman Education Trust Fund. Loan funds are made available to students from the Iowa counties of Cherokee and Ida. Students from other Iowa counties are eligible depending on fund availability.

Only full-time students are eligible during the regular academic year. Students' eligibility is determined when their financial aid awards are made.

McElroy-Morningside Loan

The McElroy-Morningside Loan program is provided through Morningside College from funds distributed from the R. J. McElroy Trust. To qualify for this loan program, students must be enrolled full-time, be U.S. citizens, be eligible for a Morningside funded scholarship, and must maintain satisfactory academic progress. Loans are limited to a maximum of \$3,000 annually. Students' eligibility is determined when their financial aid awards are made.

State and Federal Funds

Iowa Tuition Grant

Iowa Tuition Grants are awarded by the Iowa College Student Aid Commission to Iowa students who demonstrate financial need, and attend an Iowa private college. Iowa Tuition Grants are available to admitted students taking 3 or more credit hours per semester. The FAFSA must be completed to apply for this program. Application deadline is July 1.

State of Iowa Scholarship

State of Iowa Scholarships are awarded by the Iowa College Student Aid Commission to Iowa students meeting academic requirements. Scholarships are for one year only. Eligibility criteria is available from high school guidance counselors.

Iowa Grant

A limited number of Iowa Grants are available to full-time students who demonstrate exceptional financial need.

Vocational Rehabilitation Grant

Students who have a handicap resulting from a disability may receive assistance from the Division of Vocational Rehabilitation Services. The Division provides vocational counseling and assistance with college expenses to those who meet the eligibility requirements. For further information contact your nearest D.V.R.S. Office.

Bureau of Indian Affairs Grant

Grants based on financial need are available to qualifying Native American students. Special application is required. Students must apply for a Pell Grant.

Federal Supplemental Educational Opportunity Grant

A limited number of federally funded Supplemental Educational Opportunity Grants are available to students who demonstrate exceptional financial need by completing the FAFSA.

Federal Pell Grant

All undergraduate students should apply for a Federal Pell Grant by completing the FAFSA. Grants are available to qualifying students. Award amounts vary based on need.

Federal Perkins Loan

These federally funded loans are based on financial need. A FAFSA must be filed to establish eligibility. A fixed interest rate of 5% per year starts to accrue nine months after the student graduates or drops below half-time enrollment. Repayment is made on a monthly basis over a period of up to ten years. Loan payments are made to Morningside College through the ACS Education Service.

Federal Subsidized Stafford Student Loan

Students who demonstrate financial need may borrow from participating lenders. A FAFSA must be filed to establish eligibility. No interest accrues until repayment of the loan which begins after the student graduates or drops below half-time enrollment. The loan carries a fixed 6.8% interest rate. Maximum loan amounts are \$2,625 for freshmen; \$3,500 for sophomores; \$5,500 per year for juniors and seniors. Loan eligibility is certified by the Student Financial Planning Office; it remains the option of the lender to make or deny the loan.

Federal Unsubsidized Stafford Student Loan

These loans enable students who do not qualify for interest subsidies to obtain a loan. A FAFSA must be filed to establish eligibility. The interest rate is fixed at 6.8% but the interest is paid by the student or is capitalized while the student is in college. Annual amounts vary depending on student's dependency status. Loan eligibility is certified by the Office of Student Financial Planning; it remains the option of the lender to make or deny the loan.

Parent Loan Plan for Undergraduate Students (PLUS)

Parents of students may borrow from a participating lender up to the cost of education minus financial aid. A FAFSA must be filed to establish eligibility. This loan carries a fixed rate of 8.5% and begins repayment 60 days after the first disbursement is sent to the college.

Student Employment

The College provides work opportunities on campus under the Federal College Work-Study program. Off-campus employment for non-profit and community service organizations is also available. The student must demonstrate financial need to participate. A job fair is held the first week of school to assist students in finding a job.

Students needing additional assistance in finding a work-study or campus employment position can contact the Student Financial Planning Office.

Off campus part-time jobs are also posted in the Student Services Office.

General Information

Final awards in federally and state funded programs are dependent upon appropriations from the state and federal governments.

A student receiving financial aid must maintain satisfactory academic progress in his or her course of study. Standards of satisfactory academic progress are established by the Academic Standards Committee of the college.

Financial aid disbursed to a student will be adjusted if a student withdraws during the semester; only a portion of the financial aid will be credited to a student's account. The refund amount of tuition, fees, room and board charges depends on the date of the withdrawal. All adjustments to charges and financial aid are made in accordance with applicable federal and state regulations.

Enrollment at the College implies the acceptance of these financial aid conditions.

Information concerning financial aid programs is available from the Office of Student Financial Planning.

Student Services

The personal growth and development of each student is the goal of student services at Morningside College. Our objective is to provide programs and services for students which will enhance their college experience and provide opportunities for success. A variety of activities, programs, organizations, and religious and cultural opportunities support student life at the college and complement the academic program.

Full-time students receive a Student Handbook annually at the time of validation which outlines campus and residence hall policies and regulations, available services and facilities, and a statement of the rights, freedoms, and responsibilities of students at the College.

Campus Housing: All full-time students who have not attained senior class standing (minimum of 91 credit hours) are required to live in on-campus college housing. This policy does not apply to students who live at home or with near relatives and commute to college. In addition to our residence halls, 10 on-campus apartments are available. Rental arrangements are made through the Office of Residence Life. **Each resident student must subscribe to a meal plan.**

Morningside offers three different meal plans from which the student may choose. Students who have gained senior status prior to registration of any semester have the privilege of living off campus if they wish to make such arrangements. Prior to moving off campus, the student must sign an Off-Campus Housing Petition in the Office of Residence Life. Because we believe that residence hall living provides many valuable educational experiences, we encourage all students to remain in campus housing.

Career Services: The Career Services Center aids students in planning for careers that fit with their interests, skills, and values. A professional career counselor works with students to guide them through self assessment, career awareness, career decision, and the job search process. A library of academic and career information is housed in the Center.

Learning Disabilities Program: Morningside College offers a comprehensive program for students who have a learning disability or Attention Deficit Disorder. The program consists of a reading and writing course designed for the specific needs of students with LD, weekly individual meetings with LD specialists, a mentoring program, and appropriate accommodations for each student. Admission to the LD program will be based on evaluation of the application materials and an interview. There is a fee for participation in this program.

Health Services: St. Luke's Occupational Health Services provides an on-site nurse management program for all Morningside College students taking nine hours or more. The Student Health Office is open Monday through Friday, daytime hours. Check for current hours. Complete health facilities are available to all students through local hospitals at the student's expense.

Immunizations: All students registered for nine or more hours are required to submit proof of current immunizations upon entering Morningside College and before validating for classes. Students not submitting proof will be given immunization(s) on validation day at a charge to the student.

Insurance: All full-time students are required to submit proof of accident and health insurance coverage before validating for classes. An insurance plan designed especially for Morningside College students is offered if the student is not covered

under another family or individual plan. If currently on an individual or family plan, the student should be knowledgeable about the use of their insurance plan before coming to college.

Student Activities: Morningside College offers a wide range of co-curricular student activities and a variety of student organizations. The Student Government Association and its Morningside Activities Council (MAC) offer films, comedians, musicians, and other entertainers in the Olsen Student Center. Interest group clubs cover a changing array of student enthusiasms, from environmental activism to computers and the Internet. A student newspaper, **The Collegian Reporter**, and an annual literary magazine provide outlets for student writers, designers, photographers, and artists. The college includes one social sorority for women and two social fraternities for men.

Recreation and Athletics: Morningside College is a member of NAIA and the Great Plains Athletic Conference. Morningside fields teams in football, men's and women's golf, men's and women's soccer, men's and women's swimming, men's and women's tennis, men's and women's cross country, men's and women's indoor and outdoor track and field, men's and women's basketball, volleyball, softball, baseball, and wrestling.

The Hindman-Hobbs Center on campus provides a variety of recreational activities. The building includes an indoor pool, track, multiple basketball and volleyball courts, a racquetball court, and a well-equipped weight and fitness room. Intramural activities include basketball, volleyball, flag football, pool and more.

Campus Regulations

Academic Integrity: Academic integrity is basic to all academic activities so that grades and degrees will have validity. Morningside College expects its students to:

- perform their academic work honestly and fairly
- not hinder other students in their academic work
- not unfairly assist other students

These expectations of Morningside College and the penalties for not meeting these expectations are outlined below. A student 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 an academic community, students are encouraged to work together to help each other learn. Because of the many different learning styles, this kind of environment will foster the academic development of all students involved. Yet all work a student submits or presents as part of course assignments or requirements must be his or her own original work unless expressly permitted by the instructor. This includes individual and group work in written, oral, and electronic forms as well as any artistic medium.

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

Deliberate Copying

- buying (from a "paper service" or individual) or borrowing a paper and submitting it as one's own
- copying someone else's paper, homework, computer program, lab report or any written or oral assignment and submitting it as one's own
- submitting a paper or other presentation in more than one class without the instructor's permission

Inaccurate Documentation

- using a direct quote from a source without both putting it in quotation marks and providing appropriate documentation
- submitting direct quotes as a paraphrase
- changing only a few words in a quote and using it as a paraphrase
- invention of information or citation

Some Actions/Behaviors

- provide unauthorized help in taking tests, quizzes or in preparing any other requirements of a course
- communicate answers in any way to another student during an exam
- tampering or damaging the work of another student
- reading or observing the work of another student without his/her consent
- lying to an instructor
- damaging or abusing library and other academic resources

Consequences of Violations of the Academic Honesty Policy: An instructor who suspects a student of violating the Academic Honesty Policy will consult with the department chair or another member of the department. If the violation is verified, the instructor will (as a minimum penalty) assign a grade of zero for the assignment. The maximum penalty is a failing grade in the course in which the violation occurred. If there is more than one violation in the same course, the instructor will assign a failing grade in the course. A student receiving a failing grade due to Academic Honesty Policy violations may not withdraw from the course. The student must be informed in writing of the alleged violation and the penalty. A copy of this written notification must be sent to the Office of Academic Affairs.

If the violation occurs in a 100-level course and it is the first reported violation for the first year student, the instructor may allow the student to re-submit the assignment for half credit. The student must be informed in writing of the alleged violation and the penalty. A copy of this written notification must be sent to the Office of Academic Affairs.

The student has the right to file an appeal to either the charge of academic dishonesty or the penalty imposed. The appeal must be filed within two weeks of the instructor's filing of the violation. The student should first consult with the faculty member for the course. If the student is not satisfied with the outcome, he/she should meet with the department chair or department member who verified the violation. If the student wishes to appeal beyond this, he/she should file a written appeal with the chair of the Academic Standards Committee. The faculty member will be asked to submit an explanation of the alleged violation in writing. Either the student or the faculty member may submit letters from material witnesses. If the charge is found to be valid, the Academic Standards Committee will determine whether the penalty was reasonable. If the penalty is determined to be unreasonable, the committee will impose a different penalty but not less than assigning a grade of zero for the assignment.

If this is not the first reported violation for the student, the Academic Dean's Office may intervene to pursue suspension or expulsion from the college or other penalties beyond a failing grade in the course. Information regarding violations of the Academic Honesty Policy will be kept in the Academic Dean's Office until a student completes his/her degree program, at which point all such records will be removed from the student's permanent record.

Alcoholic Beverages: No student may bring, keep, or drink alcoholic beverages on the campus with the exception of individual residence hall rooms, and then only if of legal age to consume alcohol in Iowa and under the provisions set forth in the Residence Hall Alcoholic Beverages Policy. Any student who violates this regulation is subject to disciplinary action.

Drug Use and Abuse: Possession of stimulant, depressant, narcotic, or hallucinogenic drugs, including marijuana and other agents having the potential for abuse, except on a physician's prescription, is strictly prohibited. Any student found to be possessing, using or distributing such drugs will be subject to severe disciplinary action.

Suspension: The College reserves the right to terminate relations with a student for disciplinary, academic or health reasons. In a disciplinary case, the student is assured opportunity for a hearing, and full explanation of charges against him or her. In the case of suspension or dismissal for academic reasons, the student has the privilege of review of the case. In a case of dismissal involving the student's health, the College exercises the prerogative of deciding whether a student's continued presence jeopardizes his or her own welfare or that of others in the college community.

The Liberal Arts and Sciences

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

Morningside graduates:

1. demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking;
2. communicate effectively;
3. behave ethically and responsibly;
4. use knowledge of cultures to enhance their understanding of themselves and others;
5. apply knowledge and skills from multiple, diverse disciplines and practical experiences to understand complex issues and to solve problems;
6. exhibit a passion for life-long learning;
7. effect positive change through leadership or active participation in their communities;
8. articulate their own spirituality and personal values, while understanding those of others.

General Studies Requirements

The general studies requirements, required of all students earning the baccalaureate degree, are the foundation of a student's liberal arts education. Students must complete each distribution and flag requirement. Courses taken for distribution requirements must be spread across at least five prefixes to ensure breadth. Each course may satisfy only one distribution requirement. Flags may be satisfied in courses that fulfill other requirements.

Distribution Requirements:

Quantitative Reasoning (Complete one from the following):

- | | |
|---|----------------------------|
| ACT Math score of 24 or higher fulfills this requirement. | |
| ACCT 103 | Principles of Accounting I |
| CSCI 160 | Crafting the Web |

MATH 115	Mathematical Understanding and Reasoning
MATH 125	Precalculus
MATH 150	Elementary Probability and Statistics
MATH 205	Calculus and Analytic Geometry I
PHYS 202	General Physics II

Ethics and Personal Values (Complete one from the following):

COMM 101	Introduction to Mass Communication
ENGL 132	Experiencing Literature
ENGL 243	American Minorities Literature
ENGL 245	Women and Literature
PHIL 100	The Examined Life
PHIL 101	Philosophy for Living
PHIL 103	Introduction to Ethics
PHIL 205	The Philosophical Athlete
PHIL 212	Philosophy of Sex, Love, and Friendship
POLS 182	Citizenship
POLS 288	Principles of Politics
RELG 110	Introduction to Religion
RELG 200	Christian Ethics

Global Awareness (Complete one from the following):

ART 202	Renaissance to Modern Art History
ENGL 241	Classical Mythology and Literature
ENGL 344	Studies of British Literary History
FREN 101	Elementary French I and Lab
GEOG 205	Political and Cultural Geography
HIST 150	20th Century World History
HIST 201	European Civilization I, to 1492
HIST 202	European Civilization II, 1300 to 1945
HIST 222	Asian Civilizations
HIST 317	History and Politics of Contemporary Europe
HIST 323	Imperialism and Colonialism
HIST 324	Modern East Asia
HIST 334	Modern Middle East
HIST 338	History and Politics of Latin America
JAPN 101	Elementary Japanese I and Lab
MUHL 401	Music History I
MUHL 402	Music History II
POLS 160	World Politics
POLS 205	Political and Cultural Geography
POLS 208	Introduction to International Relations
POLS 317	History and Politics of Contemporary Europe
POLS 323	Imperialism and Colonialism
POLS 332	International Law and Organizations
POLS 338	History and Politics of Latin America
RELG 250	World Religions
RELG 365	Women and Religion
SPAN 101	Elementary Spanish I and Lab
SPAN 155	Spanish in Transition & Lab
SPAN 201	Intermediate Spanish I & Lab
SPAN 350	Civilization and History of Latin America
THTR 200	History of Theatre

American Experience (Complete one from the following):

COMM 247	History of the Mass Media
EDUC 290	Human Relations for Educators
ENGL 251	American Literature and Culture
ENGL 343	Studies of American Literary History
HIST 131	United States History to 1877
HIST 132	United States History since 1877
HIST 263	History of American Women
HIST 356	The American Revolution
HIST 361	Civil War in America
HIST 448	United States Constitution
HIST 463	History of American Women
POLS 147	United States Government
POLS 277	Introduction to United States Law
POLS 356	The American Revolution
POLS 360	Religion, Politics, and Society in the United States
POLS 448	United States Constitution
PSYC 209	Industrial/Organizational Psychology
RELG 315	Religion in America
RELG 360	Religion, Politics, and Society in the United States
SOCI 101	Introduction to Sociology

Empirical Reasoning (Complete one from the following):

BIOL 121	Zoology
BIOL 122	Botany
BIOL 204	Natural History of Plants and Animals
BIOL 207	Human Anatomy
BUSN 341	Marketing
CHEM 103	Consumer Chemistry
CHEM 110	General, Organic, and Biological Chemistry
CHEM 121	General Chemistry I
ENGR 235	Engineering Design Laboratory
PHYS 103	Light and Color
PHYS 104	Investigations in Science
PHYS 111	Geology
PHYS 112	Meteorology
PHYS 113	Astronomy
PHYS 114	Astronomy-Stars and Galaxies
PHYS 201	General Physics I
PSYC 215	Learning and Memory and Lab
PSYC 312	Experimental Psychology and Lab
PSYC 316	Experimental Social Psychology and Lab
PSYC 432	Brain and Behavior and Lab

Creative Expression (Complete 4 hours from the following):

ART 103	Design (4)
ART 205	Drawing (4)
ART 206	Figure Drawing (4)
ART 210	Graphic Design I (4)
ART 265	Photography (4)
ART 325	Painting (4)
ART 335	Ceramics (4)
ART 345	Relief and Intaglio Printmaking (4)
ART 355	Sculpture (4)
COMM 104	Audio Production (4)
COMM 206	Field Video (4)

DANC 120	Tap I (2)
DANC 130	Modern I (2)
ENGL 210	Creative Non-Fiction (4)
ENGL 211	Writing to Persuade (4)
ENGL 281	Writing Poetry and Fiction (4)
ENGL 382	Advanced Poetry Writing (4)
ENGL 383	Advanced Fiction Writing (4)
MUAL	All Music Applied Lessons (1-2)
MUEN	All Music Ensembles (1)
MUHL 101	Introduction to Music (2)
MUHL 201	Music in World Cultures (2)
THTR 101	Introduction to Theatre (4)
THTR 219	Stagecraft (4)
THTR 222	Acting I (4)

Flag Requirements:

Service Learning (Complete one from the following):

ACCT 208	Income Tax Practicum
BUSN 101	Discover Entrepreneurship
COMM 104	Audio Production
CSCI 320	The Technical Web
ENGL 354	Teaching Writing: Methods and Mediation
ENGR 290	Engineering in the Community
NURS 402	Community Health Nursing
PHYS 290	Physics in the Community
POLS 147	United States Government
POLS 182	Citizenship
POLS 342	Human Rights, Women's Rights
PSYC 303	Child and Adolescent Psychology
PSYC 344	Introduction to Behavior Modification
PSYC 405	Psychology of Gender
PSYC 444	Psychology, Politics, and Law
SOCI 101	Introduction to Sociology
SPAN 202	Intermediate Spanish II and Lab
SPED 208	Survey of Exceptionalities & Practicum

Religious Traditions (Complete one from the following):

ART 201	Ancient to Gothic Art History
BIOL 335	Science and Religion
ENGL 241	Classical Mythology and Literature
HIST 131	United States History to 1877
HIST 201	European Civilization I, to 1492
HIST 202	European Civilization II, 1300 to 1945
HIST 222	Asian Civilizations
HIST 334	Modern Middle East
HIST 356	The American Revolution
MUHL 212	Music in Worship
PHIL 332	Faith, Reason, and Experience: Medieval and Modern Philosophy
POLS 356	The American Revolution
POLS 360	Religion, Politics, and Society in the United States
RELG 110	Introduction to Religion
RELG 115	Introduction to the Bible
RELG 200	Christian Ethics
RELG 250	World Religions
RELG 271	American Indian Religions

RELG 275	African American Religions
RELG 303	History of Christianity
RELG 315	Religion in America
RELG 332	Faith, Reason, and Experience: Medieval and Modern Philosophy
RELG 335	Science and Religion
RELG 360	Religion, Politics, and Society in the United States
RELG 365	Women and Religion

Degrees and Requirements

Morningside College confers five baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, and Bachelor of Music Education.

For a Bachelor of Arts degree, no more than 40 semester hours may be required for the major. For a Bachelor of Science degree, no more than 56 semester hours may be required for the major. In the major no more than 36 hours can be from one prefix, and no more than 52 hours from two prefixes. The major in the Bachelor of Science must include courses to fulfill the empirical reasoning and quantitative reasoning requirements.

No more than 52 semester hours in a prefix will count toward the 124-hour graduation requirement. Any additional hours will extend the 124-hour graduation requirement.

A minimum of 124 semester hours is required for completion of the baccalaureate degree. These hours include the general studies, the requirements for a major and a cluster, and in many cases, requirements for a minor and electives.

General Studies Requirements for Bachelor Degrees

MORN 101	Passport: First Year Seminar	4
MORN 102	Composition and Communication	4
Academic and Cultural Art Series (ACAS) (20 events)		0
May Term		4
Quantitative Reasoning		4
Ethics and Personal Values		4
Global Awareness		4
American Experience		4
Empirical Reasoning		2-4
Creative Expression		4
Service Learning Flag		0
Religious Traditions Flag		0

Other Requirements for the Baccalaureate Degree

Passport: First-Year Seminar

The first-year seminar is a four credit graded course taken by all first year students and required for graduation. It provides a common experience for students as they make the transition to college. The instructor for each section also serves as the advisor for students in his/her section.

Academic and Cultural Art Series (ACAS)

The Academic and Cultural Art Series (ACAS) is a non-credit requirement for graduation. This is an all-campus series that offers a wide variety of programs, including speakers, fine arts presentations, discussions of current issues, and worship services. ACAS events link to the college's mission statement and enrich the classroom experience. Students must attend twenty (20) events during their tenure at Morningside.

May Term Courses

All students are required to complete at least one May Term course in order to graduate from Morningside College. May Term courses are designed to be innovative or experimental and are not offered during any other term. These courses lend themselves to experiential learning, but are not limited to this approach. May Term allows faculty to design courses that they could not otherwise offer, and it allows students to take at least one course simply for the sake of the love of learning during their time at Morningside. Travel may be a significant component of some courses offered in the May Term.

May Term courses are offered in an approximately three-week period immediately after Commencement. All May Term courses are four-credit courses and classes may meet for a variable amount of time each day. Students who are enrolled in the preceding Spring Term may enroll in one May Term course for no tuition. For the one required May Term, there are no additional charges for rooms if the student is already living in a campus residence hall. For additional May Terms the student will be responsible for tuition and room charges. Students are responsible for their board costs during the May Term. If a May Term involves travel, students are responsible for the cost of the travel.

Reading and Writing Requirements

To earn a bachelor's degree, students must receive a departmental writing endorsement in their major department. See departmental offerings for departmental writing endorsement criteria. A student who majors in more than one area must fulfill the writing endorsement in only one major.

A student with an interdisciplinary major may fulfill the writing endorsement in one of the disciplines making up the major, preferably that discipline in which the largest number of credits was earned.

All students are required to successfully complete MORN 102 Composition and Communication. Beginning first year and transfer students entering without an ACT score or with an English or Reading ACT score of 19 or below will take placement tests in reading and writing prior to final registration for their first semester. Students placing below the 12th grade reading level or scoring below minimum norms on the writing tests will be required to take MORN 071 Academic Reading and Writing before enrolling in MORN 102.

Credits earned in MORN 071 count toward the 124 hours required for graduation but not for any major or minor.

Grade Point Average Requirements

A minimum cumulative average of 2.0 and minimum averages of 2.0 in the major and minor are required for graduation. A grade of C- (1.7) or better is required in all courses to count for the major or minor. A student must earn a minimum 2.0 gpa in a cluster. Some state and national accrediting agencies require some departments to have higher minimum standards. The student should consult the department for major/minor requirements.

Upper-level Study Requirement

Of the 124 hours required for graduation, a minimum of forty (40) credit hours in courses at the 300-or 400-level is required.

Residency Requirement

A student must successfully complete at least 30 semester hours at Morningside College to qualify for a baccalaureate degree. At least 12 of the last 16 hours must be completed at Morningside College. Study abroad programs are exempt from the 16-hour requirement.

Commencement Attendance

Prospective graduates must take part in the commencement ceremony, attired in appropriate academic regalia, unless excused by the Dean of the College. The graduation fee is required whether the student participates in the graduation ceremony or not. Attendance at baccalaureate is not required.

Students who have not completed all requirements for a degree are normally not allowed to participate in commencement ceremonies. Exceptions to this policy may be considered for students who have a cumulative grade point average of at least 2.0 at the time of their appeal and who are likely, in the view of the committee, to complete all requirements for graduation by the end of August in the same year. Students wishing to participate in commencement should submit an appeal to the Academic Standards Committee four weeks before the ceremony. The appeal should explain why the student wants to participate in graduation ceremonies. It should also describe any extenuating circumstances the student has experienced, and, most importantly, it should provide a detailed plan for completing all graduation requirements by the August 31 deadline. Students participating in graduation ceremonies before finishing all requirements will be designated as such on the commencement program.

The Majors, Minors, and Clusters

In addition to meeting the general studies requirements and other requirements for a bachelor's degree, students must complete a major and a cluster. The cluster must be from a category different from the major. A second major or a minor that is taken outside of a student's first major category may replace a cluster. The categories are defined as:

Fine Arts:	Art, Music, Theatre
Humanities:	English, History and Political Science, Modern Languages, Philosophy, Religious Studies
Sciences:	Biology, Chemistry, Mathematical Sciences, Physics, Psychology
Professional Service and Influence:	Accounting, Business, Education, Mass Communi- cation, Nursing

Students may elect to complete a minor but are not required to do so.

Approved clusters, listed by category, are listed below.

CLUSTERS

CLUSTERS IN THE FINE ARTS

Art History

Complete 12 hours from the following:		12
ART 201	Ancient to Gothic Art History	4
ART 202	Renaissance to Modern Art History	4
ART 304	History of Photography	4
ART 305	Modern Art History	4
	TOTAL CREDITS	12

Graphic Design

Complete 12 hours from the following:		12
ART 103	Design	4
ART 210	Graphic Design I	4
ART 275	Web Design/Interactive Media	4
ART 310	Typography	4
ART 320	Graphic Design II	4
ART 321	Graphic Design Studio	4
ART 330	Illustration	4
	TOTAL CREDITS	12

Photography

Complete 12 hours from the following:		12
ART 103	Design	4
ART 265	Photography	4
ART 366	Intermediate Photography	4
ART 367	Creative Photography	4
ART 368	Contemporary Photography	4
	TOTAL CREDITS	12

Studio Art

Complete 12 hours from the following:		12
ART 103	Design	4
ART 205*	Drawing	4
ART 206*	Figure Drawing	4
ART 325	Painting	4
ART 335	Ceramics	4
ART 345	Relief and Intaglio Printmaking	4
ART 346	Serigraphy & Lithography Printmaking	4
ART 355	Sculpture	4
*Either Art 205 or 206 may be taken, but not both.		
	TOTAL CREDITS	12

Technical Theatre

THTR 219	Stagecraft	4
THTR 336	Costume and Make-up Design	4
THTR 404	Design for the Stage	4
	TOTAL CREDITS	12

Theatre Performance

THTR 222	Acting I	4
THTR 310	Voice and Movement for Actors	4
THTR 322	Acting II	4
	TOTAL CREDITS	12

CLUSTERS IN THE HUMANITIES**American Literature**

ENGL 243	American Minorities Literature	4	
ENGL 251	American Literature and Culture	4	
ENGL 343	Studies of American Literary History	4	
TOTAL CREDITS			12

Citizenship

POLS 182	Citizenship	4	
Complete 8 hours from the following (at least 4 hours must be completed at the 300 or 400 level):			8
POLS 147	United States Government (SLP)	4	
POLS 213/413	Modern Political Theory	4	
POLS 288	Principles of Politics	4	
POLS 332	International Law & Organizations (RS)	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
POLS 359	Contemporary United States History: Campaigns and Elections (GP)	4	
POLS 362	Congress and the Presidency (RS)	4	
POLS 366	Women in United States Politics	2	
POLS 448	United States Constitution (RS)	4	
POLS 450	Internship in United States Politics	2-4	
TOTAL CREDITS			12

The Classical and Medieval Worlds

Complete at least 4 hours from the following:			4-8
ART 201	Ancient to Gothic Art History	4	
ENGL 241	Classical Mythology and Literature	4	
HIST 201	European Civilization I, to 1492	4	
RELG 115	Introduction to the Bible	4	
Complete at least 4 hours from the following:			4-8
PHIL 325	The Good Life: Ancient Greek and Hellenistic Philosophy	4	
RELG 303	History of Christianity	4	
*Courses must be from at least two different prefixes.			
TOTAL CREDITS			12

Creative Writing

ENGL 210	Creative Non-Fiction	4	
ENGL 281	Writing Poetry and Fiction	4	
Complete 4 hours from the following:			4
ENGL 382	Advanced Poetry Writing	4	
ENGL 383	Advanced Fiction Writing	4	
TOTAL CREDITS			12

European History

HIST 201	European Civilization I, to 1492	4	
HIST 202	European Civilization II, 1300 to 1945	4	
Complete 4 hours from the following:			4
HIST 317	History and Politics of Contemporary Europe (GP)	4	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 403	Topics in Early European History	2	
HIST 404	Topics in Modern European History	2	

HIST 413	Modern Political Theory	4	
HIST 458	World War II	2	
TOTAL CREDITS			12

Exploring Literature

ENGL 132	Experiencing Literature	4	
Complete 4 hours from the following:		4	
ENGL 241	Classical Mythology and Literature	4	
ENGL 243	American Minorities Literature	4	
ENGL 245	Women and Literature	4	
ENGL 251	American Literature and Culture	4	
Complete 4 hours from the following:		4	
ENGL 343	Studies of American Literary History	4	
ENGL 344	Studies of British Literary History	4	
ENGL 345	Studies of a Literary Genre	4	
ENGL 346	Studies of a Major Literary Figure or Movement	4	
ENGL 347	From Page to Stage or Screen: Studies of Literature in Performance	4	
TOTAL CREDITS			12

Global History

HIST 150	20th Century World History	4	
Complete 8 hours from the following (at least 4 hours must be 300-400 level):		8	
HIST 222	Asian Civilizations	4	
HIST 229/429	Modern Southeast Asia	2	
HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II	2	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 324	Modern East Asia	4	
HIST 334	Modern Middle East (GP)	4	
HIST 338	History & Politics of Latin America (GP)	4	
TOTAL CREDITS			12

Language Arts

Complete 4 hours from the following:		4	
ENGL 203	Children's Literature	2	
and			
ENGL 204	Adolescent Literature	2	
OR			
ENGL 205	Creative Reading	4	
Complete 4 hours from the following:		4	
ENGL 210	Creative Non-Fiction	4	
ENGL 211	Writing to Persuade	4	
ENGL 281	Writing Poetry and Fiction	4	
Complete 4 hours from the following:		4	
ENGL 343	Studies of American Literary History	4	
ENGL 344	Studies of British Literary History	4	
ENGL 345	Studies of a Literary Genre	4	
ENGL 346	Studies of a Major Literary Figure or Movement	4	
ENGL 347	From Page to Stage or Screen: Studies of Literature in Performance	4	
ENGL 351	History of the English Language	4	

ENGL 354	Teaching Writing: Methods and Mediation	4	
TOTAL CREDITS			12
Legal Studies			
POLS 277	Introduction to United States Law	4	
Complete 4 hours from the following:		4	
HIST 448	United States Constitution	4	
POLS 332	International Law & Organizations (RS)	4	
POLS 448	United States Constitution (RS)	4	
Complete 4 hours from the following:		4	
BUSN 314	Business Law I	4	
BUSN 336	Employment Law	4	
COMM 311	Law of Mass Communication	4	
PHIL 103	Introduction to Ethics	4	
PHIL 202	Everyday Logic	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
TOTAL CREDITS			12
Literature and Culture			
Complete at least 4 hours from the following:		4-8	
ENGL 241	Classical Mythology and Literature	4	
ENGL 243	American Minorities Literature	4	
ENGL 245	Women and Literature	4	
ENGL 251	American Literature and Culture	4	
Complete at least 4 hours from the following:		4-8	
ENGL 343	Studies of American Literary History	4	
ENGL 344	Studies of British Literary History	4	
TOTAL CREDITS			12
Philosophy			
Complete any 3 philosophy courses, at least one of which must be at the 100/200 level, and at least one of which is at the 300/400 level.			
TOTAL CREDITS			12
The Power of Writing			
ENGL 211	Writing to Persuade	4	
Complete 4 hours from the following:		4	
ENGL 210	Creative Non-Fiction	4	
ENGL 281	Writing Poetry and Fiction	4	
Complete 4 hours from the following:		4	
ENGL 351	History of the English Language	4	
ENGL 354	Teaching Writing: Methods and Mediation	4	
TOTAL CREDITS			12
Religion and Literature			
ENGL 241	Classical Mythology and Literature	4	
Complete 4 hours from the following:		4	
RELG 115	Introduction to the Bible	4	
RELG 250	World Religions	4	
Complete 4 hours from the following:		4	
ENGL 344	Studies of British Literary History	4	
RELG 303	History of Christianity	4	

RELG 323	Jesus of Nazareth	2	
RELG 326	Life and Letters of Paul	2	
TOTAL CREDITS			12

Religious Studies

Complete 12 hours in religious studies courses, at least four of which must be at the 100/200 level, and at least four of which must be at the 300/400 level.

TOTAL CREDITS **12**

Spanish and Global Relations

Complete any two Spanish courses		8	
Complete 4 hours from the following:		4	
HIST 338	History & Politics of Latin America (GP)	4	
POLS 208	Introduction to International Relations	4	
POLS 313	International Political Economy (GP)	4	
POLS 332	International Law & Organizations (RS)	4	
POLS 338	History & Politics of Latin America (GP)	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
TOTAL CREDITS			12

Spanish and Linguistics

Complete any two sequential Spanish courses		8	
ENGL 351	History of the English Language	4	
TOTAL CREDITS			12

Spanish Experience

Complete any three sequential Spanish courses	12	
TOTAL CREDITS		12

Twentieth Century History

HIST 150	20th Century World History	4	
Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level):		8	
HIST 132	United States History since 1877	4	
HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II	2	
HIST 317	History & Politics of Contemporary Europe (GP)	4	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 338	History & Politics of Latin America (GP)	4	
HIST 358	The United States in the Era of the World Wars, 1900 to 1945 (RS)	4	
HIST 359	Contemporary United States History: Campaigns and Elections (GP)	4	
HIST 448	United States Constitution	4	
HIST 459	United States Foreign Relations (GP)	4	
TOTAL CREDITS			12

United States History

HIST 131	United States History to 1877	4	
HIST 132	United States History since 1877	4	
Complete 4 hours from the following:		4	
HIST 356	The American Revolution (RS)	4	
HIST 358	The United States in the Era of the World Wars, 1900 to 1945 (RS)	4	

HIST 359	Contemporary United States History: Campaigns and Elections (GP)	4	
HIST 361	Civil War in America (RS)	4	
HIST 433	Topics in the History of the United States	2	
HIST 437	The Vietnam Wars	2	
HIST 448	United States Constitution	4	
HIST 458	World War II	2	
HIST 459	United States Foreign Relations (GP)	4	
HIST 463	History of American Women	4	
TOTAL CREDITS			12

United States Politics

POLS 147	United States Government (SLP)	4	
Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level):			8
POLS 277	Introduction to United States Law	4	
POLS 356	The American Revolution	4	
POLS 359	Contemporary United States History: Campaigns and Elections (GP)	4	
POLS 362	Congress and the Presidency (RS)	4	
POLS 366	Women in United States Politics	2	
POLS 448	United States Constitution (RS)	4	
POLS 450	Internship in United States Politics	2-4	
POLS 459	United States Foreign Relations (GP)	4	
TOTAL CREDITS			12

Woman Studies in the Humanities

Complete 8 hours from the following:			8
ENGL 245	Women and Literature	4	
HIST 263/463	History of American Women	4	
RELG 365	Women and Religion	4	
Complete 4 hours from the following:			4
POLS 342	Human Rights, Women's Rights (SLP)	4	
PSYC 405	Psychology of Gender	4	
TOTAL CREDITS			12

World Politics

POLS 160	World Politics	4	
Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level):			8
POLS 205	Political and Cultural Geography	4	
POLS 208	Introduction to International Relations	4	
POLS 313	International Political Economy (GP)	4	
POLS 317	History & Politics of Contemporary Europe (GP)	4	
POLS 323	Imperialism and Colonialism (GP)	4	
POLS 332	International Law & Organizations (RS)	4	
POLS 338	History & Politics of Latin America (GP)	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
POLS 459	United States Foreign Relations (GP)	4	
TOTAL CREDITS			12

CLUSTERS IN THE SCIENCES**Abnormal Development**

PSYC 101	General Psychology	4	
PSYC 260	Developmental Psychology	4	
PSYC 309	Abnormal Psychology	4	
	TOTAL CREDITS		12

Applied Mathematics

	Complete 4 hours from the following:	4	
MATH 115	Mathematical Understanding and Reasoning	4	
MATH 150	Elementary Probability and Statistics	4	
MATH 191	Introduction to Mathematics Systems	4	
	Complete 8 (sequential) hours from the following:	8	
MATH 125	Precalculus	4	
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
	TOTAL CREDITS		12

Calculus

	Complete 12 hours (sequential) from the following:	12	
MATH 125	Precalculus	4	
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
MATH 307	Multivariable Calculus and Differential Equations	4	
	TOTAL CREDITS		12

Coaching

BIOL 207	Human Anatomy	4	
PSYC 260	Developmental Psychology		
	or		
PSYC 303	Child and Adolescent Psychology	4	
SPRT 230	Theory and Ethics of Coaching Athletes	2	
SPRT 254	Prevention and Care of Athletic Injuries	2	
	TOTAL CREDITS		12

Computer Science

CSCI 160	Crafting the Web	4	
	Complete 8 hours from the following:	8	
CSCI 170	Programming in C++ and on the Metal	4	
CSCI 205	Survey of Programming Languages	4	
CSCI 270	Relational Database Theory and Practice	4	
CSCI 310	Advanced Data Structures and Algorithms	4	
CSCI 320	The Technical Web	4	
CSCI 325	Computer Organization and Operating Systems	4	
CSCI 405	Distributed Operating Systems	4	
CSCI 410	Embedded and Real-time Programming	4	
CSCI 444	Advanced Topics in Computer Science	4	
	TOTAL CREDITS		12

Conservation

BIOL 260	Introduction to Geographic Information Systems (GIS)	2	
Complete 4 hours from the following:		4	
BIOL 121	Zoology	4	
BIOL 122	Botany	4	
Complete 2 hours from the following:		2	
BIOL 317	Environmental Issues	2	
BIOL 360	Remote Sensing and Applied Geographic Information Systems	2	
Complete 4 hours from the following:		4	
BIOL 204	Natural History of Plants and Animals	4	
BIOL 308	Ecology	4	
TOTAL CREDITS			12

Engineering

PHYS 201	General Physics I	4	
Complete 8 hours from the following:		8	
ENGR 121	Engineering Applications A- Engineering Graphics	2	
ENGR 131	Engineering Applications B- Computer Programming and Control	2	
ENGR 235	Engineering Design Laboratory	2	
ENGR 324	Introduction to Electronics	2	
ENGR 325	Modern Electronics	2	
PHYS 202	General Physics II	4	
TOTAL CREDITS			12

Experimental Psychology

MATH 150	Elementary Probability and Statistics	4	
PSYC 101	General Psychology	4	
PSYC 312	Experimental Psychology and Lab	4	
TOTAL CREDITS			12

General and Analytical Chemistry

CHEM 121	General Chemistry I	4	
CHEM 122	General Chemistry II	4	
CHEM 305	Analytical Chemistry	4	
TOTAL CREDITS			12

General and Organic Chemistry

CHEM 121	General Chemistry I	4	
CHEM 122	General Chemistry II	4	
CHEM 201	Organic Chemistry I	4	
TOTAL CREDITS			12

General Biology

Complete 4 hours from the following:		4	
BIOL 121	Zoology	4	
BIOL 207	Human Anatomy	4	
Complete 4 hours from the following:		4	
BIOL 204	Natural History of Plants and Animals	4	
BIOL 208	Human Physiology	4	
Complete 4 hours from the following:		4	
BIOL 303	Parasitology	4	
BIOL 306	Histology	4	

BIOL 317	Environmental Issues	2	
and			
BIOL 335	Science and Religion	2	
	TOTAL CREDITS		12
Geometry			
MATH 191	Introduction to Mathematics Systems	4	
MATH 325	Modern Geometries	4	
Complete 4 hours from the following:		4	
MATH 115	Mathematical Understanding and Reasoning	4	
MATH 125	Precalculus	4	
MATH 150	Elementary Probability and Statistics	4	
MATH 205	Calculus and Analytic Geometry I	4	
	TOTAL CREDITS		12
Health Sciences			
CHEM 121	General Chemistry I	4	
CHEM 122	General Chemistry II	4	
Complete 4 hours from the following:		4	
BIOL 252	Microbiology	4	
BIOL 321	General Physiology	4	
BIOL 351	Genetics	4	
	TOTAL CREDITS		12
Industrial/Organizational Psychology			
PSYC 101	General Psychology	4	
PSYC 209	Industrial/Organizational Psychology	4	
PSYC 350	Advanced Industrial/Organizational Psychology	4	
	TOTAL CREDITS		12
Learning			
PSYC 101	General Psychology	4	
PSYC 215	Learning and Memory and Lab	4	
PSYC 344	Introduction to Behavior Modification	4	
	TOTAL CREDITS		12
Mind-Body			
PSYC 101	General Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 432	Brain and Behavior and Lab	4	
	TOTAL CREDITS		12
Nursing			
BIOL 207	Human Anatomy	4	
BIOL 208	Human Physiology	4	
BIOL 252	Microbiology	4	
	TOTAL CREDITS		12
Personality			
PSYC 101	General Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 315	Theories of Personality	4	
	TOTAL CREDITS		12
Physics			
PHYS 201	General Physics I	4	
PHYS 202	General Physics II	4	

Complete 4 hours from the following:		4	
MATH 125	Precalculus	4	
Any 100 level Physics courses (2 hours each)		4	
TOTAL CREDITS			12

Women's Studies in the Social Sciences

PSYC 101	General Psychology		4
PSYC 405	Psychology of Gender		4
Complete 4 hours from the following:			4
ENGL 245	Women and Literature	4	
HIST 263/463	History of American Women	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
RELG 365	Women and Religion	4	
TOTAL CREDITS			12

CLUSTERS IN PROFESSIONAL SERVICE AND INFLUENCE**Accounting**

ACCT 103	Principles of Accounting I		4
ACCT 104	Principles of Accounting II		4
ACCT 308	Income Tax Accounting I		4
TOTAL CREDITS			12

Business Law

BUSN 231	Principles of Management		4
BUSN 314	Business Law I		4
BUSN 336	Employment Law		4
TOTAL CREDITS			12

Economics

ECON 200	Principles of Economics		4
Complete 8 hours from the following:			8
ECON 321	Money and Banking	4	
ECON 322	Intermediate Macroeconomic Theory	4	
ECON 323	Intermediate Microeconomic Theory	4	
TOTAL CREDITS			12

Education

EDUC 101	Foundations of Education		2
EDUC 102	Classroom Management		2
EDUC 300	Instructional Design and Assessment & Practicum		4
EDUC 290	Human Relations for Educators		
or			
SPED 208	Survey of Exceptionalities & Practicum		4
TOTAL CREDITS			12

Insurance

ACCT 103	Principles of Accounting I		4
BUSN 326	Risk Management and Insurance		4
MATH 150	Elementary Probability and Statistics (or higher level statistics course)		4
TOTAL CREDITS			12

Management

BUSN 231	Principles of Management	4	
BUSN 334	Advanced Human Resources	4	
BUSN 336	Employment Law	4	
	TOTAL CREDITS		12

Marketing

BUSN 231	Principles of Management	4	
BUSN 341	Marketing	4	
Choose 4 hours from the following:		4	
BUSN 342	Advertising	4	
OR			
BUSN 343	Retailing	2	
and			
BUSN 345	Personal Selling	2	
	TOTAL CREDITS		12

Media Production

COMM 206	Field Video	4	
COMM 306	Advanced Field Video	4	
Complete 4 hours from the following:		4	
COMM 104	Audio Production	4	
COMM 105	Television Studio	4	
	TOTAL CREDITS		12

Media Studies

COMM 101	Introduction to Mass Communication	4	
COMM 311	Law of Mass Communication	4	
COMM 411	Theories of Mass Communication	4	
	TOTAL CREDITS		12

Media Writing

COMM 101	Introduction to Mass Communication	4	
COMM 215	Writing for the Media	4	
Complete 4 hours from the following:		4	
COMM 300	News and Feature Writing	4	
COMM 324	Electronic Journalism	4	
COMM 330	Public Relations	4	
	TOTAL CREDITS		12

Student Designed Interdisciplinary Major: (B.S. degree): For students whose academic interest does not coincide with a single department or discipline, the student designed interdisciplinary major offers an exciting alternative. This program consists of 52-56 semester hours taken in three or more disciplines. No more than 20 hours from any single discipline will count toward the major. At least 24 hours of the courses taken in the major must be numbered 300 or above. The student may choose his or her own pattern of concentration, putting together a group of courses linked by a coherent strand of meaning identified by the student and his or her faculty advocate.

The student designed interdisciplinary major is to be contracted before 36 hours of the course work for the proposed major are completed. Such a major is designed by the student with the advice of a faculty advocate. The proposed major must be approved by the Curriculum Policies Committee and the faculty. The student must fulfill all other requirements for the degree, including the distribution requirements and flags, a cluster, and the writing endorsement.

Academic Policies

Student Responsibility

Students must be familiar with the academic guidelines and regulations of the college. While the college makes every effort to advise and counsel students on their academic programs and degree requirements, the student is ultimately responsible for fulfilling all requirements for a degree. To help students enact their responsibility, all academic plans and programs must be approved by a student's academic advisor.

The Registrar applies and interprets academic regulations, often in consultation with the Dean of the College. The Academic Standards Committee of the faculty hears petitions and appeals of students concerning academic requirements and regulations.

Catalog Regulations

A student may graduate only by meeting graduation requirements from a catalog which is current or was in effect during the seven years preceding his or her graduation, provided that the catalog date does not precede the student's original date of entry.

The college or academic department may request substitution of courses when requirements for degrees have changed or when courses have been dropped from the curriculum. Students may be requested to change to a new program when major changes have been made, but adequate provisions for students to complete the new program on time will be provided.

Former students returning to a degree program at Morningside after a considerable period of time should consult with the Registrar concerning applicable degree and major requirements. In general, courses in science or mathematics taken more than ten years ago may not be applied to a current degree.

Declaration of Major and Intent to Graduate

All students must file with the Registrar a declaration stating the major and degree sought during their second or third semester.

Registration for Courses

Students are provided an opportunity to pre-register for classes well in advance of the beginning of the semester and will likely find it advantageous to do so. If students are not able to pre-register during advanced pre-registration, they may do so upon payment of a late fee. No registration is permitted after the published date of the last day to register.

Students are responsible for meeting all listed prerequisites before enrolling in a class.

First-year students will take mostly 100-level courses. Generally, only one 200-level course per term will be allowed. No 300- or 400-level courses will be allowed without appropriate permission. Sophomores may select any level if prerequisites are met. Juniors and seniors may not take 100-level courses without permission from the chair of the department offering the course.

The college reserves the right to change instructors or cancel or otherwise change courses should conditions require. However, every attempt is made to maintain the schedule as published. In order to more evenly distribute students between various sections of courses, the college also reserves the right to move a student to a different section of a course provided there are not course conflicts. If a student has any other types of conflicts (i.e., work, athletics, music rehearsal, etc.) he/she will need to get approval from the Dean of Advising or the Associate Academic Dean to maintain the original schedule.

Changes in Registration

Once registered, a student remains enrolled in a course until its completion or the Registrar receives a completed course withdrawal ("drop-add") form. Courses from which a student elects to drop during the first two weeks of a regular term will not appear on the permanent records, except for those students who withdraw from all courses. Withdrawals after the second week of classes, but before the official deadline to drop a course, will be recorded as a "W." Students are not allowed to withdraw from individual courses after the official deadline to drop a course.

Any student-initiated change in registration made after the regular registration period (the first two weeks) must be approved by the student's academic advisor and the course instructor.

Class Attendance

1. Students are expected to attend all class sessions. Attendance regulations (and their impact on final grades) are the responsibility of each faculty member, who will announce the policy in writing to the students at the beginning of each course, subject to the conditions of paragraph two below.

2. Since sanctioned trips are considered to be supportive of the college program, instructors should allow students to make up work that has been missed. Students are responsible for notifying their instructors, in advance, about sanctioned trips.

3. Students may report absences in cases of illness or emergency to the Dean of Students. Final permission to make up work rests with the individual instructor.

Class Standing

A student's class standing is determined as follows:

First Year (FR)	0-26.99 hours
Sophomore (SO)	27-57.99 hours
Junior (JR)	58-90.00 hours
Senior (SR)	91 hours and above

Course Load

The standard unit of work is the semester hour. A full-time student is one who is enrolled for at least 12 semester hours of class work. The normal load for a student is 16 hours. A student may enroll in up to 18 hours per semester.

A student with a minimum 3.50 cumulative grade point average may enroll in up to 20 hours per semester. Any other student wishing to enroll in more than 18 hours per semester must have the approval of the Academic Dean. No student may take more than 20 hours per semester.

Grading System

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

Grade	Grade points per credit hour
A Excellent	4.0
A-	3.7
B+	3.3
B Good	3.0
B-	2.7
C+	2.3
C Satisfactory	2.0
C-	1.7
D+	1.3
D Marginal	1.0
D-	0.7
F Failure	0.0

2. The grades "W" and "WF" indicate withdrawal from a course before completion. A "W" is assigned for all withdrawals prior to the official withdrawal deadline, typically before the final four weeks of a fall or spring term; a "WF" is assigned if a total withdrawal takes place after the official withdrawal deadline and the student is failing the course at the time of the withdrawal. A "WF" is computed in the grade point average (gpa) in the same manner as a grade of "F". A grade of "W" does not affect the gpa.

3. The grades "X", "P", and "U" are automatically assigned according to the registration option selected by the student. The "W" or "WF" is assigned by the Registrar upon notice of withdrawal by the student. The "N" is assigned by the Registrar upon notification from the course instructor.

N	0.0 No Pass
W	0.0 Withdraw
WF	0.0 Withdraw Failing
X	0.0 Audit
P	0.0 Passing
U	0.0 Continuing Education

4. The grade point average (gpa) is computed by dividing the total number of grade points earned by the number of corresponding credit hours attempted. Designators "I", "X", "P", "W", "N" and "U" are not included in the computation.

The student's grade point average will be recorded to two decimal places, e.g., 3.54.

5. Semester grade reports are addressed to the student and mailed to the permanent address. If a student wishes to have the grades sent to another address, he/she must complete a short form in the Registrar's Office no later than two weeks prior to the end of each semester. Grades are also available to students on the CampusWeb system.

6. The pass/fail option is available to encourage students to explore unfamiliar academic fields or to experiment with new interests. A student may elect the pass/fail option for no more than four hours per semester and for no more than 16 credit hours during a four-year degree program. The pass/fail option must be recorded with the Registrar's Office within the first two weeks of the semester. The appropriate form is available in the Registrar's Office and must be signed by the student and the academic advisor. Only totally "free" electives may be used in this option. This excludes all courses in major or minor areas, clusters, all general studies courses, professional courses, and any other course required by the college or licensing agencies. When a course in which a student has earned a grade of "P" becomes required for a degree, the "P" is automatically converted by the Registrar to the original letter grade awarded for the course. The only circumstance in which pass/fail may be accepted in the general studies is through the use of ACCEL, Advanced Placement, CLEP and CEEB proficiency examinations. Pass/fail may also be accepted in the major, minor, or cluster through the use of CLEP and CEEB with the permission of the appropriate department chair.

The pass/fail option may adversely affect student entrance to certain graduate or professional schools. Before electing the pass/fail option the student should ascertain its impact on future educational objectives.

7. The audit option is available to encourage students to explore unfamiliar fields or to experiment with new interests. Audit enrollment in courses provides students the opportunity to attend a class as a noncredit participant. Audit courses may not be used in a major, minor, cluster, general education requirement, or any other graduation requirement. They may be used only as electives. Students may not register to

audit internships, tutorials, studio art, applied music, music ensembles, or other courses that, by their nature, are inappropriate for auditing, as determined by the college.

To audit a course, a student must have the signature of the instructor. The student must register for the course as an audit within the first two weeks of the semester, or within the first two days of a May Term or summer session. A course that a student completes as an audit may not later be changed to a credit course with a letter grade unless the course is repeated as a graded course.

Students who audit a course are expected to attend a minimum of two-thirds of the class meetings, but are not responsible for papers, tests, or other graded assignments, nor will the instructor be expected to evaluate such work. If a student meets the expectations of the audit, the audited course will appear on the transcript, and the grade will be denoted with an "X". If the student does not meet the expectations of the audit, the course will not appear on the transcript.

An audited course is considered a part of the regular class load and may not be carried as an academic overload (more than 18 hours) without permission. If the audit course causes an academic overload, hours above 18 hours will be charged at the hourly overload tuition rate.

Change of Grade

Students who question a grade should consult with the faculty member involved. Grade changes are only allowable for computational or recording errors. Under no circumstances may a faculty member accept work after the end of the semester. Any grade change, other than from an Incomplete, must be filed as a petition by the faculty member to the Academic Standards Committee no later than 30 days following the published date of the official opening of the next regular academic semester.

Incompletes

An Incomplete may be given at the discretion of the instructor only when the student is unable to finish the work of a course because of grave circumstances beyond the student's control.

When submitted to the Registrar, a grade of Incomplete must be accompanied by a completed student/faculty contract detailing the work to be completed and deadlines for completion. Since an Incomplete could affect the awarding of financial aid, the contract must also be signed by the Director of Financial Planning. Incomplete grades must be completed and converted to a permanent grade no later than thirty days following the published date of the official opening of the next regular academic semester. Failure to complete the required course work as a basis for conversion of the Incomplete to a permanent grade within the required period of time will result in automatic conversion to the grade of "F." A grade of incomplete may be extended only until the end of the full semester which follows the term in which the "I" was given. (The summer does not count as a full semester.)

Academic Warning, Probation, Suspension, and Discontinuance

The Academic Warning, Probation, Suspension, and Discontinuance policy is designed to keep students on track to graduate in a reasonable time period (typically four years). At the end of a term, the academic record of students who are on academic warning, students who are on academic probation, and those students whose cumulative gpa is below the minimum required for graduation (2.00) will be evaluated by the Academic Standards Committee. The Committee may take any of the following actions:

- Give the student an academic warning
- Place the student on Academic Probation
- Continue the student on probation for an additional term
- Remove the student from probation
- Suspend the student for one or more terms before they can apply for readmission
- Discontinue the student for failure to meet academic standards.

Academic Warning: Academic Warning is for students whose cumulative gpa is greater than the standards for probation, but whose term gpa is less than 2.00. Students on academic warning are encouraged to seek assistance from Academic Support Services and to meet with their advisors to develop a plan for improving their academic standing. Students who have a cumulative gpa greater than 2.00, but whose records indicate a marked decline in performance may also receive an academic warning.

Academic Probation: When students are placed on academic probation, the Academic Standards Committee will set a grade point average that must be attained in subsequent terms if the student is to successfully progress toward graduation. The Committee may also recommend a maximum number of credit hours to be attempted in the next academic term. Students placed on probation will be required to meet with the Dean of Advising and are strongly encouraged to seek assistance from Academic Support Services. Other requirements may also be placed on students on probation. When a student's cumulative gpa improves to greater than the standards for probation, they will be removed from probation.

Academic Suspension: Students who are placed on academic suspension for one or more terms may not enroll as a full-time student at Morningside College and will not receive financial aid from Morningside College during their suspension. They may enroll as part-time students at Morningside during their suspension. If students on suspension enroll as part-time students, they will continue to be evaluated by the Academic Standards Committee at the end of each fall and spring term and are subject to additional committee actions. Suspended students must apply to be readmitted as full-time students. If a suspended student enrolls in college course work elsewhere during the suspension, evidence of this course work must be presented to Morningside College and may be used to determine whether or not to readmit the student.

Discontinuance: Students who are discontinued may not enroll at Morningside College and are ineligible for financial aid. Students who are discontinued may not reapply for admission to Morningside for a least five years after their discontinuance and they may or may not be readmitted.

Standards for Decisions

A student whose cumulative gpa falls below the following standards will be placed on probation and may be subject to academic suspension.

Morningside College Hours Attempted Plus <u>Transfer Hours Completed</u>	Morningside <u>Cumulative GPA</u>
12-18	1.60
18-36	1.80
More than 36	2.00

Any student in the first term of study at Morningside College who attempts at least 12 hours and achieves a gpa of less than 0.60 will be suspended for one term.

Whether or not they have been on probation or suspension in previous terms, students are subject to discontinuance if they fail to attain the following cumulative gpa.

<u>Morningside College Hours Attempted Plus Transfer Hours Completed</u>	<u>Morningside Cumulative GPA</u>
24-47	1.40
48-71	1.70
72-95	1.80
More than 95	2.00

Financial Aid

Students who receive financial aid are subject to different course completion requirements and academic standards for continuation of their aid. See the section on Financial Aid in this catalog.

Appeals

Students may appeal the decisions of the Academic Standards Committee. All appeals must be in writing to the Committee and explain the circumstances that the student believes justify an exception to the policy.

Request for a New GPA

Individuals who have been discontinued as students from Morningside College, or who have formerly been students at Morningside College and have not been enrolled at Morningside College for at least three years, may appeal to the Academic Standards Committee to begin a new Morningside College cumulative gpa. To be eligible for such an appeal, the student must first be readmitted as a full-time student, successfully complete at least 12 hours at Morningside with a term gpa of no less than 2.00 in the first term in which the student is readmitted, and have a cumulative gpa of less than 2.00 at the end of that same term. Students who are approved to start a new cumulative gpa must complete no fewer than 30 hours at Morningside College under the new cumulative gpa in order to graduate.

The Academic Standards Committee will consider the student's previous cumulative gpa, any college level course work completed while the student was away from Morningside College, and the student's written appeal describing why starting a new gpa is appropriate in deciding whether or not to grant a new gpa. The appeal must document that a significant improvement in academic performance has occurred and that the current cumulative gpa would delay progress toward graduation. If a new gpa is granted, it would begin from the date that the student was readmitted. All previous courses at Morningside College would then be treated as transfer courses. That is, the credit hours would count toward graduation, but not be factored into the new cumulative gpa. All other policies regarding transfer courses would also apply to these courses.

NOTE: Students who are granted a new gpa are subject to immediate discontinuance if their new cumulative gpa falls below 2.00. A new gpa will not be granted more than once for any student.

Repeating a Course

A student may repeat a course either at Morningside or at another accredited institution. If the course is repeated at Morningside, the better grade will be used in calculating the current cumulative grade point average; all grades will appear on the transcript of record. If the course is repeated at another accredited institution, neither grade will be used in calculating the current cumulative grade point average.

Independent Study

Students capable of doing significant independent work may choose to pursue independent study to supplement regular course offerings. Independent study is open only to students who have attained junior or senior standing, and can be undertaken only in the student's major or minor field of study.

Independent study courses must be sponsored by a member of the faculty in the department within which the study is being conducted, or by a person designated by the chair of that department, and must be undertaken with close faculty supervision and guidance both in defining the project and pursuing it to a satisfactory completion. A maximum of four hours of credit will be allowed for any independent study course. A student may not take more than one independent study course in any semester (the two summer sessions equal one semester), nor more than three in any degree program.

Each independent study course must be approved by the faculty sponsor, the chair of the department in which the study is undertaken, the student's academic advisor, and the Registrar.

Departmental Tutorials

Courses listed in this catalog and offered for credit may not be taken as independent study. In rare cases, class scheduling may preclude a student from taking a required course when it is offered. That student may elect a departmental tutorial, working individually with the instructor to earn credit for that course.

Students must have achieved junior or senior standing to register for a departmental tutorial. A departmental tutorial will be approved only if there is an irreconcilable conflict between scheduled courses, both of which are needed for major, minor, or degree requirements, or if a course needed for such a requirement is not offered during the semester in which it is needed and there has been and will be no reasonable opportunity for the student to take it when regularly offered. The number of credit hours must correspond to that officially listed for the course, and the tutorial must be taken from an instructor who normally offers the course.

A departmental tutorial must be approved by the instructor, the chair of the department in which the course is offered, the student's academic advisor, and the Registrar.

Neither the department nor the instructor is obligated to offer a course as a tutorial. A student may not take more than one such tutorial in any semester, (the two summer sessions equal one semester) nor more than three courses by tutorial in any degree program.

Withdrawal from the College

A student who finds it necessary for any reason to withdraw from the College should make an appointment to see the Dean of Students and complete an official withdrawal form. If this is not possible, the student should submit to the dean a letter stating the reason for withdrawal.

If a student withdraws from the college before the end of a term, but prior to the official course withdrawal deadline, a grade of "W" is assigned to all courses. If the withdrawal from the college occurs after the official course withdrawal deadline, a "W" is assigned to each course in which the student has earned a passing grade at the time of withdrawal and "WF" to each course in which the student has earned a failing grade at the time of withdrawal. In the case of illness or other extenuating circumstances a dean may authorize a grade of "W".

If a student has no financial obligations to the College, the transcript may be transferred, with the student's written request, to another institution. The student's withdrawal is noted on the transcript.

A student who simply leaves the college without officially withdrawing receives the grade of "F" in every course and cannot receive a refund of any portion of tuition or fees. If there is no financial obligation to the College, the transcript may be transferred, with the student's written request, to another institution.

Transfer of Credit

Only credits earned at a regionally accredited college or university may be transferred to Morningside College. Only courses for which the student received the grade of "C-" (1.7) or better will be accepted as part of the general studies, major,

minor, or cluster requirements. (Some state and national accreditation agencies require some departments to have higher minimum standards, e.g., nursing). Courses which the student completed and received a grade of less than “C-” may be used as elective hours only. Failing grades will be calculated to determine financial aid status, but no failing grades will be transcribed.

Courses and corresponding grades which are eligible for transfer will be listed on the Morningside transcript, but will not be included in any grade point calculations.

Quarter hours do not transfer to exact semester hours. Equivalency in those cases will be determined by the Registrar with consultation, if necessary, with the Dean of the College and the relevant academic department chair.

Credits earned at unaccredited institutions may be considered for transfer on a case-by-case basis, and the student will be expected to provide all requested documentation (e.g., syllabus, texts, instructor qualifications). For the most part, credits earned at proprietary schools (e.g. business schools, technical/vocational and trade schools) will not transfer to Morningside.

A maximum of 94 semester hours in transfer will be accepted toward an undergraduate degree. A maximum of 62 semester hours will be accepted from an accredited two-year community or junior college. No more than 16 semester hours (24 quarter hours) of technical/vocational courses will be accepted toward a baccalaureate degree. Once a student reaches junior standing, only courses at 200 level or above from a four-year accredited college or university will be accepted for transfer credit.

Courses satisfying general studies requirements or major/minor requirements in each Morningside degree program must be equivalent in methodology, subject matter, level of instruction, and requirements to the same, or similar, courses at Morningside. The Registrar will determine equivalency in consultation with the Dean of the College and the chairs of academic departments within which the courses are offered for credit.

Transfer Credit for Courses in the Major, Minor, Clusters and Elective Courses

Courses submitted for transfer credit for major or minor programs or clusters must be equivalent in methods, subject matter, level of instruction, and requirements to the Morningside courses. The Registrar will determine equivalency in consultation with the Dean of the College and the chairs of the academic departments involved as necessary.

Courses submitted as transfer credit for open electives are not subject to the “equivalency test.” They are, however, subject to approval by the Dean of the College and the Registrar.

The transfer student must meet the minimum of 124 semester hours required for a baccalaureate degree from Morningside College.

Non-Traditional Credit

Morningside College recognizes that students can gain valuable knowledge through experiences outside of the regular classroom setting. For this reason Morningside will grant a maximum of 32 semester hours of credit toward a baccalaureate degree on the basis of performance in the following areas: Advanced Placement through the high school, College Level Examination Program (CLEP), International Baccalaureate (IB), Academic Credit for College Equivalent Learning (ACCEL), correspondence, electronic credit, and military credit.

Advanced Placement (AP): The college will award credit to those students who have participated in the Advanced Placement program in high school and who have earned a 3 or better on the final examination. Official test scores must be received by Morningside College from the College Entrance Examination Board. Currently all subject fields are acceptable for credit; acceptability of new subject fields will be determined when these subjects are introduced. The Registrar will determine the use of test scores to satisfy appropriate course requirements in the

general studies. The use of such credits in majors, minors, or clusters will be determined in consultation with the appropriate department chair. There will be a maximum of 12 semester hours that can be used for the general studies requirements.

2006-2007 ADVANCED PLACEMENT EQUIVALENCIES

EXAMINATION	REQUIRED SCORE	CREDIT GRANTED	DISTRIBUTION REQUIREMENT MET
Art History	3	4	Global Awareness
Art, Studio-Drawing	3	4	Creative Expression
Art, Studio-General	3	4	Creative Expression
Biology	3	4	Empirical Reasoning
Chemistry	3	4	Empirical Reasoning
Computer Science A	3	4	
Computer Science AB	3	4	
English, Language and Composition	3	4	
English, Literature and Composition	3	4	
Environmental Studies	3	4	
French, Language	3	4	Global Awareness
French, Literature	3	4	Global Awareness
German, Language	3	4	Global Awareness
Government & Politics, U.S.	3	4	American Experience
Government and Politics, Comparative	3	4	Global Awareness
History, European	3	4	Global Awareness
History, U.S.	3	4	American Experience
Human Geography	3	4	Global Awareness
Latin, Literature	3	4	
Latin, Vergil	3	4	
Macroeconomics	3	4	
Mathematics, Calculus AB	3	4	Quantitative Reasoning
Mathematics, Calculus BC	3	4	Quantitative Reasoning
Microeconomics	3	4	
Music Theory	3	4	
Physics B	3	4	Quantitative or Empirical Reasoning
Physics C, Electricity and Magnetism	3	4	Quantitative or Empirical Reasoning
Physics C, Mechanics	3	4	Quantitative or Empirical Reasoning
Psychology	3	4	
Spanish, Language	3	4	Global Awareness
Spanish, Literature	3	4	Global Awareness
Statistics	3	4	Quantitative Reasoning

College Level Examination Program (CLEP): Students whose training or experience would indicate proficiency in certain areas may demonstrate their knowledge by completing one or more of the CLEP examinations. To be awarded credit for a CLEP examination, a student must earn a minimum score of 50, which represents the performance of students who earn a grade of C in the corresponding college course. To receive credit for Level 2 of French, German or Spanish, a student must earn a minimum score of 62, 63, 66 respectively. The Registrar will determine the use of tests to satisfy appropriate course requirements in the general studies. The use of such credits in majors, minors, or clusters will be determined in

consultation with the appropriate department chair. There will be a maximum of 12 semester hours that can be used for the general studies requirements. **DEADLINE FOR TAKING CLEP EXAMINATION:** Students must complete all CLEP testing within one full year of their admission to Morningside OR by the time they have completed 30 semester hours of credit at Morningside, whichever comes first. **SCHEDULING A CLEP EXAMINATION:** CLEP examinations are administered only to admitted Morningside students. The entire testing process requires approximately two hours to complete. No more than two exams should be taken on one day. Testing will be computer-based so results will be immediate. Appointments for testing may be scheduled by calling the CLEP Administrator in the Registrar's Office (712-274-5110). **FEES:** There is a \$60 fee (subject to change) per examination. This may be paid by credit card or by check or money order made payable to CLEP. There is a \$15 administration fee that is payable to Morningside College per examination. For information regarding CLEP examinations contact the Registrar's Office.

2006-2007 CLEP SCORES AND EQUIVALENCIES

EXAMINATION	REQUIRED SCORE	CREDIT GRANTED	DISTRIBUTION REQUIREMENT MET
COMPOSITION AND LITERATURE			
American Literature	50	4	American Experience
Analyzing & Interpreting Literature	50	4	
Composition, Freshman	50	4	Composition and Communication
English Composition	50	4	
English Literature	50	4	
Humanities	50	4	
SCIENCE AND MATHEMATICS			
Algebra	50	4	Quantitative Reasoning
Biology	50	4	Empirical Reasoning
Chemistry	50	4	Empirical Reasoning
Calculus with Elementary Functions	50	4	Quantitative Reasoning
College Mathematics	50	4	Quantitative Reasoning
Natural Sciences	50	4	
Precalculus	50	4	Quantitative Reasoning
FOREIGN LANGUAGES			
French, Level 1	50	4	Global Awareness
French, Level 2	62	4	Global Awareness
German, Level 1	50	4	Global Awareness
German, Level 2	63	4	Global Awareness
Spanish, Level 1	50	4	Global Awareness
Spanish, Level 2	66	4	Global Awareness
BUSINESS			
Accounting, Principles of	50	4	Quantitative Reasoning
Business Law, Introductory	50	4	
Information Systems & Computer Applications	50	4	
Management, Principles of	50	4	
Marketing, Principles of	50	4	

EXAMINATION	REQUIRED SCORE	CREDIT GRANTED	DISTRIBUTION REQUIREMENT MET
HISTORY AND SOCIAL SCIENCES			
American Government	50	4	American Experience
Educational Psychology, Introduction to	50	4	
History of U.S. I: Early Colonizations to 1877	50	4	American Experience
History of U.S. II: 1865 to Present	50	4	American Experience
Human Growth and Development	50	4	
Macroeconomics, Principles of	50	4	
Microeconomics, Principles of	50	4	
Psychology, Introductory	50	4	
Social Sciences and History	50	4	
Sociology, Introductory	50	4	American Experience
Western Civilization I: Ancient Near East to 1648	50	4	Global Awareness
Western Civilization II: 1648 to the Present	50	4	Global Awareness

International Baccalaureate (IB): The International Baccalaureate Program is an internationally accepted program that is being used in over 104 countries. It is a two-year curriculum taken by high school students in their junior and senior years and is an academically rigorous college preparatory program designed for highly motivated students. It is a comprehensive program, encouraging critical thinking, research skills, and service to the community as a part of the learning process. To be awarded credit for IB, a student must have earned a 4 or higher on a higher level examination. Each examination will count as 8 hours. The Registrar will determine the use of the scores to satisfy appropriate course requirements in the general studies. The use of such credits in majors, minors, or clusters will be determined in consultation with the appropriate department chair.

Academic Credit for College Equivalent Learning (ACCEL): An individual with significant experience in the workplace or in other than college-sponsored training programs may be eligible to convert the knowledge obtained from that experience into academic college credit when it is equivalent to learning which takes place in the classroom.

Interested individuals should contact the Registrar for details in developing portfolio materials and the assignment of ACCEL advisors. Applicants for ACCEL credit must have completed the admissions process before registering for the one-hour portfolio assessment course; registration must fall within a regular term. No more than one credit for the assessment course may be earned. Credit earned for the portfolio assessment course will apply as general elective credit. ACCEL credits may be used as general elective credit, or for credits in the general studies, major, minor, or cluster with proper approval. As many as 32 semester hours of ACCEL credits may be accepted for the baccalaureate degree.

Tuition for the ACCEL assessment course will be at the assigned rate. There is also a \$30.00 per credit hour fee for each ACCEL credit assessed, whether or not academic credit is granted.

Correspondence and Electronic Credit: No more than 10 semester hours of correspondence, extension, on-line, or telecourse credits will be accepted toward a baccalaureate degree. The Registrar and appropriate department chair must approve all such credit.

Servicemember's Opportunity College: Morningside College has been identified by the American Association of State Colleges and Universities as a Serviceman's Opportunity College (SOC). As such it is dedicated to providing educational assistance to active and veteran military service members. Military service members may have their military experiences evaluated and academic credit awarded where applicable. Contact the Registrar's Office for further information.

Academic Honors

Dean's List

At the close of each regular semester, those students who have earned a 3.67 grade point average on at least 12 credit hours of completed and graded course work and no grade below a "C-" are named to the Dean's List. Courses taken on a pass/fail or audit option do not count toward the 12 hours of completed course work. Completed grades for courses where an Incomplete was initially recorded will be calculated in the grade point average for the semester in which the Incomplete was removed.

Dimmitt Scholars

A full-time student presently enrolled who has completed at least 45 semester hours of college work and who has a cumulative grade point average between 3.50 and 3.75 is deemed worthy of high academic distinction and is designated as a Dimmitt Scholar.

Roadman Scholars

A full-time student presently enrolled who has completed at least 45 semester hours of college work and who has a cumulative grade point average of 3.76 or above is deemed worthy of very high academic distinction and is designated as a Roadman Scholar.

Honors at Graduation

Morningside College grants two honors citations at graduation:

Interdepartmental Honors Seminar. A student is cited for the number of semesters successfully completed in the Interdepartmental Honors Program. All but the semester in which the student graduates will be listed in the commencement program.

Honors at Commencement: Honors will be awarded to students graduating with academic distinction as follows: Cum Laude, Magna Cum Laude, and Summa Cum Laude. Grade point averages required for honors are set by the faculty. Honors for the commencement program will be calculated on the gpa earned by the end of the previous semester of the graduating year. Grade point average currently required: Summa Cum Laude 3.81; Magna Cum Laude 3.66-3.80; Cum Laude 3.50-3.65. The official transcript will reflect the honors earned at the end of the final semester. Adjustments are made after final grades have been received by the Registrar.

Pre-Professional Programs

Engineering

Engineering schools have generally encouraged students to pursue the first two or three years of their engineering program at a liberal arts college where the student can receive the direct faculty attention that is often critical in the intense, beginning engineering courses. A dual degree program is available with the Institute of Technology, University of Minnesota. For details contact Gary Turner.

Law

Students interested in the practice of law generally pursue majors and minors in the traditional fields of the liberal arts. The admissions departments of law schools emphasize courses of study that include attention to skills in logical analysis, problem solving, text-based research, independent judgment, and argument. Successful preparation for law school includes majors as diverse as political science, English, philosophy, history, business administration, and economics. Students who prefer to do so may personally design an interdisciplinary major in pre-law studies, follow a standard model based upon law school recommendations or complete a minor in Legal Studies. Morningside College has a mock trial program. Lillian Lopez is the pre-law advisor.

Health Sciences

Medicine: The goal of the pre-medical program at Morningside College is to provide appropriate course work in biology, chemistry, and physics and to develop good critical thinking and writing skills. Applicants to medical school (MD or DO) are required to take the MCAT prior to completing their application. Admission to chiropractic medical school does not require the MCAT. Recommended majors for pre-medical study include biology, chemistry or physics. Careful advising and scheduling of additional science courses and internships beyond the minimum requirements of medical schools contribute to a high acceptance rate and excellent performance of Morningside graduates who pursue a medical degree.

Physical Therapy: Study in physical therapy begins with a bachelor's degree and is completed with a doctoral degree and certification as a physical therapist. Admission to highly competitive graduate programs requires volunteer time or an internship with a professional therapist as well as Graduate Record Exam testing. A biology major with supporting courses in chemistry, physics, and psychology is recommended for students pursuing this career. The faculty advisor will assist the student in developing a plan of courses to prepare for application to the graduate program.

Physician Assistant: Professional programs leading to certification as a physician's assistant require specific courses in biology, chemistry, and psychology. Additional courses and requirements vary among the post-graduate programs. An internship or health care experience is strongly recommended.

Medical Technology: Students desiring a career in medical technology can complete approximately 90 credit hours at Morningside College which serves as a foundation for a clinical year of courses (40 credits) and practical lab experience. A bachelor's of science degree is awarded when the student satisfies all Morningside requirements and passes the clinical year. Morningside College maintains affiliations with St. Luke's Regional Hospital and Mercy Medical Center, both accredited by the National Accrediting Agency for Clinical Laboratory Sciences. Admission to one of these programs is competitive.

Pharmacy: Students interested in pharmacy take courses to prepare them for a professional program at a college of pharmacy. Depending on the professional program that is selected, a student may spend between one and four years at Morningside before transferring for professional training. Coursework in sciences, mathematics, and completion of the PCAT Test are required by most pharmacy programs.

Veterinary Medicine: A student at Morningside College who aspires to a career as a veterinarian has access here to the courses required to enter a graduate program in veterinary medicine. A biology or chemistry major is desirable, with specific course selection tailored for the particular demands of this career. Recommended hands-on experience can be gained through an internship with a veterinary practice. Most schools require GRE test scores as part of the veterinary medicine school application process.

Dentistry: The pre-dental program at Morningside prepares students for entry into and success in graduate dental programs leading to the DDS degree. Courses in chemistry, biology, and physics as well as the DAT test are required for admission to dental school.

Optometry: Admission to optometry school may occur following completion of a baccalaureate degree. Admission requires completion of pre-professional level laboratory courses designed for science majors in biology, chemistry, and physics. In addition, applicants are required to take courses in mathematics, English and the humanities, as well as the optometry admission test (OAT).

Dual Degree Option: Exceptional students who enter health professional programs early (before completing a baccalaureate degree) may transfer up to 30 hours of graduate work back to Morningside College to earn a B.A. or B.S. degree here. They must have previously satisfied all graduation requirements, and they must have completed at least 30 hours of course work in residence at Morningside. Graduate course work can usually be counted toward a biology (or chemistry) major or minor. Students who pursue careers in chiropractic, dentistry, medicine, medical technology, optometry, physician's assistant, podiatry, or veterinary medicine are eligible for this option.

Ministry

Morningside College has a special concern for the development of religious vocations. Opportunities for careers include ordained ministry, youth work, college or university teaching, counseling, and various forms of mission service. Morningside graduates are sought by graduate schools of religion and seminaries of many denominations.

Community College Transfer Programs

Western Iowa Tech Community College

Morningside College will accept a maximum of 62 credit hours towards a bachelor's degree at Morningside College. Students benefit from advising/counseling services provided by Morningside College's Counselor for Special Programs. A special WITCC/Morningside Bound Scholarship will be offered to qualifying students (see Scholarships and Awards p. 12) You may view current transfer or credit guidelines by visiting Morningside College's website, www.morningside.edu.

Area Community College Transfer Guideline Policy

Students transferring into Morningside College will have their transcripts reviewed on an individual basis. Morningside College will accept a maximum of 62 credit hours towards a bachelor's degree. Current transfer of credit guidelines for the following

community colleges can be viewed at Morningside College's website, www.morningside.edu.

Des Moines Area Community College
Northwest Iowa Community College
Iowa Central Community College
Iowa Lakes Community College
Iowa Western Community College

Special Programs

Morningside College offers special academic programs to augment students' major and minor programs in the academic departments. These programs offer enrichment or respond to student desires for depth of study in special areas. Academic honors programs typically include enhanced opportunities to interact with faculty, special off-campus events, and participation in a community of students seeking intellectual and personal challenges.

Information on all special programs may be obtained from the Office of Academic Affairs.

Interdepartmental Honors

The purpose of the Morningside College Honors program is to build camaraderie and community among the college's best students, provide opportunities for them to exercise ethical leadership, and to enrich their educational experience. The Morningside College honors program crosses disciplinary boundaries to bring exceptional students from all disciplines together. Academically qualified students are invited to become involved in the program.

Honors seminars form the backbone of the honors programs. They consist primarily of weekly reading (including a page or two of writing about the reading) and discussion focused on significant ideas and issues.

Additional experiences include two trips a semester (a day trip and an extended trip) open only to honors students. Experienced honors students may apply for the privilege of serving as an honors mentor. All honors students have the option of doing an honors thesis. Honors students also are allowed to register for classes before other students.

Students who qualify (as a result of involvement in honors during their time at Morningside) will graduate with Morningside Honors. Those who qualify for Morningside Honors, and successfully complete an honors thesis, will graduate with Distinguished Morningside Honors.

Honors seminars, an honors mentorship, and honors thesis, and the receipt of either Morningside Honors or Distinguished Morningside Honors are all recorded on an honors student's transcript. Students graduating with either Morningside Honors or Distinguished Morningside Honors will receive an honors cord to wear at commencement and will have their honors recognized in the graduation program and announced as they walk across the platform at commencement.

Requirements for Graduating with Morningside Honors

- Successful completion of an honors seminar (HONR 100 or HONR 400) or honors mentorship (HONR 450) for at least one half of the student's semesters at Morningside College;
- Successful completion of at least two semesters of HONR 400 and/or HONR 450 during the student's last four semesters at Morningside College;

- Successful completion of at least one semester of HONR 400 and/or HONR 450 during the student's last two semesters at Morningside College.

Requirements for Graduating with Distinguished Morningside Honors

- Successful completion of the requirements for graduating with Morningside Honors;
- Successful completion of an honors thesis (HONR 490)

Honors Courses (HONR)

100 First-Year Honors Seminar (First-year traditional student with a 3.50 or better cumulative high school gpa)

Students engage in weekly discussion based upon a reading for the week. They also prepare a 1-2 page write-up for each reading in order to further prepare for the discussion. Readings are drawn from a wide variety of disciplines and may include both fiction and non-fiction. Some sessions may involve activities that go beyond the traditional seminar discussion.

400 Upper-Division Honors Seminar (3.50 cumulative gpa)

Students engage in weekly discussion based upon a reading for the week. They also prepare a 1-2 page write-up for each reading in order to further prepare for the discussion. Readings are drawn from a wide variety of disciplines and may include both fiction and non-fiction. Some sessions may involve activities that go beyond the traditional seminar discussion. In order to successfully complete a semester, juniors and seniors are expected to take a leadership role in planning activities and/or leading a session.

450 Honors Mentorship (Permission of an honors director overseeing a section of HONR 100)

The honors mentorship allows upper division students to help organize and conduct parts of the first-year honors program. At most two mentors will be selected per semester per section of HONR 100. Enrollment in HONR 450 requires permission of one of the honors directors with primary responsibility for first-year honors. A mentor's duties will include the following: (1) attend the assigned HONR 100 section; (2) work with the director in scheduling session leaders for the assigned first-year section; (3) participate in leading a session in the assigned HONR 100 section; (4) assist in the mechanics of managing the assigned HONR 100 section; (5) assist in facilitating sessions of the assigned HONR 100 section.

490 Honors Thesis (Jr. or Sr. standing; permission of an honors director)

A student may do an honors thesis on a topic related or unrelated to his/her major. A thesis or capstone project in the major may be used as the honors thesis (or as the foundation of the honors thesis) if it meets the requirements and the chair of the department in which the thesis or project was done grants permission. A paper or project in a course may be used as the foundation of the honors thesis with the permission of the instructor of the class. However, the honors thesis is intended to be a major work that goes beyond the scope of a term paper or course project. The honors directors provide guidance and final determination as to whether or not a paper or project meets the guidelines, and thus qualifies as an honor thesis.

Academic and Cultural Arts Series (ACAS)

The Academic and Cultural Arts Series (ACAS) is a non-credit requirement for graduation. This is an all-campus series that offers a wide variety of programs, including speakers, fine arts presentations, discussions of current issues, and worship services. ACAS events link to the college's mission statement and enrich the classroom experience. Students must attend twenty (20) events during their tenure at Morningside.

Study Abroad

Morningside students participate in various foreign study programs. Most programs provide opportunities for extensive travel in addition to regular classroom studies. Although these programs usually provide excellent experience for language students, work is available in English-speaking countries as well.

Student applicants must have at least a total grade point average of 2.5 (see specific program for additional gpa requirements) to apply and should be of sophomore standing. Students applying during the current academic year will be considered for study abroad during the next academic year. Students whom are selected to study abroad will be limited to one term unless the student is selected to study at Kansai Gaidai University, Queen's University, University of Ulster or Belfast Institute for Further and Higher Education (BIFHE) in which the student would be allowed to study for two terms. Students must make application before October 31st to make the "Early Bird" deadline. If programs are not filled by the "Early Bird" deadline, applications received before the November 30th "Final" deadline will be accepted. Students who make application will be invited to meet with members of the Curriculum Policies Committee to discuss their application and plans for study abroad. The Committee will submit a list of candidates to the Academic Dean who will make the final selection for study abroad. The Academic Dean will notify students in writing regarding selection standings. For question or application materials, contact the Academic Affairs Coordinator or phone 712-274-5103.

Kansai Gaidai Student Exchange Program - (Hirakata, Japan):

The purpose of the exchange program is to promote international friendship and world peace by stimulating and supporting intercultural activities and projects among students from the United States and Japan. Academic work is in English. All course credits transfer from Kansai Gaidai University to Morningside College toward the hours needed for graduation. For additional information about Kansai Gaidai University, visit their website: <http://www.kansaiгаidai.ac.jp>

Irish-American Scholars Exchange Program - (Northern Ireland):

Through a partnership with United Methodist-related colleges (Presbyterian and Catholic as well), the government of Northern Ireland, and its three major universities, students can study for up to a year in Northern Ireland. The three major universities are: Queen's University, University of Ulster and Belfast Institute for Further and Higher Education (BIFHE). BIFHE specializes in educating students who have strong career goals in vocational areas: business, marketing computing, performing arts, design communication, leisure studies and other professional or vocational programs, as well as Irish studies. Students must have 3.2 grade point average. For additional information about these universities, visit their websites: <http://www.qub.ac.uk> or <http://www.ulst.ac.uk> or <http://www.belfastinstitute.ac.uk>

Edge Hill College - (Lancashire, England):

Edge Hill College offers a variety of courses in Management and Social Sciences, Humanities and Arts, Sport, Sciences and Technology, Teacher

Education and Health Studies. The college has over 12,000 students and is located northwest of London, a short distance from Liverpool and Manchester. For additional information about Edge Hill College, visit their website: <http://www.edgehill.ac.uk>

The Centre for Medieval and Renaissance Studies - (Oxford, England):

The Centre for Medieval and Renaissance Studies at St. Michael's Hall offers an exciting opportunity to explore classical studies amidst the academic, cultural and social life of Oxford. The aim of The Centre for Medieval and Renaissance Studies is to provide each student with a rigorous training in particular disciplines. Students must have a grade point average of around 3.5. For additional information about The Centre for Medieval and Renaissance Studies, visit their website: <http://www.cmrs.org.uk>

Reserve Officers' Training Corps (ROTC)

The following courses are available to Morningside College students under a special agreement with the University of South Dakota Department of Military Science, Army Reserve Officers' Training Corps (ROTC). Currently classes are held in the late afternoon at the USD Vermillion, SD, campus. Enrollment must be approved, in advance, by the USD ROTC Professor of Military Science who can be contacted at (605) 677-5284 or slarsen@usd.edu or www.usd.edu/msc. The first two years of Military Science courses (MSL 101, 102, 201, 202), called the Basic courses, are open to all students and no military service obligation is incurred. The junior and senior years of Military Science courses (MSL 301, 302, 401, 402), called the Advanced courses, have as a prerequisite to enrollment one of the following: 1) completion of all Basic courses; 2) attendance at a four week Leader's Training Course at Fort Knox, KY, (for which pay is received as well as four credit hours); 3) if currently in the Army National Guard or Army Reserve and have completed both Basic Training and Advanced Individual Training; 4) prior active duty military service with completion of Basic Training and Advanced Individual Training.

Advanced course participants may incur an active, Reserve or National Guard service obligation. There are many options. Interested students should discuss obligations and career plans thoroughly with the Professor of Military Science prior to enrollment. There are also many financial aid options available with ROTC for all students. All courses are tuition free. Following are the available courses.

MSL 101	Foundations of Officership
MSL 102	Basic Leadership
MSL 201	Individual Leadership Skills
MSL 202	Leadership and Teamwork
MSL 294	Leader's Training Course, Fort Knox, Kentucky
MSL 301	Leadership and Problem Solving
MSL 302	Leadership and Ethics
MSL 401	Leadership and Management
MSL 402	Ethical Decision-Making for Leadership/Officership
MSL 494	National Advanced Leadership Camp, Fort Lewis, Washington

Washington Semester

Qualified students can be nominated for the fall or spring semester at the American University. The period is spent studying American government in action in Washington, D.C., by means of seminars, an internship, interviews, and a major research paper. The semester is an integral part of the student's Morningside work.

United Nations Semester

Students can be nominated for work at Drew University in New Jersey. Part of each week is spent at the United Nations in New York City with the other days in coursework at the Drew campus.

Continuing Education

Morningside College embraces the concept of lifelong learning as an important part of its mission and therefore makes available a variety of continuing education opportunities for adult learners.

Prospective non-traditional students may contact the Office of Admissions or the Office of Academic Affairs for further information.

Evening School

Late afternoon and evening classes are designed for those persons who, for various reasons, cannot attend regular classes yet desire a college education or wish to continue the study of a special interest. These credits earned during the evening can be applied toward the baccalaureate or master's degrees offered by the college.

Summer School

Courses are offered in a variety of areas for students desiring to accelerate their degree programs, renew teaching certification, or for high school students wanting to get a head start on their college degree. International and domestic study trips are also available during the summer. Summer school consists of one six-weeks term.

Financial Aid

Students enrolled for a minimum of three credit hours per semester may be eligible for federal and state financial aid programs. Eligibility varies and students are advised to contact the Office of Student Financial Planning.

Second Baccalaureate Degree

Students who wish to earn a second baccalaureate degree at Morningside College must complete a minimum of 30 additional semester hours in residence, at least 15 of which must be in the new major. The second degree must be in a field or major different from the one first earned, and the first degree must have been awarded by a regionally accredited institution.

Second-degree students must complete all Morningside degree requirements including those of the new major and must maintain good academic standing and the grade point average standards required of all undergraduate students.

Graduate Work in Education

Morningside College offers a program of graduate study leading to the degree Master of Arts in Teaching. Majors fields of study include Special Education: Instructional Strategist I; Special Education: Instructional Strategist II - LD/BD; Special Education: Instructional Strategist II - MD; and Professional Educator. Morningside College also offers graduate programs leading to endorsements in middle school, TAG, reading, and special education.

The primary goal of graduate work at Morningside College is the continued development of the Effective Educator. A complete description of graduate work at Morningside College is included in the **Graduate Bulletin**.

Special Courses

Independent Study

491, Independent Study.

No more than 4 credit hours

492 Students capable of doing significant independent work may choose to pursue independent study to supplement regular course offerings. Independent study is open only to students who have attained junior or senior standing, and can be undertaken only in the student's major or minor field of study.

(See regulations on Independent Study on page 42.)

Internships

Many departments offer internships for credit as listed in the following departmental offerings. The department chair in a student's major or minor can provide further information. In contrast to an independent study, an internship centers on practical experiences in the world of professional work. These courses provide students the opportunity to apply previous classroom theory to professional situations; an internship must, however, also include an opportunity to reflect on experience through discussion and writing. Since internships are designed to meet genuine needs in public or private sectors of society, the project must first earn the support of the sponsoring agency or individual before the registration process may be completed. An intern must normally have an on-site supervisor in addition to a faculty supervisor.

Students entering an internship will file with the Registrar a **Proposal for Internship Study** (available at the Office of the Registrar) within the first two weeks of each full semester, and before the last day to add for the Summer Sessions.

Internship guidelines:

Internships are assigned from 1 to 6 credit hours. A student may take more than one internship, but no more than 6 credits of internship may apply toward the 124 credit hours required for graduation.

To register for an internship, a student must have junior or senior standing (completed 58 or more hours).

An internship may be undertaken only in the student's major or minor field of study.

Students must minimally be in good academic standing (not on academic probation) to register for an internship. Departments may require higher academic standards.

Students are expected to complete a minimum of 40 hours of field experience for each credit hour earned.

The student and faculty supervisor are responsible for the academic soundness of the proposal.

Internships will be graded in accordance with standard letter grade policy.

Internships may begin and end at any time during the academic year or summer. The student should register for the term during which the majority of the work will be completed.

Internship proposals will have an established amount of credit, a description of the experience, a statement of the educational objectives, and a means of evaluation.

Departmental Offerings

Accounting — see page 79

Advertising — see page 221

Art (ART)

(Bowitz, ch., Kolbo, McGaffin, Thompson)

The Department of Art provides students with a variety of strong programs utilizing both new technologies and traditional methods. Students develop their talents through relating liberal arts studies to their exploration of visual creativity. Faculty members and guest lecturers provide professional examples by being active in their respective disciplines. The Helen Levitt Art Gallery and the Morningside collection of fine art also provide professional examples of artwork. Classes are kept small allowing students access to all equipment and technology in the studios, darkrooms, workshops, and computer lab. Faculty provide individualized support, guidance, and criticism for students in the department. Students gain knowledge and skills for careers in the fields of fine art, graphic design, art education, and photography.

A Studio Art Major focuses on creating art. Art, including its theory and history, is related to the liberal arts and to the importance of art and culture in our society. Graduates may use their skills and ideas to become active artists, to attend graduate school, to work in museums, or pursue other professional art careers.

A Graphic Design Major studies the world of graphic communication through the design and production of many types of print images, typography, digital images, web design and computer graphics. Skills are developed with computers, cameras, and traditional studio work. Graduates may use their skills to find careers in commercial art, advertising, printing, and general industries or to attend graduate school.

A Photography Major develops creative concepts and abilities within the broad field of photography. Students learn problem solving, technical skills, design, and electronic imaging. Students use fully equipped darkrooms, studios, and automatic processing equipment to complete work in both black and white and color photography. Graduates are prepared for graduate school or they may be employed as commercial, industrial, portrait, photojournalists, or fine art photographers. Students gain skills needed for employment in advertising firms, as corporate staff photographers, as commercial photographers, or in operating an independent studio.

A Teaching Art Major prepares students to teach at the elementary and secondary level. Students complete this major and education courses for required certification allowing them to teach art in kindergarten through twelfth grade.

Majors: Studio Art (B.A.), Graphic Design (B.A.), Photography (B.A.), Art Teaching (B.A.)

Minors: Studio Art, Graphic Design, Photography, Elementary Art Teaching, Secondary Art Teaching

Requirements for a major in Studio Art:

This major will lead to a BA degree.

A. Completion of the following required art courses:		
ART 103	Design	4
ART 201	Ancient to Gothic Art History	4
ART 202	Renaissance to Modern Art History	4
ART 205	Drawing	4
ART 206	Figure Drawing	4
ART 325	Painting	4
ART 345	Relief and Intaglio Printmaking	
or		
ART 346	Serigraphy and Lithography Printmaking	4
ART 355	Sculpture	4
ART 490*	Senior Art Seminar	2
	Art Electives	4
*Senior Capstone Experience		
Total Required Art Courses		38
TOTAL HOURS REQUIRED FOR THE MAJOR		38

- B. Writing Endorsement
- The Art Department recognizes the importance of developing strong communication skills. Art History (201, 202, 304, 305) and Senior Art Seminar (490) require specific writing assignments, which will be graded as an important part of the course requirements. Student writing should be clear, concise, accurate, well-organized, properly documented, and display evidence of creativity and critical thinking. Satisfactory completion of writing assignments in these courses, according to these criteria, will constitute departmental writing endorsement.

Requirements for a minor in Studio Art:

A. Completion of the following required art courses:		
ART 103	Design	4
ART 201	Ancient to Gothic Art History	4
ART 202	Renaissance to Modern Art History	4
ART 205	Drawing	4
	Studio Art Electives (300 level)	8
Total Required Art Courses		24
TOTAL HOURS REQUIRED FOR THE MINOR		24

Requirements for a major in Graphic Design:

This major will lead to a BA degree.

A. Completion of the following required art courses:		
ART 103	Design	4
ART 201	Ancient to Gothic Art History	
or		
ART 202	Renaissance to Modern Art History	
or		
ART 305	Modern Art History	4
ART 205	Drawing	
or		
ART 206	Figure Drawing	4

ART 210	Graphic Design I	4
ART 265	Photography	4
or		
ART 330	Illustration	
ART 275	Web Design/Interactive Media	4
ART 310	Typography	4
ART 320	Graphic Design II	4
ART 321	Graphic Design Studio	4
ART 470	Graphic Design Internship	2
ART 490*	Senior Art Seminar	2
*Senior Capstone Experience		
Total Required Art Courses		40
TOTAL HOURS REQUIRED FOR THE MAJOR		40

B. Writing Endorsement

The Art Department recognizes the importance of developing strong communication skills. Art History (201, 202, 304, 305) and Senior Art Seminar (490) require specific writing assignments, which will be graded as an important part of the course requirements. Student writing should be clear, concise, accurate, well-organized, properly documented, and display evidence of creativity and critical thinking. Satisfactory completion of writing assignments in these courses, according to these criteria, will constitute departmental writing endorsement.

Requirements for a minor in Graphic Design:

A.	Completion of the following required art courses:	
	ART 103 Design	4
	ART 205 Drawing	4
	ART 210 Graphic Design I	4
	ART 310 Typography	4
	ART 320 Graphic Design II	4
	Total Required Art Courses	20
B.	Complete 4 hours from the following:	4
	ART 201 Ancient to Gothic Art History	4
	ART 202 Renaissance to Modern Art History	4
	ART 305 Modern Art History	4
	Total Required Support Courses	4
TOTAL HOURS REQUIRED FOR THE MINOR		24

Requirements for a major in Photography:

This major will lead to a BA degree.

A.	Completion of the following required art courses:	
	ART 103 Design	4
	ART 210 Graphic Design I	4
	ART 265 Photography	4
	ART 304 History of Photography	4
	ART 305 Modern Art History	4
	ART 366 Intermediate Photography	4
	ART 367 Creative Photography	4
	ART 368 Contemporary Photography	4
	ART 490* Senior Art Seminar	2

ART 205	Drawing	
or		
300-level studio course		4
*Senior Capstone Experience		
Total Required Art Courses		38

TOTAL HOURS REQUIRED FOR THE MAJOR 38

B. Writing Endorsement

The Art Department recognizes the importance of developing strong communication skills. Art History (201, 202, 304, 305) and Senior Art Seminar (490) require specific writing assignments, which will be graded as an important part of the course requirements. Student writing should be clear, concise, accurate, well-organized, properly documented, and display evidence of creativity and critical thinking. Satisfactory completion of writing assignments in these courses, according to these criteria, will constitute departmental writing endorsement.

Requirements for a minor in Photography:

A.	Completion of the following required art courses:	
ART 103	Design	4
ART 202	Renaissance to Modern Art History	
or		
ART 305	Modern Art History	4
ART 265	Photography	4
ART 304	History of Photography	4
Total Required Art Courses		16

B.	Complete 8 hours from the following:	8
ART 366	Intermediate Photography	4
ART 367	Creative Photography	4
ART 368	Contemporary Photography	4
Total Required Support Courses		8

TOTAL HOURS REQUIRED FOR THE MINOR 24

Requirements for a major in Art Teaching (K-12):

This major will lead to a BA degree.

A.	Completion of the following required art courses:	
ART 103	Design	4
ART 201	Ancient to Gothic Art History	4
ART 202	Renaissance to Modern Art History	4
ART 205	Drawing	4
ART 206	Figure Drawing	4
ART 325	Painting	4
ART 335	Ceramics	4
ART 345	Relief and Intaglio Printmaking	
or		
ART 346	Serigraphy and Lithography Printmaking	4
ART 355	Sculpture	4
ART 381	Elementary Art Methods & Practicum	4
ART 383	Secondary Art Methods & Practicum	4
ART 490*	Senior Art Seminar	2
*Senior Capstone Experience		
Total Required Art Courses		46

- B. Completion of the following required education courses:
- | | | |
|---|--|-----------|
| EDUC 101 | Foundations of Education | 2 |
| EDUC 102 | Classroom Management | 2 |
| EDUC 290 | Human Relations for Educators | 4 |
| EDUC 300 | Instructional Design and Assessment & Practicum | 4 |
| EDUC 321 | Methods of Teaching in Secondary Schools & Practicum | 4 |
| EDUC 477 | Elementary Art Student Teaching | 6 |
| EDUC 478 | Secondary Art Student Teaching | 6 |
| EDUC 490 | Effective Educator Seminar | 2 |
| SPED 208 | Survey of Exceptionalities & Practicum | 4 |
| Total Required Education Courses | | 34 |
- C. Completion of the following required education support courses:
- | | | |
|--|---------------------------------|------------|
| PSYC 101 | General Psychology | 4 |
| PSYC 260 | Developmental Psychology | |
| or | | |
| PSYC 303 | Child and Adolescent Psychology | 4 |
| A mathematics course(required even if ACT is 24 or higher) | | 4 |
| A biology course | | 4 |
| A humanities course (history, literature, modern language) | | 4 |
| Total Required Education Support Courses | | 20 |
| TOTAL HOURS REQUIRED FOR THE MAJOR | | 100 |
- D. Writing Endorsement
- The Art Department recognizes the importance of developing strong communication skills. Art History (201, 202, 304, 305) and Senior Art Seminar (490) require specific writing assignments, which will be graded as an important part of the course requirements. Student writing should be clear, concise, accurate, well-organized, properly documented, and display evidence of creativity and critical thinking. Satisfactory completion of writing assignments in these courses, according to these criteria, will constitute departmental writing endorsement.

Requirements for a minor in Elementary Art Education:

- A. Completion of the following required art courses:
- | | | |
|---|------------------------------------|-----------|
| ART 103 | Design | 4 |
| ART 201 | Ancient to Gothic Art History | 4 |
| ART 202 | Renaissance to Modern Art History | 4 |
| ART 205 | Drawing | 4 |
| ART 325 | Painting | 4 |
| ART 335 | Ceramics | 4 |
| ART 381 | Elementary Art Methods & Practicum | 4 |
| Total Required Art Courses | | 28 |
| TOTAL HOURS REQUIRED FOR THE MINOR | | 28 |

Requirements for a minor in Secondary Art Education:

- A. Completion of the following required art courses:
- | | | |
|---------|-----------------------------------|---|
| ART 103 | Design | 4 |
| ART 201 | Ancient to Gothic Art History | 4 |
| ART 202 | Renaissance to Modern Art History | 4 |

ART 205	Drawing	4
ART 325	Painting	4
ART 335	Ceramics	4
ART 383	Secondary Art Methods & Practicum	4
Total Required Art Courses		28

TOTAL HOURS REQUIRED FOR THE MINOR	28
---	-----------

Art Courses (ART)

103 Design 4 hours

Satisfies Creative Expression requirement

A studio course that introduces students to the elements and principles of 2-D and 3-D design, color theory, and sculptural form. Students complete projects in a variety of media.

200 Special Topics 1-4 hours

201 Ancient to Gothic Art History 4 hours

Satisfies Religious Traditions Flag

Students develop knowledge of art by studying its global development from the Paleolithic period through the Gothic period.

202 Renaissance to Modern Art History 4 hours

Satisfies Global Awareness requirement

Students develop knowledge of art by studying its global development from the Renaissance period through contemporary art movements.

205 Drawing 4 hours

Satisfies Creative Expression requirement

Students learn to use a wide variety of drawing tools, media, and techniques. Traditional and contemporary drawing styles are covered. Emphasis is placed on the development of drawing skills.

206 Figure Drawing 4 hours

Satisfies Creative Expression requirement

Students draw from the figure and live models. Students develop an understanding of the human figure and means of presenting the figure through drawing techniques.

210 Graphic Design I (103, 205 or 206 for majors; none for non-majors) 4 hours

Satisfies Creative Expression requirement

Students gain knowledge and skills in the creative and problem-solving aspects of graphic design. Students gain a critical perspective on the technical, historical, and aesthetic dimensions of graphic design.

265 Photography 4 hours

Satisfies Creative Expression requirement

Students study a broad survey of photography's history, method, materials and tools. Studio and darkroom work are integral parts of the course.

275 Web Design/Interactive Media (210)	4 hours
Students learn website construction and other interactive formats with emphasis on the need for planning and design strategies.	
304 History of Photography	4 hours
Students learn the development of photography from early ideas and images to contemporary creative and commercial uses of the photographic media.	
305 Modern Art History	4 hours
Students learn the directions, styles, media, reasons, and attitudes of modern artists. The period of study covers 1865-2000.	
310 Typography (210)	4 hours
Students learn the conceptual, organizational, and creative aspects intrinsic to the process of designing with type. The course includes a thorough survey of the history, principles, and terminology of typography.	
320 Graphic Design II (210)	4 hours
Students analyze and examine graphic design in more detail. Students acquire an understanding of its techniques and processes allowing them to explore the relationship between text and imagery.	
321 Graphic Design Studio (320)	4 hours
Students continue their investigation of graphic design focusing on achieving strong technical and conceptual skills through the development of integrated design problems. This course may be repeated for additional elective credit.	
325 Painting	4 hours
<i>Satisfies Creative Expression requirement</i>	
Students learn the basics in painting in oils and acrylics. Attention is given to understanding the theories of color and their application to painting.	
326 Painting II (325)	4 hours
Students learn to place emphasis on development of individual points of view and the use of a variety of media.	
330 Illustration (103, 205, either 210, 325, 345, 346, or 265, or instructor's permission)	4 hours
Students learn the concepts of communicating a message through illustration. Students focus on the creation of illustrations derived from photographic, hand-drawn, found, and computer generated imagery.	
335 Ceramics	4 hours
<i>Satisfies Creative Expression requirement</i>	
Students learn wheel-thrown pottery, hand-formed pottery, sculptural techniques, glazing, and firing procedures.	

336 Ceramics II (335)	4 hours
Students continue to develop their proficiency with clay and glazing with individual experiments defined by the students.	
345 Relief and Intaglio Printmaking	4 hours
<i>Satisfies Creative Expression requirement</i>	
Students learn the basics of relief and intaglio printing methods with an emphasis on the creative process in printing.	
346 Serigraphy and Lithography Printmaking	4 hours
Students learn the basics of serigraphy and lithography printing methods with an emphasis on the creative process in printing.	
355 Sculpture	4 hours
<i>Satisfies Creative Expression requirement</i>	
Students gain a foundation in modeling, carving, and casting giving them a basic understanding of sculptural technique.	
356 Sculpture II (355)	4 hours
Students develop their individual work defining personal style and direction.	
366 Intermediate Photography (265)	4 hours
Students learn to use medium and large format photographic processes using both black and white and color materials. Studio, field and darkroom work are emphasized. Students learn color through printing. A photography portfolio is completed.	
367 Creative Photography (265)	4 hours
This is an advanced course for students with a good understanding of black and white and color photography. Students learn creative use of special photographic processors and equipment. Individual approaches to problem solving will be stressed.	
368 Contemporary Photography (265)	4 hours
Students learn advanced photographic techniques, electronic imaging as an art form, and other new and innovative techniques in the field of photography. Students work on individual assignments creating a major creative work or portfolio.	
375 Jewelry	4 hours
Students are introduced to the jewelry making processes and learn fabrication in non-precious and precious metal. Students learn design principles as they are applied to jewelry.	
381 Elementary Art Methods & Practicum (EDUC 300, 2.50 cum gpa, 2.50 Education gpa, admitted to Teacher Preparation Program)	4 hours
Students learn the methods of teaching art in the elementary school with emphasis on disciplined-based art education which includes art production, art criticism, art history, and aesthetics. Philosophy of art education and a 10 hour practicum are part of the course.	

- 382 Elementary Education Art Methods (EDUC 300, 2.50 cum gpa, 2.50 Education gpa, admitted to Teacher Preparation Program)** **2 hours**
Students learn the methods of teaching art in the elementary school with emphasis on discipline-based art education which includes art production, art criticism, art history and aesthetics.
- 383 Secondary Art Methods & Practicum (EDUC 300, 2.50 cum gpa, 2.50 Education gpa, admitted to Teacher Preparation Program)** **4 hours**
Students learn art programs, materials, and methods suitable for the secondary level.
- 400 Special Topics** **1-4 hours**
- 401 Design: Advanced Studies (103, Jr. standing, instructor's permission)** **1-4 hours**
Students pursue advanced work in design. The course includes faculty support, supervision, and criticism.
- 402 Art History: Advanced Studies** **1-4 hours**
Students pursue advanced special studies in art history. The course includes faculty support, supervision, and criticism.
- 405 Graphic Design: Advanced Studies (321, instructor's permission)** **1-4 hours**
Students pursue advanced self-directed projects in graphic design with faculty support, supervision, and criticism.
- 406 Drawing: Advanced Studies (205, 206, instructor's permission)** **1-4 hours**
Students pursue advanced ideas, drawing techniques, and compositions. The course includes faculty support, supervision, and criticism.
- 426 Painting: Advanced Studies (325, 326, instructor's permission)** **1-4 hours**
Students pursue perfecting a personal style. The course includes faculty support, supervision, and criticism.
- 436 Ceramics: Advanced Studies (335, 336, instructor's permission)** **1-4 hours**
Students pursue perfecting a personal style. The course includes faculty support, supervision, and criticism.
- 446 Printmaking: Advanced Studies (345, 346, instructor's permission)** **1-4 hours**
Students pursue a specific area of printmaking. The course includes faculty support, supervision, and criticism.
- 456 Sculpture: Advanced Studies (355, 356, instructor's permission)** **1-4 hours**
Students pursue further development of a personal style. The course includes faculty support, supervision, and criticism.

- 466 Photography: Advanced Studies (366, 368, instructor's permission)** **1-4 hours**
 Students pursue photography as a medium of expression with personal style and gain a better understanding of technique. The course includes faculty support, supervision, and criticism.
- 470 Graphic Design Internship (Instructor's permission)** **2-4 hours**
 Students gain experience in print or digitally based graphic communication productions. Advertising agencies, design studios, or companies with in-house design facilities will provide students with "real world" experience in aspects such as: designing for clients, producing work suitable for production, and working creatively within constraints. Students have the opportunity to apply classroom theory to professional situations as well as analyze their experience through discussion and writing.
- 471 Arts Internship (Instructor's permission)** **1-4 hours**
 Students have the opportunity to apply classroom theory to professional situations as well as analyze their experience through discussion and writing.
- 490 Senior Art Seminar (Sr. standing)** **2 hours**
Senior Capstone Experience
 Students discuss the art world of which they are a part. Readings, discussion, writing, and a senior art exhibition will be part of the course.

Biology (BIOL) and Chemistry(CHEM)

(Hey, ch., Bruce, Elwood, Kultgen, Leida, Martin, Meyer, Stroh)

BIOLOGY

Biology includes the study of living organisms and their relationships to their environments. Through the biology major, students develop an understanding of scientific methods; practical application of concepts and development of field and lab skills are emphasized. All students have the opportunity to personalize their majors by choosing electives to complement required courses that lay a foundation in the most active areas of modern biology—ecology, genetics, and physiology. The capstone seminar stimulates students to integrate ideas from coursework and to practice professional science presentation skills.

Biology majors are encouraged to pursue their own individual goals and career interests through science electives, independent study, internships, research projects, summer research positions or field trips, work study opportunities, and participation in activities sponsored by the biology honorary society, Beta, Beta, Beta.

Many students who have graduated with biology majors have gone on to succeed in graduate and professional programs in the health sciences. (See Pre-Professional Programs elsewhere in this publication.) Other biology graduates have entered the workforce as conservation officers, naturalists, high school science teachers, laboratory technicians, sales representatives, and science writers. (Note: A shortage of qualified high school science teachers is anticipated in the next five years.)

Majors: Biology (B.A.), Biology (B.S.), Biology Teaching (B.A.), General Science Teaching (B.S.), Medical Technology (B.S.), Chemistry (B.A.), Chemistry (B.S.), Chemistry Teaching (B.A.)

Minors: Biology, Chemistry**Requirements for a major in Biology:**

This major will lead to a BA degree.

A. Completion of the following required biology courses:		
BIOL 121	Zoology	4
BIOL 122	Botany	4
BIOL 308	Ecology	4
BIOL 321	General Physiology	4
BIOL 351	Genetics	4
BIOL 460*	Capstone Seminar	2
	Biology Electives (any BIOL course except 208)	10
*Senior Capstone Experience		
Total Required Biology Courses		32
B. Completion of the following required support courses:		
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
Total Required Support Courses		8
TOTAL HOURS REQUIRED FOR THE MAJOR		40

- C. Writing Endorsement
 Biology students meet this requirement by submitting a portfolio of writing samples from courses required for the major for evaluation by the biology faculty.

Requirements for a major in Biology:

This major will lead to a BS degree.

A. Completion of the following required biology courses:		
BIOL 121	Zoology	4
BIOL 122	Botany	4
BIOL 308	Ecology	4
BIOL 321	General Physiology	4
BIOL 351	Genetics	4
BIOL 460*	Capstone Seminar	2
	Biology Electives (any BIOL course except 208)	14
*Senior Capstone Experience		
Total Required Biology Courses		36
B. Completion of the following required support courses:		
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
MATH 150	Elementary Probability and Statistics	
or		
MATH 205	Calculus and Analytic Geometry I	4
Total Required Support Courses		20
TOTAL HOURS REQUIRED FOR THE MAJOR		56
Two semesters of physics are strongly recommended.		

- C. Writing Endorsement
Biology students meet this requirement by submitting a portfolio of writing samples from courses required for the major for evaluation by the biology faculty.

Requirements for a minor in Biology:

A. Completion of the following required biology courses:		
BIOL 121	Zoology	4
BIOL 122	Botany	4
	Biology Electives (at least 6 hours must be at the 300 or 400 level)	12
	Total Required Biology Courses	20
*Some chemistry course work is recommended		
TOTAL HOURS REQUIRED FOR THE MINOR		20

Requirements for a major in Biology Teaching:

This major will lead to a BA degree.

A. Completion of the following required biology courses:		
BIOL 121	Zoology	4
BIOL 122	Botany	4
BIOL 308	Ecology	4
BIOL 321	General Physiology	4
BIOL 351	Genetics	4
BIOL 460*	Capstone Seminar	2
	Biology Electives (any BIOL course except 208)	8
*Senior Capstone Experience		
	Total Required Biology Courses	30
B. Completion of the following required support courses:		
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
NSCI 425	Methods of Teaching Secondary Science & Practicum	2
	Total Required Support Courses	10
C. Completion of the following required education courses:		
EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4
EDUC 427	Secondary Student Teaching	6 or 10
EDUC 490	Effective Educator Seminar	2
SPED 208	Survey of Exceptionalities & Practicum	4
	Total Required Education Courses	28 or 32
D. Completion of the following required education support courses:		
PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	
or		
PSYC 303	Child and Adolescent Psychology	4

A mathematics course (required even if ACT is 24 or higher)	4
A humanities course (history, literature, modern language)	4
Total Required Education Support Courses	16

TOTAL HOURS REQUIRED FOR THE MAJOR 84 or 88

- E. Writing Endorsement
Biology students meet this requirement by submitting a portfolio of writing samples from courses required for the major for evaluation by the biology faculty.

Requirements for a major in General Science Teaching:

This major will lead to a BS degree.

- A. Completion of the following science courses:

BIOL 121	Zoology	4
BIOL 122	Botany	4
	Biology Elective (300-400 level)	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
or		
CHEM 305	Analytical Chemistry	4
PHYS 111	Geology	2
PHYS 112	Meteorology	2
PHYS 113	Astronomy	2
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
Complete 4 hours from the following:		4
BIOL 204	Natural History of Plants and Animals	4
BIOL 207	Human Anatomy	4
BIOL 208	Human Physiology	4
Total Required Science Courses		46

- B. Completion of the following support courses:

MATH 150	Elementary Probability and Statistics	
or		
MATH 205	Calculus and Analytic Geometry I	4
NSCI 425	Methods of Teaching Secondary Science & Practicum	2
Complete 2 hours from the following:		2
BIOL 460*	Capstone Seminar	2
CHEM 460*	Chemistry Capstone	2
PHYS 434*	Advanced Physics Lab	2
*Senior Capstone Experience		
Total Required Support Courses		8

- C. Completion of the following required education courses:

EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4
EDUC 427	Secondary Student Teaching	6 or 10
EDUC 490	Effective Educator Seminar	2

SPED 208	Survey of Exceptionalities & Practicum	4	
Total Required Education Courses		28 or 32	
D.	Completion of the following required education support courses:		
PSYC 101	General Psychology	4	
PSYC 260	Developmental Psychology		
	or		
PSYC 303	Child and Adolescent Psychology	4	
A humanities course (history, literature, modern language)		4	
Total Required Education Support Courses			12
TOTAL HOURS REQUIRED FOR THE MAJOR			94 or 98
E.	Writing Endorsement		
	Each student will meet written proficiency in one of the majors: biology, chemistry, or physics.		

Requirements for a major in Medical Technology:

This major will lead to a BS degree.

A.	Completion of the following required biology/chemistry courses:		
BIOL 207	Human Anatomy	4	
BIOL 252	Microbiology	4	
BIOL 321	General Physiology	4	
BIOL 331	Immunology	4	
BIOL 351	Genetics	4	
BIOL 460*	Capstone Seminar	2	
CHEM 121	General Chemistry I	4	
CHEM 122	General Chemistry II	4	
CHEM 201	Organic Chemistry I	4	
CHEM 202	Organic Chemistry II	4	
	*Senior Capstone Experience		
Total Required Biology/Chemistry Courses			38
B.	Completion of the following required support courses:		
MATH 150	Elementary Probability and Statistics	4	
Total Required Support Courses			4
C.	Completion of the following required courses from an appropriate hospital program:		
	Hematology/coagulation	8	
	Microscopic Urinalysis	2	
	Clinical Chemistry	10	
	Immunohematology	6	
	Immunology/Serology	3	
	Clinical Microbiology	10	
	Educational Methodologies	1	
Total Required Hospital Courses			40
TOTAL HOURS REQUIRED FOR THE MAJOR			82
D.	Writing Endorsement:		
	Students meet this requirement by submitting a portfolio of writing samples from courses required for the major for review by biology and/or chemistry faculty.		

- E. Additional Requirements:
- Some immunizations (such as hepatitis B) may be required for the clinical year.

Biology Courses (BIOL)

121 Zoology	4 hours
<i>Satisfies Empirical Reasoning requirement</i>	
An introduction to the study of animal structure, function, and classification, with selected unity (cell, genetics and evolution concepts) and diversity topics.	
122 Botany	4 hours
<i>Satisfies Empirical Reasoning requirement</i>	
An introduction to the study of plant structure, function and classification, with an introduction to general ecology principles.	
204 Natural History of Plants and Animals	4 hours
<i>Satisfies Empirical Reasoning requirement</i>	
The observation and study of common animals and plants at the individual level in their native habitats. Collection, identification and preservation of specimens is emphasized.	
205 Health and Nutrition	2 hours
The focus is on principles, knowledge, and application of basic nutrition concepts.	
207 Human Anatomy	4 hours
<i>Satisfies Empirical Reasoning requirement</i>	
The study of the structures of the human body from the cellular level to organ systems, with primary emphasis on names and positions of body structures.	
208 Human Physiology (207)	4 hours
The study of the functions and homeostatic regulation of human organ systems.	
221 Medical Terminology (207)	2 hours
An introduction to root words, prefixes, and suffixes necessary to communication in medicine.	
252 Microbiology (CHEM 110 or CHEM 121)	4 hours
The study of bacteria and other microorganisms, with focus on their morphology, metabolism, genetics, growth and interactions with their hosts.	
260 Introduction to Geographic Information Systems (GIS)	2 hours
A study of fundamental concepts and operations of Geographic Information Systems with applications. Instruction is linked to computer-based projects. Data acquisition with Global Positioning Systems (GPS) will also be emphasized.	
303 Parasitology (121 or 252)	4 hours
A survey of the major animal parasite groups, focusing on taxonomy, morphology, life cycles and host-parasite relationships of selected species.	

- | | |
|--|------------------|
| 306 Histology (121 or 207) | 4 hours |
| A study of microscopic anatomy of mammalian cells, tissues, and organs, together with an introduction to some techniques of histologic preparation. | |
| 308 Ecology (121, 122) | 4 hours |
| A course dealing with the inter-relationships between organisms and their environment, functioning of ecosystems, and adaptations that enable organisms to survive in specific environments. | |
| 317 Environmental Issues (One biology course, Jr./Sr. standing) | 2 hours |
| This course investigates selected current issues in the environmental science arena. Topics include discussion of environmental problems created by humans and possible solutions to such problems. | |
| 321 General Physiology (121 or 252, CHEM 122; CHEM 202 recommended) | 4 hours |
| Advanced study of integrative biology—function and regulation from cells to organ systems. This course explores the physiology of vertebrates, with the main focus on humans. | |
| 331 Immunology (252 or 303, CHEM 110 or CHEM 121) | 4 hours |
| An introduction to the essential terminology and broad concepts of immunology. Antibody production, complement, cytokines and immune dysfunction are major topics of discussion. | |
| 335 Science and Religion (same as RELG 335) (One lab science course; Jr./Sr. standing) | 2 hours |
| <i>Satisfies Religious Traditions Flag</i>
This course explores the interactions between science and religion, including topics such as the creation-evolution debate and ethical issues surrounding genetic technologies. | |
| 351 Genetics (121 and 122, or 252, CHEM 121, CHEM 122; CHEM 202 recommended) | 4 hours |
| Broad coverage of molecular genetics with a brief review of principles of classical genetics. | |
| 360 Remote Sensing and Applied Geographic Information Systems (GIS) (260) | 2 hours |
| This course examines theoretical considerations and practical applications in the use of Remote Sensing and Image Processing as they relate to creating data layers for a GIS. Students will work on projects and examine case studies in which GIS and remote sensing are used in real-world circumstances. | |
| 450 Internship in Biology (Biology major or minor; Jr./Sr. standing) | 1-4 hours |
| Direct observation and/or work experience that allows the student to apply biological knowledge under the supervision of an approved community sponsor. | |

- 460 Capstone Seminar (same as CHEM 460) (5 biology and/or chemistry courses; biology or chemistry major; Jr./Sr. standing)** **2 hours**
Senior Capstone Experience
 A seminar discussion of current topics in biology and chemistry with emphasis on student oral and written presentations of library research projects. Students will utilize knowledge gained in science courses to inform opinions and apply ethical principles.

Natural Science Courses (NSCI)

- 425 Methods of Teaching Secondary Science & Practicum (EDUC 321, 2.50 cum gpa, 2.50 Education gpa, admitted to Teacher Preparation Program, Jr. standing)** **2 hours**
 The methods and materials of science teaching at the secondary level. A practicum experience of 20 clock hours is included.

CHEMISTRY

The goals of the chemistry curriculum at Morningside College are to prepare students for careers related to chemistry by providing a solid foundation in chemical theory; developing both the understanding and skills of sound laboratory technique; encouraging creative scientific thinking; and exposing them to the practical expectations of the chemical and health science industries. The chemistry program equips students to be life-long learners that can adapt to changes in the scientific discipline, by familiarizing them with the scientific literature and by giving them the communication skills to communicate with each other and across the boundaries among sciences.

A major in chemistry provides career opportunities in chemical industries working with anything from paper to plastics, pharmaceuticals to fertilizers, or from paints to fabrics. Chemists are also found in a wide variety of less obvious careers ranging from food science to patent law, from forensic science to art restoration, from health science to research laboratories, from education to product testing. Morningside students earning a chemistry degree have found jobs in teaching, health sciences, and the agricultural, food, and chemical industries or have gone on for advanced training in graduate or professional schools.

Biochemistry: Students interested in chemistry and the molecular phases of biology may consider a double major in chemistry and biology with courses selected in consultation with members of the chemistry and biology faculty. Such a background is particularly suitable for those who plan careers in biochemistry, pharmacology, bacteriology, physiology, and the medical professions.

Chemistry and Business: Students who are considering non-laboratory chemical careers in areas such as marketing, sales, or management may select courses in chemistry and business in consultation with members of the chemistry and business faculty.

Requirements for a major in Chemistry:

This major will lead to a BA degree.

- | | | |
|----|---|---|
| A. | Completion of the following required chemistry courses: | |
| | CHEM 121 General Chemistry I | 4 |
| | CHEM 122 General Chemistry II | 4 |

CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 460*	Chemistry Capstone	2
Complete 8 hours from the following:		8
CHEM 305	Analytical Chemistry	4
CHEM 314	Physical Chemistry I: Classical Thermodynamics	2
CHEM 315	Physical Chemistry II: Chemical Thermodynamics	2
CHEM 410	Biochemistry	4
*Senior Capstone Experience		
Total Required Chemistry Courses		26

B.	Completion of the following required support courses:	
MATH 205	Calculus and Analytic Geometry I	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
Total Required Support Courses		12

TOTAL HOURS REQUIRED FOR THE MAJOR **38**

- C. Writing Endorsement
Chemistry students satisfy this requirement via a portfolio of lab reports and papers from courses in the major.

Requirements for a major in Chemistry:

This major will lead to a BS degree.

A.	Completion of the following required chemistry courses:	
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 305	Analytical Chemistry	4
CHEM 314	Physical Chemistry I: Classical Thermodynamics	2
CHEM 315	Physical Chemistry II: Chemical Thermodynamics	2
CHEM 317	Physical Chemistry IV	2
CHEM 405	Instrumental Analysis	4
CHEM 410	Biochemistry	4
CHEM 460*	Chemistry Capstone	2
*Senior Capstone Experience		
Total Required Chemistry Courses		36

B.	Completion of the following required support courses:	
MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 316	Quantum Mechanics	2
Total Required Support Courses		18

TOTAL HOURS REQUIRED FOR THE MAJOR **54**

- C. Writing Endorsement
Chemistry students satisfy this requirement via a portfolio of lab reports and papers from courses in the major.

Requirements for a minor in Chemistry:

A. Completion of the following required chemistry courses:			
CHEM 121	General Chemistry I		4
CHEM 122	General Chemistry II		4
CHEM 201	Organic Chemistry I		4
CHEM 202	Organic Chemistry II		4
Total Required Chemistry Courses			16
B. Complete 4 hours from the following:			4
CHEM 305	Analytical Chemistry*	4	
CHEM 410	Biochemistry	4	
*Analytical Chemistry is the preferred course for preparation for a job in a laboratory.			
Total Required Support Courses			4
TOTAL HOURS REQUIRED FOR THE MINOR			20

Requirements for a major in Chemistry Teaching:

This major will lead to a BA degree.

A. Completion of the following required chemistry courses:			
CHEM 121	General Chemistry I		4
CHEM 122	General Chemistry II		4
CHEM 201	Organic Chemistry I		4
CHEM 202	Organic Chemistry II		4
CHEM 305	Analytical Chemistry		4
CHEM 314	Physical Chemistry I: Classical Thermodynamics		2
CHEM 315	Physical Chemistry II: Chemical Thermodynamics		2
CHEM 410	Biochemistry		4
Total Required Chemistry Courses			28
B. Completion of the following required support courses:			
MATH 205	Calculus and Analytic Geometry I		4
NSCI 425	Methods of Teaching Secondary Science & Practicum		2
PHYS 201	General Physics I		4
PHYS 202	General Physics II		4
Total Required Support Courses			14
C. Completion of the following required education courses:			
EDUC 101	Foundations of Education		2
EDUC 102	Classroom Management		2
EDUC 290	Human Relations for Educators		4
EDUC 300	Instructional Design and Assessment & Practicum		4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum		4
EDUC 427*	Secondary Student Teaching	6 or 10	
EDUC 490	Effective Educator Seminar		2
SPED 208	Survey of Exceptionalities & Practicum		4
*Senior Capstone Experience			
Total Required Education Courses			28 or 32

- D. Completion of the following required education support courses:
- | | | |
|--|---------------------------------|-----------|
| PSYC 101 | General Psychology | 4 |
| PSYC 260 | Developmental Psychology | |
| or | | |
| PSYC 303 | Child and Adolescent Psychology | 4 |
| A biology course | | 4 |
| A humanities course (history, literature, modern language) | | 4 |
| Total Required Education Support Courses | | 16 |
- TOTAL HOURS REQUIRED FOR THE MAJOR** **86 or 90**
- E. Writing Endorsement
Chemistry students satisfy this requirement via a portfolio of lab reports and papers from courses in the major.

Chemistry Courses (CHEM)

- 103 Consumer Chemistry** **2 hours**
Satisfies Empirical Reasoning requirement
A practical approach to chemistry for liberal arts students not majoring in the sciences. Examines the nature of chemistry, what it studies, how it functions, and its fundamental principles. Topics will include food chemistry, the good and bad of food additives, and environmental issues of consumer interest, etc.
- 110 General, Organic, and Biological Chemistry** **4 hours**
Satisfies Empirical Reasoning requirement
A practical approach to chemistry for students in nursing and for the liberal arts students not majoring in the sciences. The basic fundamentals of chemistry are applied to organic and biological chemistry. The application of these disciplines to medicine is emphasized. Two hour laboratory.
- 121 General Chemistry I** **4 hours**
Satisfies Empirical Reasoning requirement
Emphasizes measurement, stoichiometry, atomic and molecular structure, chemical bonding, gas, liquid, and solid properties and descriptive properties. Three hour laboratory emphasizes general principles.
- 122 General Chemistry II (121)** **4 hours**
Emphasizes kinetics, chemical equilibria, thermodynamics, electrochemistry and descriptive chemistry. A term paper will examine issues through which chemistry touches our lives. Three hour laboratory emphasizes general principles.
- 201 Organic Chemistry I (122)** **4 hours**
A systematic course in classification, nomenclature, synthesis, reactions, and spectroscopy of carbon compounds. The compounds are studied on a basis of the functional groups, and an emphasis is placed upon an understanding of the mechanism of the reactions that are involved. Laboratory (4 hours) work involves practice in the techniques of synthesis, purification, and characterization of organic compounds.

202 Organic Chemistry II (201)	4 hours
A systematic course in classification, nomenclature, synthesis, reactions, and spectroscopy of carbon compounds. The compounds are studied on a basis of the functional groups, and an emphasis is placed upon an understanding of the mechanism of the reactions that are involved. Laboratory (4 hours) work involves practice in the techniques of synthesis, purification, and characterization of organic compounds.	
220 Chemical Research (Permission of department chair)	1-4 hours
Original laboratory work. Regular conferences with instructor and preparation of a paper summarizing results and conclusions. Open to freshman and sophomore chemistry majors.	
305 Analytical Chemistry (122)	4 hours
Lectures on advanced chemical equilibria, treatment of data, nonaqueous systems advanced redox reactions, potentiometry, statistical evaluation of data, and the place of chemical analysis in society and in legal or regulatory issues. Laboratory emphasizes quantitative volumetric analysis and introductory instrumental methods. Three hour laboratory.	
314 Physical Chemistry I: Classical Thermodynamics (122, MATH 205, PHYS 202)	2 hours
A "classical" look at thermodynamics including heat, work, entropy, and the laws of thermodynamics, and their application to gases, liquids, phase equilibria, and engines.	
315 Physical Chemistry II: Chemical Thermodynamics (314)	2 hours
Development of the Gibbs energy and chemical potential, and their applications to chemical reactions and equilibria.	
316 Quantum Mechanics (same as PHYS 316) (MATH 206, PHYS 211, either PHYS 212 or CHEM 121)	2 hours
Foundations of the sweeping changes that took place in physics in the early twentieth century, including quantization of light, wave-particle duality, the Schrodinger equation, simple quantum systems, and the hydrogen atom.	
317 Physical Chemistry IV (316)	2 hours
Application of quantum mechanics to chemical systems to calculate molecular structures, properties, and reactivities. Introduction to modern kinetics.	
405 Instrumental Analysis (305, PHYS 202)	4 hours
Qualitative and quantitative applications of modern electro-analytical, spectroscopic, chromatographic, and other instrumental methods; computer controlled systems, data acquisition and processing, and laboratory information management will be covered. The current state of the art, and likely future developments will be considered. Three hour laboratory includes analyses from the "real world," the environment, other areas of chemistry, and the literature.	

- | | |
|---|------------------|
| 410 Biochemistry (202) | 4 hours |
| An introductory course into the chemical events which take place in living tissue. It deals with the chemistry and metabolism of all living organisms and the methods to monitor metabolism. | |
| 420 Chemical Research (Permission of department chair) | 1-4 hours |
| Original laboratory work. Regular conferences with instructor and preparation of a paper (thesis) summarizing results and conclusions. Open to junior and senior chemistry majors. | |
| 421 Chemical Research (Permission of department chair) | 1-4 hours |
| Original laboratory work. Regular conferences with instructor and preparation of a paper (thesis) summarizing results and conclusions. Open to junior and senior chemistry majors. | |
| 430 Chemistry Internship (Permission of department chair) | 1-4 hours |
| An industry internship experience for junior and senior chemistry majors. A paper summarizing the experience is required. | |
| 444 Advanced Topics in Chemistry (Permission of department chair) | 1-4 hours |
| Advanced courses in chemistry according to need. See department chair. | |
| 460 Chemistry Capstone (same as BIOL 460) (Major, Jr./Sr. standing) | 2 hours |
| <i>Senior Capstone Experience</i>
A seminar discussion of current topics in biology and chemistry with emphasis on student oral and written presentations of library research projects. Students will utilize knowledge gained in science courses to inform opinions and apply ethical principles. | |

Business Administration (BUSN) and Economics (ECON)

(Clovis, ch., Daniels, Hassan, Hopkins, Livermore, Malloy, Mickelson, Williams)

A student selecting a major offered by the Department of Business Administration and Economics will gain understanding of the core areas needed to participate in the business world today including accounting, law, quantitative methods, management, marketing, economics, management information systems, and finance. These courses or areas present information drawing on knowledge acquired through liberal arts courses and will therefore draw upon the student's general studies background. The business core background will give the student the knowledge needed for admission to many masters degree programs. In addition to this core knowledge, specialized skills are available to students depending on their major and/or emphasis. Students who wish to **double major** in business and accounting should contact their advisor.

Business Administration courses are also offered to address the personal needs of students in areas such as communication skills, leadership skills, personal finance, understanding taxes, and personal investing strategies.

Majors: Accounting (B.A.), Accounting (B.S.), Business (B.A.), Business Administration (B.S.)

Minors: General Business, Economics

ACCOUNTING

An Accounting Major prepares the student for the professional needs of private, public, and governmental accounting pursuits. Upon completing this major, the student will have the necessary background to sit for the Certified Public Accountant (CPA) and/or the Certified Management Accountant (CMA) examination.

Students may complete a major or minor in accounting. To graduate with a major in accounting, a student must earn a B- or higher in Accounting 104 and earn a cumulative grade point average of 2.50 or higher in courses in the major. Students who wish a **double major** in business and accounting should contact their advisor.

150 Hours Program: Effective January 1, 2001, graduates must have 150 semester hours in order to become CPAs in Iowa and most other states (48 as of June, 2002). Students have the option of completing those 150 hours at Morningside College as part of their undergraduate program or at another institution. For more information, contact Morningside accounting professors, Dr. Deanna K. Daniels or James M. Hopkins.

Requirements for a major in Accounting:

This major will lead to a BA degree.

A. Completion of the following required accounting courses:

ACCT 103	Principles of Accounting I	4
ACCT 104	Principles of Accounting II	4
ACCT 201	Intermediate Accounting I	4
ACCT 202	Intermediate Accounting II	4
ACCT 205	Managerial Accounting	2
ACCT 210	Business Applications Software	2
ACCT 308	Income Tax Accounting I	4
ACCT 409*	Advanced Accounting	4
*Senior Capstone Experience		
Total Required Accounting Courses		28

B. Completion of the following required support courses:

BUSN 314	Business Law I	4
ECON 200	Principles of Economics	4
Complete 4 hours from the following:		4
ACCT 304	Cost Accounting	2
ACCT 309	Income Tax Accounting II	2
ACCT 402	Auditing	4
ACCT 410	Accounting Information Systems	2
BUSN 316	Business Law II	2
Total Required Support Courses		12

TOTAL HOURS REQUIRED FOR THE MAJOR **40**

C. Writing Endorsement

Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written

proficiency requirement of the major. The most recent edition of the MLA Handbook will be used as the standard for citations and writing.

D. Additional Requirements

- Portfolio required documenting the following:
 1. Attendance at departmentally provided or department approved workshops dealing with the following topics: resume preparation; job interview skills; business etiquette series;
 2. An approved resume

Requirements for a major in Accounting:

This major will lead to a BS degree.

A. Completion of the following required accounting courses:

ACCT 103	Principles of Accounting I	4
ACCT 104	Principles of Accounting II	4
ACCT 201	Intermediate Accounting I	4
ACCT 202	Intermediate Accounting II	4
ACCT 205	Managerial Accounting	2
ACCT 304	Cost Accounting	2
ACCT 308	Income Tax Accounting I	4
ACCT 309	Income Tax Accounting II	2
ACCT 402	Auditing	4
ACCT 409*	Advanced Accounting	4
ACCT 410	Accounting Information Systems	2
*Senior Capstone Experience		
Total Required Accounting Courses		36

B. Completion of the following required support courses:

BUSN 314	Business Law I	4
BUSN 316	Business Law II	2
Total Required Support Courses		6

C. Completion of the required minor in Business for Accountants:

ACCT 210	Business Applications Software	2
BUSN 232	Business Communications	2
BUSN 321	Corporate Finance	4
BUSN 341	Marketing	4
ECON 200	Principles of Economics	4
MATH 150	Elementary Probability and Statistics	4
Total Required Minor Courses		20

TOTAL HOURS REQUIRED FOR THE MAJOR **62**

D. Writing Endorsement

Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written proficiency requirement of the major. The most recent edition of the MLA Handbook will be used as the standard for citations and writing.

- E. Additional Requirements
- Portfolio required documenting the following:
 1. Attendance at departmentally provided or department approved workshops dealing with the following topics: resume preparation; job interview skills; business etiquette series;
 2. An approved resume

Accounting Courses (ACCT)

103 Principles of Accounting I	4 hours
<i>Satisfies Quantitative Reasoning requirement</i>	
Introduction to the use of financial and managerial accounting information in business decision making focusing on internal and external reporting and the analysis of the operating cycle of a business.	
104 Principles of Accounting II (103)	4 hours
Introduction to the study of the financing and investing cycles of a business including the study of time value of money concepts, sources of cash inflows/outflows, and internal performance evaluation and financial statement analysis.	
201 Intermediate Accounting I (104)	4 hours
An in-depth study of the accounting concepts and principles introduced in ACCT 103 and 104. In addition, accounting theory, systems, and procedures are emphasized including the importance of the role of accounting information in ethical decision-making processes of businesses, investors, and governmental units. Completion of a computerized accounting cycle practice set is required.	
202 Intermediate Accounting II (201)	4 hours
Continuation of ACCT 201. Topics covered include in-depth study of current and long-term liabilities, stockholders' equity, accounting errors and changes, the statement of cash flows and financial statement analysis. Also included are applicable computer applications, ethics, and application of accounting theory and underlying principles. A semester project involving an in-depth written analysis of the financial statements of a publicly traded corporation is required along with an oral presentation of that analysis.	
205 Managerial Accounting (103)	2 hours
Use of accounting information within a business organization for decision making and product costing.	
208 Income Tax Practicum (104)	2 hours
<i>Satisfies Service Learning Flag</i>	
Practical experience preparing income tax returns for clients (VITA-Volunteer in Tax Assistance).	
209 Income Tax Practicum (208)	2 hours
Practical experience preparing income tax returns for clients (VITA-Volunteer in Tax Assistance).	

210 Business Applications Software (103)	2 hours
Students will study software packages currently in wide spread use among business organizations.	
304 Cost Accounting (202, 205)	2 hours
A study of methods used in determining and recording costs of manufactured products. Allocations of cost; preparation of financial statements for a manufacturing enterprise.	
308 Income Tax Accounting I (104 or 205)	4 hours
A study of federal taxes, with emphasis on individual income taxes.	
309 Income Tax Accounting II (308)	2 hours
A study of federal taxes of partnerships, corporations, trusts, estates, gift tax and foreign income.	
402 Auditing (202)	4 hours
Auditing theory with some practical applications viewed from an independent auditor's view. Independent auditor's ethics are also covered.	
408 Seminar in Accounting (15 hours in accounting or instructor's permission)	4 hours
Treatment of certain advanced areas in accounting theory, highly specialized areas, and CPA review.	
409 Advanced Accounting (202)	4 hours
<i>Senior Capstone Experience</i>	
Designed to provide exposure and understanding to more advanced topics in accounting. Topics include corporate acquisitions, consolidated statements, foreign currency transactions, and accounting for non-profit organizations.	
410 Accounting Information Systems (202)	2 hours
A study of accounting systems: design, implementation, and control strategies.	
471 Internship in Accounting (Sr. standing; instructor's permission)	1-6 hours
Practical experience in public accounting, managerial accounting, or government or agency accounting.	
472 Internship in Accounting (Sr. standing; instructor's permission)	1-6 hours
Practical experience in public accounting, managerial accounting, or government or agency accounting.	

BUSINESS ADMINISTRATION

A Business Administration Major includes the core requirements plus four emphasis areas in marketing, finance, management, and international business. Each enables the student to specialize in a single area of business, thus providing better understanding of the area along with more focus within the major. The emphasis areas cover:

Finance: The student will study insurance, tax law, risk evaluation, investment strategy and the operation of the banking system.

Management: The student will study individual behavior patterns, production techniques, and the functions of a personnel area of an organization.

International Business: The student will study the culture and business practices unique to international business. The student combines this with courses in political science.

Marketing: The student will study consumer behavior, marketing research, retailing, advertising and sales techniques.

Requirements for a major in Business:

This major will lead to a BA degree.

- A. Completion of the following required business courses:
- | | | |
|--|--------------------------|-----------|
| BUSN 231 | Principles of Management | 4 |
| BUSN 314 | Business Law I | 4 |
| BUSN 321 | Corporate Finance | 4 |
| BUSN 341 | Marketing | 4 |
| BUSN 485* | Capstone Simulation | 2 |
| *Senior Capstone Experience | | |
| Total Required Business Courses | | 18 |
- B. Completion of the following required support courses:
- | | | |
|---------------------------------------|---------------------------------------|-----------|
| ACCT 103 | Principles of Accounting I | 4 |
| ACCT 104 | Principles of Accounting II | 4 |
| ECON 200 | Principles of Economics | 4 |
| MATH 150 | Elementary Probability and Statistics | 4 |
| | Business or Accounting electives | 6 |
| Total Required Support Courses | | 22 |
- TOTAL HOURS REQUIRED FOR THE MAJOR** **40**
- C. Writing Endorsement
Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written proficiency requirement of the major. The most recent edition of the MLA Handbook will be used as the standard for citations and writing.
- D. Additional Requirements
- Portfolio required documenting the following:
 1. Attendance at departmentally provided or department approved workshops dealing with the following topics: resume preparation; job interview skills; business etiquette series;
 2. An approved resume

Requirements for a major in Business Administration:

This major will lead to a BS degree.

- A. Completion of the following required business courses:
- | | | |
|----------|--------------------------|---|
| BUSN 231 | Principles of Management | 4 |
| BUSN 232 | Business Communications | 2 |

BUSN 314	Business Law I	4
BUSN 321	Corporate Finance	4
BUSN 341	Marketing	4
BUSN 401	Business Ethics	2
BUSN 485*	Capstone Simulation	2

*Senior Capstone Experience

Total Required Business Courses 22

B. Completion of the following required support courses:

ACCT 103	Principles of Accounting I	4
ACCT 104	Principles of Accounting II	4
ACCT 210	Business Applications Software	2
ECON 200	Principles of Economics	4
MATH 150	Elementary Probability and Statistics	4
Total Required Support Courses		18

C. Completion of an emphasis area

Management

BUSN 334	Advanced Human Resources	4
BUSN 336	Employment Law	4
Complete 4 hours from the following:		4
BUSN 338	Production/Operations Management	4
BUSN 431/432	Human Resource Internship	4
PSYC 350	Advanced Industrial/Organizational Psychology	4

Finance

BUSN 323	Advanced Managerial Finance	4
BUSN 426	Securities Investment	4
Complete 4 hours from the following:		4
ACCT 201	Intermediate Accounting I	4
ACCT 308	Income Tax Accounting I	4
BUSN 326	Risk Management and Insurance	4
BUSN 421/422	Finance Internship	4
ECON 321	Money and Banking	4

Marketing

BUSN 342	Advertising	4
BUSN 345	Personal Selling	2
Complete 6 hours from the following:		6
BUSN 343	Retailing	2
BUSN 346	Marketing Research	2
BUSN 347	Advertising Campaigns	4
BUSN 349	Small Business Entrepreneurship	4
BUSN 441/442	Marketing Internship	2-6

International Business

BUSN 344	International Marketing	4
ECON 320	International Economics and Finance	4
Complete 4 hours from the following:		4
POLS 208	Introduction to International Relations	4
POLS 313	International Political Economy	4
POLS 332	International Law and Organizations	4

HIST/POLS 317 History and Politics of Contemporary Europe	4	
HIST/POLS 338 History and Politics of Latin America	4	
Total Required Emphasis Courses		12

TOTAL HOURS REQUIRED FOR THE MAJOR	52
---	-----------

- D. Writing Endorsement
Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written proficiency requirement of the major. The most recent edition of the MLA Handbook will be used as the standard for citations and writing.
- E. Additional Requirements
- Portfolio required documenting the following:
 1. Attendance at departmentally provided or department approved workshops dealing with the following topics: resume preparation; job interview skills; business etiquette series;
 2. An approved resume

Requirements for a minor in General Business:

A. Completion of the following required business/accounting courses:		
ACCT 103 Principles of Accounting I	4	
BUSN 231 Principles of Management	4	
BUSN 314 Business Law I	4	
Business Electives	8	
Total Required Business/Accounting Courses		20

TOTAL HOURS REQUIRED FOR THE MINOR	20
---	-----------

Business Administration Courses (BUSN)

101 Discover Entrepreneurship	4 hours
<i>Satisfies Service Learning Flag</i>	
This course will cover the areas of accounting, management, marketing, finance, and international trade to allow the student an introduction to the topics and an understanding of the entrepreneurial opportunities in these fields. For first year students only.	
231 Principles of Management	4 hours
The management cycle through the planning, organizing, leading, and controlling functions.	
232 Business Communications	2 hours
Written, electronic, verbal and nonverbal forms of business communication will be explored. Focus of the course will be on preparation and presentation of information orally.	

314 Business Law I	4 hours
This course covers the areas of law that routinely and significantly have an impact on business decisions: contracts, torts, intellectual property law, cyber law, international law, and agency law. The course focuses primarily on the law itself, but also introduces the student to the legal system, attempts to help students understand the philosophy underlying a particular law in order to anticipate change, encourages consideration of ethics in business decision making, and promotes critical thinking skills.	
316 Business Law II	2 hours
A course especially appropriate for CPA and accounting majors who need coverage of topics on the CPA exam which are not covered in Business Law I. Additional topics will vary according to class preference.	
321 Corporate Finance (ACCT 104, MATH 150)	4 hours
An introductory course dealing with the process of financial decision-making within the firm.	
323 Advanced Managerial Finance (321)	4 hours
Advanced development of the finance emphasis with major emphasis on the theoretical issues. Theory will be combined with application through the use of case analysis.	
326 Risk Management and Insurance (ACCT 103, MATH 150)	4 hours
Application of principles and techniques used in managing risk, including, but not limited to, insurance.	
334 Advanced Human Resources (231, 336 recommended)	4 hours
This is an advanced management course that will deal primarily with current HR topics as evidenced by local and non-local SHRM publications and meetings and by related literature research. Students will learn not only about HR topics but will also learn about the availability and use of life long learning resources in the management field, particularly technological resources. In addition, students will engage in a hands-on HR project for a client assessing the need for the project then design, implement and evaluate it.	
336 Employment Law	4 hours
A comprehensive survey/study of all the statutes that affect employment decisions: ERISA (benefit plans), FLSA (wages and hours), OSHA (health and safety), NLRA (unions/labor law), Civil Rights Act, American with Disabilities Act, Age Discrimination in Employment Act, and any other relevant laws in effect at the time the course is being taught.	
338 Production/Operations Management (231, MATH 150)	4 hours
Forecasting, facilities planning, inventory management, production scheduling, and manufacturing control. Required for most MBA programs.	

341 Marketing	4 hours
<i>Satisfies Empirical Reasoning requirement</i>	
Business activities related to price, promotion and distribution of goods and services to the present and potential customers of the firm.	
342 Advertising (341)	4 hours
A study of the economic significance of advertising, the various media employed in advertising, and the components of an advertising campaign.	
343 Retailing (341)	2 hours
Principles of retailing, retailing requirements, organization, sales promotion, customer service, and retail control.	
344 International Marketing (341)	4 hours
Presentation of a marketing manager's view of the marketing field in markets outside of the United States.	
345 Personal Selling (341)	2 hours
The study of personal selling theory and the application of these theories to business situations.	
346 Marketing Research (341, 342)	2 hours
Study of the use of primary and secondary research techniques and theory with emphasis on application and data analysis. Students enrolled will compete in the National Student Advertising Competition.	
347 Advertising Campaigns (342 and 346 or instructor's permission)	4 hours
<i>Senior Capstone Experience</i>	
A study of the development of a multimedia campaign with application in the National Student Advertising Competition.	
349 Small Business Entrepreneurship (Instructor's permission)	4 hours
A study of starting and running a small business or an entrepreneurial venture.	
401 Business Ethics (Sr. standing or instructor's permission)	2 hours
This is a capstone course that will focus on developing student ability to recognize and resolve ethical dilemmas. In doing so, students will be expected to draw on knowledge from all prior courses as well as on their personal values. Students will also research current trends and cases in business ethics on the internet, and may engage in either ethical research or an ethics-related project for an existing business on the college. Writing proficiency will be evaluated in this class.	
421 Finance Internship	1-6 hours
422 Practical experience in industry, business, government or service agencies.	

425 Methods of Teaching Business Education & Practicum (EDUC 321, 2.50 cum gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; Jr. standing)	2 hours
The methods and materials of teaching business at the secondary level.	
426 Securities Investment (321)	4 hours
A survey of the investment opportunities and the business principles governing management of the investment funds of individuals and businesses.	
431 Human Resource Internship	1-6 hours
432 Practical experience in industry, business, government or service agencies.	
441 Marketing Internship	1-6 hours
442 Practical experience in industry, business, government or service agencies.	
447 Advanced Advertising Campaigns (347)	4 hours
An advanced study of the development of a multimedia campaign with application in the National Student Advertising Competition. Students will provide additional leadership.	
461 International Business Internship	1-6 hours
462 Practical experience in industry, business, government or service agencies.	
481 Seminar in Business Administration	4 hours
Critical investigation and discussion of business problems which may be of greatest interest to the students.	
484 Business Policy (231, 321, 341, MATH 150, Sr. standing)	2 hours
A case study method of evaluating business strategies and the effectiveness of those strategies in the business environment.	
485 Capstone Simulation (231, 321, 341, MATH 150, Sr. standing)	2 hours
<i>Senior Capstone Experience</i>	
Students will use a computer simulation to integrate business topics into an integrated strategic plan.	

ECONOMICS

Requirements for a minor in Economics:

A.	Completion of the following required economics courses:	
ECON 200	Principles of Economics	4
ECON 322	Intermediate Macroeconomics	4
ECON 323	Intermediate Microeconomics	4
	Economics Electives	4
	Total Required Economics Courses	16
	TOTAL HOURS REQUIRED FOR THE MINOR	16

Economics Courses (ECON)

200 Principles of Economics	4 hours
Introduction to principles of microeconomics, macroeconomics and international trade. Microeconomics focuses on price determination and resource allocation under alternative market structures. Macroeconomics analyzes the determinants of national income, unemployment, inflation, including fiscal and monetary policies.	
320 International Economics and Finance (200, BUSN 321)	4 hours
This course will cover topics like the basis of trade, the benefits and costs of free trade, tariffs, quotas, voluntary export restraints, balance of payments, exchange rates, effect of trade on the economy at the macro level, macroeconomic policies under both fixed and flexible exchange rates, the IMF, the GATT, NAFTA.	
321 Money and Banking (200)	4 hours
History and theory of banking; market structure of banking; money and capital market; central banking; monetary theory and policies; international finance and policy.	
322 Intermediate Macroeconomic Theory (200)	4 hours
National income accounting; theories of the determination of national income and employment and of business fluctuations; monetary and fiscal policies.	
323 Intermediate Microeconomic Theory (200)	4 hours
Theory of consumption and of the business firm; competitive and monopolistic markets; distribution of income; general equilibrium of the pricing system.	
401 Seminar in Economics (200, 322, 323)	4 hours
Critical investigation and discussion of economic problems which are of greatest interest to the students.	
490 Preceptorship (Instructor's invitation)	2-4 hours
Student assists faculty in teaching a course. Includes tutoring, proctoring, course planning and preparation. Tutorial training session by Academic Support Services also required. One preceptorship permitted per faculty person per semester.	

Chemistry— see page 73

Computer Science— see page 146

Corporate Communications— see page 223

Dance— see page 219

Economics— see page 88

Education (EDUC)

(Nielsen, Interim ch., Arnett, Chobar, Leavitt, Lubben, Tevis, Wilt)

The Education Department offers programs leading to professional teaching credentials in a number of different areas: elementary education; special education; and secondary education in subject areas such as English, math, or history. Students may elect to complete licensure requirements in programs in specialty areas.

The Education Department at Morningside College defines an **Effective Educator** as a caring professional who creates interactive learning environments responsive to the diverse needs of students and society.

An **Effective Educator** is a **caring** professional. Caring educators respond thoughtfully to a wide range of human needs and conditions and exemplify the virtues they seek to impart to students. They understand that concern for knowledge and skills cannot be separated from dispositions, those values and beliefs unique to each individual. The **caring** educator establishes and maintains a psychologically safe and healthy classroom based on positive and nurturing relationships. They use individual and group guidance and problem-solving techniques to develop supportive relationships with students. The environment created by **caring** educators is characterized by mutual trust, respect, encouragement, and shared responsibility. **Caring** educators modify the environment and learning experiences to meet the unique needs of each learner while valuing the efforts of all students regardless of proficiency.

An **Effective Educator** establishes and maintains collaborative relationships with colleagues, other professionals and families, and works effectively as a member of a professional team. The **caring** educator serves as an advocate for students and their families and works for the improved quality of programs and services. Effective educators continually seek to preserve and improve the society by establishing caring communities of learners.

An **Effective Educator** is a **professional** who is academically proficient in the subjects taught, a researcher of best practice, and an inquirer into the teaching profession. **Professionals** reflect on their practice and create knowledge as they analyze problems, study situations, and make decisions. In addition to being academically proficient in the subjects they teach, effective educators are knowledgeable about encompassing professional standards. They have an obligation to demonstrate a commitment to lifelong professional development to expand their repertoire of knowledge and skills. **Professionals** continue to strive for excellence, setting high expectations for all students as well as for themselves. They are informed decision-makers able to put their knowledge base of content and pedagogy into practice. The **professional** role encompasses responsibilities that are assumed outside and in addition to those in the classroom with students. Collaborative efforts with peers, community members, families, and students provide a framework for enhancing the educational experience of the students.

An **Effective Educator** is responsible for creating **interactive learning environments** in which students have an opportunity to develop communication, collaboration, and leadership skills which, in turn, foster self-confidence, self-reflection, and personal growth. In an **interactive learning environment**, students construct knowledge, not only receive it; think and analyze, not only accumulate and memorize; understand and apply, not only repeat back; are active, life-long learners, not passive receivers of information. Both students and teachers participate in the dynamic process of understanding and creating knowledge, through implementing strategies such as: cooperative learning, peer tutoring, cognitive coaching, teacher-directed instruction, formal and informal assessment, and integrated technology to support learning. Effec-

tive educators use an understanding of individual and group motivation, behavior, and brain compatible learning to create and facilitate learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Through interactive teaching and learning, both teachers and students engage in far richer learning experiences that noticeably enhance their growth and development.

An **Effective Educator** is able to create interactive learning environments responsive to the **diverse needs of students**. Effective educators have a well articulated instructional focus, sensitivity to particular students' strengths, interests, and unique needs. They create and facilitate environments where students' opinions are valued and respected. Effective educators are knowledgeable about and recognize the importance of equitable and adaptable approaches to knowledge construction. These approaches focus on the learning process, the development of thinking skills, and understanding of dynamic relationships between curriculum content and real life. Awareness of the diversity of students is modeled and practiced through the reflection of acceptance, tolerance, flexibility, and mindfulness. As a result, effective educators become other-oriented in their practice.

An **Effective Educator** is able to create interactive learning environments responsive to the **diverse needs of society**. Effective educators recognize that education provides the means to enable people to develop the knowledge, skills and dispositions necessary to participate in a democratic society. A democratic society is built upon an informed citizenry that is productive and that values the contributions of all its members. Effective educators make connections between the classroom and the community so that communities become safe, tolerant places where all citizens have access to information and where basic human needs are met. They design learning environments in which there is a spirit of cooperativeness between members of the classroom society while recognizing and valuing individual needs and differences. Within the classroom setting, students learn to use symbol systems; apply knowledge in life; think strategically; manage information; and learn, think, and create as part of a team. Knowledge and skills, practiced in an environment which recognizes, understands, and respects diversity, will enable students to carry out the functions of a democratic society while enhancing personal needs and interests.

Writing Endorsement. Writing assignments in the department are varied and are designed to promote clear and logical presentation or arguments, ideas, and instructions; mechanical proficiency; and stylistic flexibility. To gain the departmental writing endorsement, students in the teacher preparation program will complete writing tasks that are typically required for teachers as part of their developmental portfolios. This requirement will be met at Portfolio Checkpoint #2, usually at the end of the junior year.

Admission to the Teacher Preparation Program

Every student who plans to complete a program at Morningside College that leads to teacher licensure must make a formal application to the Teacher Preparation Program. (Admittance to Morningside College is NOT equated with admission to the Teacher Preparation Program.) The application process occurs during EDUC 300 Instructional Design and Assessment & Practicum, which is generally taken during the sophomore year.

All applicants must meet the following criteria:

1. Completion of the Application Form with a written recommendation by the student's advisor

2. Successful completion of EDUC 300 Instructional Design and Assessment & Practicum including a written evaluation/recommendation from the cooperating teacher of the student's 20-hour practicum experience
3. A cumulative Morningside grade point average of at least 2.5
4. Basic skills proficiency as demonstrated by passing the Praxis I: Pre-Professional Skills Test (PPST). Passing scores are Math: 173; Reading: 174; Writing: 173. There is a fee for taking the Praxis I: PPST.
5. An individual interview with department faculty members and other professional educators. Students who do not pass the interviews must participate in a follow-up interview.
6. An essay on a topic related to teaching and learning. This essay serves as the basis for discussion for the interview described in #5. The interview team also scores the essay. The essay must meet the minimum passing score
7. Demonstration of the knowledge, skills, and dispositions, (Checklist of Professional Behaviors) associated with professionalism in teaching at a level commensurate with current status. The instructors of EDUC 101, 102, 300, and MUED 230 will complete the Checklist of Professional Behaviors prior to the interview and will place it in each student's file.

Admission to the Teacher Preparation Program is required for enrollment in all education courses with numbers above 300, including methods courses listed in other departments.

Continuance in the Teacher Preparation Program. Continuance in the Teacher Preparation Program is based upon meeting the criteria outlined in the comprehensive performance-based assessment plan.

Student Teaching. Student teaching is usually done in the Sioux City Community School District and districts in the immediate area. Application for student teaching takes place in the semester prior to the student teaching experience. Prospective student teachers must have a cumulative grade point average of 2.5 as well as 2.5 in education courses. They must also meet other criteria established by the Education Department. These include recommendations by the chair of the department in the field in which the student will teach or the faculty in the Education Department. Student teaching is scheduled for full days for a minimum of 12 weeks. Double majors and K-12 majors student teach for 14 weeks—7 weeks in each major area. Student teaching and EDUC 490 require a full-time commitment. It is recommended that students not enroll in additional courses during the student teaching semester and that work commitments and other activities be curtailed.

Complete details concerning admission to education and student teaching, including specific criteria for transfer students and music education students, are included in the **Teacher Preparation Handbook**.

All required education courses and all required courses leading towards licensure are treated like any other course in a major or minor; the pass/fail option is **NOT** available and a grade of "C-" or higher is required.

Appeal Process. Students may appeal academic program decisions or the decisions of a faculty member or an academic department concerning their academic progress by submitting a written petition to the Academic Standards Committee following the established college procedures.

Teacher Placement Bureau. The Education Department maintains a Teacher Placement Bureau, and all graduates may take advantage of its services in gaining employment. Vacancies are sent to the Bureau from a wide area, and excellent services for gaining placement are available. There is a fee for these services.

Other Information. Section 207 of Title II of the Higher Education Act mandates that each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act shall report to the State and the general public certain information. Morningside College reported the following data for the 2004-2005 academic year: Total number of students enrolled in teacher education courses during 2004-2005: (number of students who have declared their intention to pursue licensure and are enrolled in education classes): 277; Total number of supervised student teachers during 2004-2005 academic year: 40; Total number of supervising faculty for student teachers: 12; Student teacher/college supervisor ratio: 3:31:1; Average number of hours per week of student participation in supervised student teaching: 40; Total number of weeks of supervised student teaching: Single majors: 12 weeks, Double majors: 14 weeks.

The Teacher Preparation Program at Morningside College has full approval by the Iowa Department of Education and the Higher Learning Commission. It also has continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE).

Please refer to the Teacher Preparation Handbook for additional information.

Majors: Elementary Education (B.S.), Special Education: Instructional Strategist I (B.S.)

Minor: Special Education

Endorsements: Coaching, Reading

EDUCATION

Requirements for a major in Elementary Education:

This major will lead to a BS degree.

Students who are completing an elementary education single major are also required to complete a 12 hour concentration outside of education in a field for which Iowa has an endorsement. This could potentially be the same as the declared cluster

A. Completion of the following required education courses:

EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 307	Teaching Elementary Mathematics & Practicum	2
EDUC 315	Teaching Elementary Reading/Language Arts & Practicum	4
EDUC 316	Teaching Elementary Social Studies/Science & Practicum	4
EDUC 417*	Student Teaching	6 or 10
EDUC 490*	Effective Educator Seminar	2
SPED 208	Survey of Exceptionalities & Practicum	4

*Senior Capstone Experience

Total Required Education Courses 34 or 38

B. Completion of the following required support courses:		
ART 382	Elementary Education Art Methods	2
ENGL 203	Children's Literature	2
MUED 330	Music Methods for the Elementary Teacher	2
PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	
or		
PSYC 303	Child and Adolescent Psychology	4
GEOG 205	Political and Cultural Geography	
or		
POLS 160	World Politics	4
A biology course		4
A humanities course (history, literature, modern language)		4
A mathematics course (required even if ACT is 24 or higher)		4
Physics courses (2 2-hour courses or 1 4-hour course)		4
Total Required Support Courses		34
TOTAL HOURS REQUIRED FOR THE MAJOR		68 or 72

- C. Writing Endorsement
Writing assignments in the department are varied and are designed to promote clear and logical presentation of arguments, ideas, and instructions; mechanical proficiency; and stylistic flexibility. To gain the departmental writing endorsement, students in the Teacher Preparation Program will complete writing tasks that are typically required for teachers as part of their developmental portfolios. This requirement will be met at Portfolio Checkpoint #2, usually at the end of the junior year.

- D. Additional Requirements
- Earn a grade of C- or above in all required major and support courses;
 - Maintain a minimum cumulative gpa of 2.50 or better;
 - Pass all requirements on the departmental assessment plan;
 - Pass three sections (Reading, Writing, Math) of the Praxis I: Pre-Professional Skills Test according to designated criteria;
 - Successfully complete:
 - Admit to Education process, including writing an essay and going through an interview;
 - A professional portfolio, which includes designated preliminary checkpoints;
 - Writing assignments on the assessment plan which will also meet the writing proficiency requirement
 - Provide own transportation to practicums and student teaching assignments

SPECIAL EDUCATION

Requirements for a major in Special Education: Instructional Strategist I:

This major will lead to a BS degree.

This major is not a stand-alone major. Teacher candidates completing this major must also complete the Teacher Preparation Program for the elementary education major or for a secondary teaching major.

A. Completion of the following required courses:		
SPED 361	Introduction to Mild/Moderate Disabilities	4
SPED 362	Principles of Special Education Teaching	2
SPED 364	K-6 Mild/Moderate Methods & Practicum	
or		
SPED 366	7-12 Mild/Moderate Methods & Practicum	2
SPED 402	School-Parent Collaboration	2
SPED 407	Diagnostic Teaching of Math & Practicum	2
SPED 431	Applied Behavioral Analysis	4
SPED 451	Educational Assessment	4
SPED 455	Transition	2
SPED 470*	Student Teaching: Instructional Strategist I (K-6)	
or		
SPED 471*	Student Teaching: Instructional Strategist I (7-12)	6
EDUC 324	Reading in Content Areas (7-12)	
or		
EDUC 414	Diagnostic Teaching of Reading & Practicum (K-6)	4
*Senior Capstone Experience		
Total Required Special Education/Education Courses		32
TOTAL HOURS REQUIRED FOR THE MAJOR		32

- B. Writing Endorsement
Writing assignments in the department are varied and are designed to promote clear and logical presentation of arguments, ideas, and instructions; mechanical proficiency; and stylistic flexibility. To gain the departmental writing endorsement, students in the Teacher Preparation Program will complete writing tasks that are typically required for teachers as part of their developmental portfolios. This requirement will be met at Portfolio Check #2, usually at the end of the junior year.
- C. Additional Requirements
- Completion of a K-6 elementary education major or 7-12 teaching major;
 - Participation in the student Council for Exceptional Children organization on campus for at least two semesters
 - Completion of a portfolio as part of the student teaching requirements;
 - Earn a grade of C- or above in all required major and support courses;
 - Maintain a minimum cumulative gpa of 2.50 or better;
 - Pass all requirements on the departmental assessment plan;
 - Pass three sections (Reading, Writing, Math) of the Praxis I: Pre-Professional Skills Test according to designated criteria;
 - Successfully complete:
 - Admit to Education process, including writing an essay and going through an interview;
 - A professional portfolio, which includes designated preliminary checkpoints;
 - Writing assignments on the assessment plan which will also meet the writing proficiency requirement
 - Provide own transportation to practicums and student teaching assignments

Requirements for a minor in Special Education:

This minor could be completed by an elementary education major or a content field major who is also completing a secondary teaching program. In addition to the courses listed below, the student will take SPED 208 Survey of Exceptionalities & Practicum as part of the initial licensure requirements. The methods course must match the candidate's teaching program level.

A. Completion of the following required special education courses:			
SPED 361	Introduction to Mild/Moderate Disabilities	4	
SPED 362	Principles of Special Education Teaching	2	
SPED 364	K-6 Mild/Moderate Methods & Practicum		
or			
SPED 366	7-12 Mild/Moderate Methods & Practicum	2	
SPED 431	Applied Behavioral Analysis	4	
Total Required Special Education Courses			12
B. Completion of electives in special education			4
Total Support Courses			4
TOTAL HOURS REQUIRED FOR THE MINOR			16

SECONDARY EDUCATION

In order to obtain a teaching license for secondary education, valid for teaching in grades 7-12 inclusive, the student must have a teaching major in a secondary teaching field. The requirements for these teaching majors are listed in the **Teacher Preparation Handbook** and in this bulletin. The following departments offer teaching majors/minors: Art, Biology, Chemistry, English, History/Political Science, Mathematics, Music, Physics, and Spanish. Interdisciplinary teaching minors in General Science and Physical Sciences are also available. **A secondary special education major is a DUAL major with another teaching major.**

A. Completion of the following required education courses:			
EDUC 101	Foundations of Education	2	
EDUC 102	Classroom Management	2	
EDUC 290	Human Relations for Educators	4	
EDUC 300	Instructional Design and Assessment & Practicum	4	
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4	
EDUC 427*	Student Teaching	6 or 10	
EDUC 490*	Effective Educator Seminar	2	
SPED 208	Survey of Exceptionalities & Practicum	4	
*Senior Capstone Experience			
Total Required Education Courses			28 or 32
B. Completion of the following required support courses:			
PSYC 101	General Psychology	4	
PSYC 260	Developmental Psychology		
or			
PSYC 303	Child and Adolescent Psychology	4	
A biology course		4	
A humanities course (history, literature, modern language)		4	
A mathematics course (required even if ACT is 24 or higher)		4	
Teaching Methods in content field (425)		2 or 4	
Total Required Support Courses			22 or 24
C. Additional Requirements			
• Earn a grade of C- or above in all required major and support courses; • Maintain a minimum cumulative gpa of 2.50 or better; • Pass all requirements on the departmental assessment plan;			

- Pass three sections (Reading, Writing, Math) of the Praxis I: Pre-Professional Skills Test according to designated criteria;
- Successfully complete:
 - Admit to Education process, including writing an essay and going through an interview;
 - A professional portfolio, which includes designated preliminary checkpoints;
 - Writing assignments on the assessment plan
- Provide own transportation to practicums and student teaching assignments

ENDORSEMENTS

Coaching Endorsement

Any student seeking teacher licensure who is interested in a coaching endorsement, or a student who is pursuing a non-teaching major but desires a coaching authorization, must complete the following courses:

BIOL 207	Human Anatomy	4	
PSYC 260	Developmental Psychology		
or			
PSYC 303	Child and Adolescent Psychology	4	
SPRT 230	Theory and Ethics of Coaching Athletes	2	
SPRT 254	Prevention and Care of Athletic Injuries	2	
TOTAL CREDITS			12

This program is neither a major nor a minor, but is an approved cluster.

Reading Endorsement (K-6 or 7-12)

Morningside offers an endorsement program in reading, allowing the graduate to certify as a teacher of reading in Chapter 1 programs. This program is neither a major nor a minor.

EDUC 300	Instructional Design and Assessment & Practicum	4	
EDUC 315	Teaching Elementary Reading/Language Arts & Practicum	4	
EDUC 324	Reading in Content Areas	4	
EDUC 414	Diagnostic Teaching of Reading & Practicum	4	
EDUC 498	Language Acquisition and Development	2	
ENGL 203	Children's Literature (K-6)		
or			
ENGL 204	Adolescent Literature (7-12)	2	
MORN 102	Composition and Communication	4	
TOTAL CREDITS			24

Graduate Work in Education

Morningside College offers a program of graduate study leading to the degree Master of Arts in Teaching. Major fields of study include Special Education: Instructional Strategist I; Special Education: Instructional Strategist II LD/BD; Special Education: Instructional Strategist II-MD; and Professional Educator.

Graduate endorsement areas (without master's degree) in education include Special Education: Instructional Strategist I; Special Education: Instructional Strategist II- LD/BD; Special Education: Instructional Strategist II-MD; K-12 Special Education Consultant; Talented and Gifted; Middle School; and Reading.

The primary goal of graduate work at Morningside College is the continued development of the Effective Educator. A complete description of graduate work at Morningside College is included in the **Graduate Bulletin**.

Undergraduates may take graduate courses during their last semester at Morningside College. However, graduate hours may not be counted toward the 124 hours required for graduation.

Education Courses (EDUC)

- | | |
|--|----------------|
| 101 Foundations of Education | 2 hours |
| An overview of the sociological, historical, legal, and philosophical foundations of American public schools. | |
| 102 Classroom Management | 2 hours |
| Focuses on creating learning environments that foster positive student behavior and learning in K-12 classrooms; also emphasizes group management skills and strategies. | |
| 290 Human Relations for Educators | 4 hours |
| <i>Satisfies American Experience requirement</i> | |
| Introduces students to theoretical frameworks, concepts, and analytic skills useful in understanding the disciplines that contribute to the field of human relations. Theories and practices of professional human relations as they apply to individual, interpersonal, family group, organization, community, and cultural systems will be presented. Attention is placed on the development of and sensitivity to the values, beliefs, life styles, attitudes, and traditions of individuals and diverse groups found in society. | |
| 300 Instructional Design and Assessment & Practicum (Sophomore standing; 2.50 cumulative gpa) | 4 hours |
| An introductory course in pedagogy, including writing objectives, designing and implementing lesson and unit plans, and utilizing appropriate assessment strategies; also a formal introduction to the Education Department's Effective Educator Model. A 20 hour practicum is required. This course is a prerequisite for all upper-level classes in Education. Formal admission to the Teacher Preparation Program (TPP) takes place during this course. | |
| 307 Teaching Elementary Mathematics & Practicum (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing) | 2 hours |
| The teaching of mathematical concepts in elementary schools with emphasis on methods and materials. Includes a study of the National Council of Teachers of Mathematics (NCTM) standards, problem-solving strategies, and alternative assessments. A 15-hour practicum is also required. | |
| 315 Teaching Elementary Reading/Language Arts & Practicum (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing) | 4 hours |
| An integrated literacy methods course that focuses on the theories, strategies, materials, and assessments related to the development of reading, writing, speaking, and listening skills; includes an introduction to guided reading and Reading Recovery. A 20-hour practicum is required. | |

- 316 Teaching Elementary Social Studies/Science & Practicum (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing)** **4 hours**
 Focuses on methods and materials of teaching science and social studies in elementary schools. Includes an immersion into the cooperative learning model of teaching and learning. A 15-hour practicum is also required. Students taking this class must successfully complete Checkpoint #2 in order to continue taking Education classes.
- 321 Methods of Teaching in Secondary Schools & Practicum (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing)** **4 hours**
 Instructional techniques for teaching students in grades 7-12; includes a content reading component. A 25-hour practicum is also required.
- 324 Reading in Content Areas (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing)** **4 hours**
 Emphasizes knowledge of text structure, vocabulary, and comprehension in content areas such as science, mathematics, social studies and literature. Includes a study of research based strategies and practices for reading and writing instruction in content areas.
- 414 Diagnostic Teaching of Reading & Practicum (315; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program, junior standing)** **4 hours**
 An in-depth study of instruments, procedures and practices used for identifying students' reading proficiencies and needs for planning and revising instruction for all students. A 20-hour practicum is also required.
- 417 Elementary Student Teaching (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: 490)** **6 or 10 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in an elementary classroom that includes planning and implementing lessons in all curricular areas. The experience is 10 credit hours for a single placement and 6 credit hours for majors with two placements. An additional student teaching fee is charged.
- 427 Secondary Student Teaching (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: 490)** **6 or 10 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in a 7-12 classroom that includes planning and implementing lessons in the student's content major field. The experience is 10 credit hours for a single placement and 6 credit hours for majors with two placements. An additional student teaching fee is charged.

- 477 Elementary Art Student Teaching (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: 490)** **6 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in an elementary art program that includes planning and implementing lessons. An additional student teaching fee is charged.
- 478 Secondary Art Student Teaching (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: 490)** **6 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in a secondary art program classroom that includes planning and implementing lessons. An additional student teaching fee is charged.
- 490 Effective Educator Seminar (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: student teaching)** **2 hours**
Senior Capstone Experience
 Capstone seminar for teacher preparation majors that includes a study of the roles and expectations of the professional educator, including those of instructional decision-maker and consumer of research; other focus areas are an examination of the Iowa Teaching Standards, current issues, and professional ethics; taken concurrently with student teaching.
- 498 Language Acquisition and Development (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing)** **2 hours**
 Emphasizes the acquisition and development of language and the relationship between language and the reading process.

Special Education Courses (SPED)

- 208 Survey of Exceptionalities & Practicum** **4 hours**
Satisfies Service Learning Flag
 An introductory course designed to introduce concepts and issues related to individuals with exceptionalities, including those with mental disabilities, emotional and behavioral disorders, learning disabilities, or sensory impairments, and the gifted. Content also includes diverse learning needs such as those of mobile students, students at risk, and students who are English Language learners. A 20-hour practicum is required.
- 361 Introduction to Mild/Moderate Disabilities (EDUC 300; may be registered concurrently with EDUC 300; 2.50 cumulative gpa; sophomore standing)** **4 hours**
 An introductory class in teaching students with mild and moderate disabilities. Course content will include etiology, prevalence, characteristics, prognosis, family, and educational needs of students with disabilities.

- 362 Principles of Special Education Teaching (EDUC 300; may be registered concurrently with EDUC 300; 2.50 cumulative gpa; sophomore standing)** **2 hours**
 Foundational class that introduces students to the principles and concepts of special education teaching. This class is a prerequisite for all special education methods classes.
- 364 K-6 Mild/Moderate Methods & Practicum (362; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing; corequisite: 407)** **2 hours**
 An introduction to a variety of methods used with students with mild/moderate disabilities at the K-6 level being served in general or special education classrooms. A 20-hour practicum is required.
- 366 7-12 Mild/Moderate Methods & Practicum (362; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing; corequisite: 407)** **2 hours**
 An introduction to a variety of methods used with students with mild/moderate disabilities at the 7-12 level being served in general or special education classrooms. A 20-hour practicum is required.
- 402 School-Parent Collaboration (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing; corequisite: 455)** **2 hours**
 Methods and strategies for working with parents, general classroom teachers, support service personnel, paraprofessionals and other individuals involved in programs for learners with exceptionalities.
- 407 Diagnostic Teaching of Math & Practicum (362; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing; corequisite: 364 or 366)** **2 hours**
 Introduction to methods and materials used for diagnosing and remediating math difficulties. A 15-hour practicum is required.
- 431 Applied Behavioral Analysis (362; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing)** **4 hours**
 An introductory course in applied behavioral analysis. Students will design, implement, and measure interventions for pupils manifesting behavioral problems.
- 451 Educational Assessment (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; senior standing; one methods class in reading)** **4 hours**
 In-depth analysis of formal and informal assessment used to make instructional decisions. Students will apply knowledge of methods and materials from other classes in the completion of a case study.
- 455 Transition (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; junior standing; corequisite: 402)** **2 hours**
 Emphasis on life-long transition of students with disabilities, including sources of services, organizations, and networks. Includes transitional support to settings with maximum opportunities for decision making and full participation in the community.

- 470 K-6 Student Teaching: Instructional Strategist I (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: EDUC 490)** **6 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in an elementary special education classroom. The experience will be completed in a different service delivery level than in SPED 460. An additional student teaching fee is charged.
- 471 7-12 Student Teaching: Instructional Strategist I (2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program; admitted to student teaching; senior standing; corequisite: EDUC 490)** **6 hours**
Senior Capstone Experience
 A supervised full-day capstone teaching experience in a secondary special education classroom. The experience will be completed in a different service delivery level than in SPED 460. An additional student teaching fee is charged.

Graduate Education Courses (EDUC)

The following courses are open to graduate and undergraduate students.

- 324G Reading in Content Areas** **4 hours**
 Emphasis in reading skills necessary for specific content areas.
- 401G Introduction to Teaching the Gifted** **3 hours**
 An analysis of the issues related to educating gifted students with a focus on definitions, identification, characteristics, and strengths and weaknesses of ability grouping, acceleration, and enrichment. Also included are methods of better serving the gifted in general education classrooms.
- 414G Diagnostic Teaching of Reading & Practicum** **4 hours**
 A first course in remedial reading, including a study of the causes of reading disabilities and methods to improve reading achievement. Special emphasis will be placed on helping the teacher recognize individual needs, develop competency in conducting tests, and design lessons suitable for meeting specific reading-skill objectives. A field experience is also required.
- 460G Growth and Development of the Middle School Level Student** **3 hours**
 An examination of the emotional, physical and mental characteristics and needs of young adolescents.
- 461G Middle School Curriculum and Methods & Practicum** **3 hours**
 The development of an appropriate middle school curriculum and methodology, including rationale, relationship of student characteristics to educational needs, instructional strategies, and program evaluation.

- 498G Language Acquisition and Development** **2 hours**
A study of language acquisition, psycholinguistics and reading, and miscue analysis in relationship to the reading process and reading disabilities.

The following courses are open to graduate students only.

- 501 Educational Research** **3 hours**
Focus on the methods and techniques of educational research, including classroom action research; writing an action research proposal. Required of all master's degree-seeking students before admission to candidacy for the MAT degree.
- 502 Learning in Educational Settings** **3 hours**
A study of educational and psychological research in the areas of perception, cognition, intelligence, and the learning process.
- 506 Language Arts in the Elementary School** **3 hours**
Current developments in the teaching of writing, speaking, listening, and other communication skills in the elementary school including the examination of NCTE standards.
- 507 Mathematics in the Elementary School** **3 hours**
A study of current research and developments in the teaching of mathematics in elementary classrooms, including the examination of NCTM standards.
- 510 Social Studies in the Elementary School** **3 hours**
A study of the standards, objectives, principles, methods and practices that guide the teaching of social studies in the elementary grades.
- 512 Issues in Education** **3 hours**
Analysis of current research and trends in education. A required course in the Professional Foundations MAT core.
- 522 Instructional Technology** **3 hours**
An examination of the impact of technology on curriculum and the classroom environment, including experience with instructional design and development, integration of various types of technology in the classroom, design and development of effective instructional materials, and the management and evaluation of learning environments. A required course in all master's degree programs.
- 550 Teaching Internship** **1-6 hours**
Working with students in a specific setting under the supervision of the department staff. Involves the demonstration of skills necessary to plan, implement, and evaluate instruction. Departmental approval required.
- 580 Development and Management of Gifted Programs** **2 hours**
An examination of the two major educational approaches in providing programs for gifted students and models that have been successful. A focus on establishing criteria for selection, program models, effective ways to implement, and follow-up.

581	Curriculum and Methods for the Gifted Specific curriculum and methods of teaching appropriate for gifted students.	3 hours
582	Internship: Gifted Consists of working with gifted students under the supervision of department staff, including the application of appropriate teaching methods and curriculum. Departmental approval required.	2 hours
595	Special Topics An independent study arranged by the Education Department and with full department approval. (Note: No more than 3 hours can be applied toward the MAT degree.)	1-3 hours
598	Independent Study or Research An independent study, with results of the investigation summarized in a scholarly paper or report, prepared and documented in approved style. (Note: No more than 6 hours can be applied toward the MAT degree.)	1-6 hours
599	Workshop in Education Courses focused on current topics and issues.	1-3 hours
610	Reflective Teaching The development and practice of self-assessment and goal-setting skills, including reflection, collaboration, mentoring new professionals, analyzing personal teaching habits and styles, and giving non-judgmental feedback; a required course in all master's degree programs.	3 hours
611	Student Diversity and Educational Practice An examination of classroom student diversity, including diversity of culture, family, structure, socio-economic level, and ability; and the impact of diversity on curricular and instructional practices; a required course in the Professional Foundations MAT core.	3 hours
801	Teaching Tools on the Internet In this course, participants will answer the question, "What is a teaching tool?" They will explore activities that are created and ready to use on the web. Participants will also create activities that will connect with their classroom and teaching assignment.	1-3 hours
802	Learning Stations Using the Internet In this course, participants will discover a variety of ways to use the Internet as a learning station. Participants will explore scavenger hunts, hotlists, webquests, games and simulations. Upon completion of the course, participants will have many useful resources for their classroom.	1-3 hours

- 803 Literature on the Web** **1-3 hours**
 Participants explore six steps to great literature-technology connections. The goal of this class is to encourage reading by showing the students author facts, themes and other interesting information about books on the Internet. Participants can use this course to help prepare information about authors, publishers, themes, and curricular connections for their classrooms.
- 804 Internet in the Math Classroom** **1-3 hours**
 Participants will identify web sites that can be used as resources for the classroom. They will write activities that connect with the curriculum for web sites that are already completed. Participants use this course to locate and prepare activities that connect with their math classroom and teaching.
- 805 Internet in the Science Classroom** **1-3 hours**
 Participants will identify web sites that can be used as resources for the classroom. They will write activities that connect with the curriculum for web sites that are already designed. Participants can use this course to locate and prepare activities that connect with their science classroom and teaching.
- 806 Reaching the Reluctant Reader** **1-3 hours**
 There are two different types of reluctant reader-those who can read but don't enjoy it and those who find reading so difficult that they avoid it whenever they can. Both groups think reading is hard work so it's important to give them books which are really worth the effort-strong stories that keep them turning the pages, humor which makes them laugh out loud and non-fiction packed with fascinating facts about their favorite interests. In this course, participants will define Reluctant Reader, identify reluctant readers they know, and identify strategies for parents and teachers to help students enjoy reading.
- 807 Internet for Early Childhood Education** **1-3 hours**
 Participants in this course will explore the answers to these questions: At what age is it appropriate for children to use the Internet? Is it necessary to have children on line to be effectively using technology? What are some ways to ensure that children are safe? How can you use the Internet to help you with your lesson planning? Participants will locate, gather and create resources they can actually use in their teaching and classroom.
- 808 Internet in the Fine Arts Classroom** **1-3 hours**
 There are many different areas included in the "Fine Arts" label. The participants will choose assignments that focus on their specialty area. The purpose of this class is to help participants learn about the Internet and all of the wonderful resources available for the Fine Arts subject area.
- 809 Multiple Intelligences on the Web** **1-3 hours**
 Participants in this course will use the Internet to learn more about multiple intelligences. It is designed so that the novice learner can begin their MI journey and the expert learner can expand their MI knowledge.

- | | | |
|------------|---|------------------|
| 810 | Internet in the Social Studies Classroom
Participants will identify web sites that can be used as resources for the classroom. They will write activities that connect with the curriculum for web sites that are already designed. Participants can use this course to locate and prepare activities, that connect with their social studies classroom and teaching. | 1-3 hours |
| 811 | Internet in the English/Language Arts Classroom
Participants will identify web sites that can be used as resources for the classroom. They will write activities that connect with the curriculum for web sites that are already designed. Participants can use this course to locate and prepare activities that connect with their English/Language Arts classroom and teaching. | 1-3 hours |
| 812 | Internet in the Foreign Language Classroom
There is a wealth of information for the foreign language classroom on the Internet. In the past, the foreign language teacher was required to search high and low for real materials to use in the classroom. Participants will identify web sites that can be used as resources for the classroom. They will write activities that connect with the curriculum for web sites that are already designed. Participants can use this course to locate and prepare activities that connect with their foreign language classroom and teaching. | 1-3 hours |
| 860 | Algebra for the Middle School Teacher
Participants will gain insight as to algebraic concepts the adolescent learner encounters in grades 5-8. Utilizing the book, Algebra to Go, students will complete the online discussion boards. | 1 hour |
| 861 | Grammar for the Middle School Teacher
This course is designed to guide you to information on the Internet via web pages that will improve your personal and professional grammar skills. A portion of the class is also designed to encourage you to develop effective and innovative strategies for teaching grammar to middle school students. | 1 hour |
| 862 | World History for the Middle School Teacher
Participants will be guided in how to understand history and the process of change over time, develop the capacity to relate the past to the present, clarify their philosophy of life, and gain an understanding of the strengths and weaknesses of their own society. They will also improve their ability to place current events within a historical context, and enhance cartographic literacy, become aware of the complexity of national and international events and think like an historian. | 1 hour |
| 863 | Geography for the Middle School Teacher
Participants will have the opportunity to become familiar with the National Geography Standards. Through the use of technology, art, music, children's literature, and language arts, participants gain an understanding of how geography standards can be integrated across the curriculum. | 1 hour |

- 864 Physical Science for the Middle School Teacher** **1 hour**
 Participants will define and describe work, power and mechanical energy. Participants will apply the units of energy calculations. They will define potential and kinetic energy and the work-energy theorem along with head, endothermic and exothermic processes. Students will describe simple machines and mechanical advantage. They will understand the concept of efficiency, and the law of conservation of energy. Participants will differentiate between energy, enthalpy and work, and understand heat capacity and specific heat.
- 865 American History for the Middle School Teacher** **1 hour**
 This United States history class will have participants looking at the geographical regions, climatic conditions, immigration practices, conflicts, as well as other key study points. Participants will obtain a good understanding of the middle school history content.
- 870 Adolescent Literature** **3 hours**
 This literature course is designed to introduce adult readers to young adult literature, literature often written for and read by those who are between 12 years and 18 years old. This course will give general consideration to works traditionally used in the classroom, as well as viewing novels, poems, films and short stories that are read by young adults on their own or that can be used to motivate them to read on their own.
- 871 Basic Math and Measurement** **2 hours**
 Participants will become familiar with multiple algorithms for basic math operations. Emphasis will fall on problem solving, involving basic operations within a measurement theme.
- 872 Children's Literature** **3 hours**
 This course is designed to assist teachers in integrating the latest children's literature across the curriculum, specifically in the area of nonfiction. Graphic organizers, reading and writing strategies, and the fine art activities will be used to enhance students' comprehension of the literature.

Graduate Special Education Courses (SPED)

The following courses are open to graduate and undergraduate students.

- 361G Introduction to Mild/Moderate Disabilities** **4 hours**
 An examination of the educational, emotional, social, and cognitive needs of individuals with mild or moderate disabilities.
- 390G Introduction to Mental Disabilities** **3 hours**
 An examination of the foundations and basic concepts related to mental retardation, including history, definitions, assessment, etiology, and prevention with additional focus on the levels of needs of individuals with mental retardation throughout the lifespan, the family, individual rights, legal issues, and supports and community living.

402G	School-Parent Collaboration Methods and strategies for working with parents, regular classroom teachers, support service personnel, para-professionals and other individuals involved in programs for young children and for exceptional learners.	2 hours
407G	Diagnostic Teaching of Math & Practicum Methods and materials used for diagnosing and remediating math difficulties. A field experience is also required.	2 hours
431G	Applied Behavioral Analysis A focus on the skills needed to manage students in special and general education classrooms. Theoretical approaches for managing behaviors and relevant management strategies, specific interventions for increasing/decreasing behaviors, and methods for identifying and documenting behavioral concerns and designing appropriate intervention plans will be addressed.	4 hours
455G	Transition An emphasis on the career-vocational programming alternatives for special education students appropriate to the varying skills of the disability.	2 hours
<i>The following courses are open to graduate students only.</i>		
530	Principles of Special Education The skills, concepts and principles essential to the development of instructional programs for students with special needs; a prerequisite course for special education methods courses.	2 hours
531	Mild/Moderate Methods K-6 & Practicum (530) This course focuses on assessment, instructional and management techniques designed to enhance the learning of elementary school students with mild to moderate disabilities who are served in a variety of program models; includes an additional 10-hour field experience.	2 hours
532	Mild/Moderate Methods 7-12 & Practicum (530) This course focuses on assessment, instructional and management techniques designed to enhance the learning of secondary school students with mild to moderate disabilities who are served in a variety of program models; includes an additional 10-hour field experience.	2 hours
551	Educational Assessment An in-depth look at both formal and informal assessments as they apply to aiding a teacher in developing instructional strategies for the student with learning difficulties. Assessment will be viewed as an integral part of the teaching strategy and includes assessment and teaching in all of the basic subject areas.	3 hours
560	Consulting in the Schools (Master's degree) The fundamental principles/practices that are part of the consultation process.	3 hours

561	Curriculum and Instructional Design (Master's degree) Knowledge of and skills in specific interventions to improve the learning rate of students, using a problem-solving approach performed in a collaborative relationship.	3 hours
564	Data Collection for Decision-Making (Master's degree) Methods for gathering appropriate data, summarizing and presenting it, and helping educators make decisions based on it to meet the needs of students, parents, peers, and communities.	3 hours
641	Internship: Instructional Strategist I (K-6) Consists of working with elementary students with mild/moderate disabilities under the supervision of the department staff. Involves the demonstration of skills necessary to develop an individualized program of instruction, including skills in assessment, development of reinforcement, feedback techniques, and evaluation. Departmental approval required.	3 hours
642	Internship: Instructional Strategist I (7-12) Consists of working with secondary students with mild/moderate disabilities under the supervision of the department staff. Involves the demonstration of skills necessary to develop an individualized program of instruction, including skills in assessment, development of reinforcement, feedback techniques, and evaluation. Departmental approval required.	3 hours
644	Assistive Technology An introduction to various forms of technology designed to assist students attain their IEP goals.	2 hours
645	Language Development and Communication Disorders Skills and techniques to assist K-12 students with limited communication skills.	2 hours
646	Curriculum Development and Assessment The design of developmentally appropriate and age appropriate curriculum for students with moderate to severe disabilities.	3 hours
647	Introduction to Behavior Disorders/Learning Disabilities An examination of the educational, emotional, social, and cognitive needs of individuals with severe behavior disorders and learning disabilities.	3 hours
648	Academic Methods and Materials & Practicum Strategies to assist students with severe learning disabilities to progress in their educational goals.	2 hours
649	Social and Behavioral Strategies & Practicum Strategies to assist students with severe disabilities increase their social skills, including social acceptance, interaction with others, and self-management.	2 hours
672	Special Education Law An examination of current and historical perspectives of the laws pertaining to individuals with disabilities, including an understanding of case law and dispute resolution.	2 hours

673	Communication Issues for MD An introduction to the characteristics of individuals with severe/profound disabilities with an emphasis on communication and functional language.	2 hours
675	Functional Curriculum and Instruction & Practicum Instruction in the development of age-appropriate, longitudinal functional curriculum to enable individuals and their families to become as self-sufficient as possible. The required practicum provides opportunities to practice skills.	4 hours
678	Internship: Instructional Strategist II-MD Consists of working with individuals with severe/profound mental disabilities under the supervision of department staff. Requires application of systematic evaluation and instructional strategies. Departmental approval required.	3 hours
679	Internship: Instructional Strategist II-BD/LD Consists of working with individuals with severe/profound behavioral and learning disabilities under the supervision of department staff. Requires application of systematic evaluation and instructional strategies. Departmental approval required.	3 hours

Engineering—see page 157

English (ENGL)

(Knepper, ch., Coyne, Meehan, Werden)

English is a discipline that investigates the creative potential of literacy in our world and in the rich tradition of the English language arts. We understand that the language arts—defined as reading, writing, speaking, and listening—are inherently social and related to thinking. We believe that learning is a process of actively constructing meaning from personal experiences as well as from the encounter with many kinds of print and non-print texts. These beliefs and the following outcomes are informed by standards developed by professional organizations in our field including the Associated Writing Programs, the Modern Language Association, and the National Council of Teachers of English. Though presented in the form of a list, we understand that these outcomes are interrelated, much as writing, language, reading, and active participation are all intertwined in the discipline of English. A well-prepared graduate in English:

1. understands that writing is a creative and thoughtful process and uses this process in developing writing projects through the stages from vision through revision to publication;
2. demonstrates flexibility as a writer and can write in a variety of forms and for different audiences and purposes;
3. applies knowledge of English language structure and history, language conventions, media techniques, figurative language, and genre to create, critique, and discuss texts; adjusts his/her use of spoken and written language to communicate effectively with a variety of audiences;
4. understands that literacy comes in many forms and demonstrates a wide range of strategies to comprehend, interpret, and appreciate texts drawn from the diversity of literary periods, genres, cultures, and media that have contributed to the tradition of literature in English;

5. understands the importance of historical and cultural context in interpreting and appreciating texts and in illuminating his/her own cultural and spiritual beliefs and practices as well as those of others;
6. understands the critical principles and vocabulary of prominent methods of reading and interpretation as well as the principles behind the construction of literary periods and genres;
7. uses a variety of information resources and technologies to gather and synthesize information and to create and communicate knowledge in ethical and responsible ways;
8. participates actively as a knowledgeable, reflective, creative, and critical member of a variety of literacy communities: in the classroom, in the department, and in the larger communities of the College and the region.

Majors: English (B.A.), English Teaching (B.A.)

Minor: English

ENGLISH

Requirements for a major in English:

This major will lead to a BA degree.

A. Completion of the following required English courses:			
ENGL 205	Creative Reading	4	
ENGL 343	Studies of American Literary History	4	
ENGL 344	Studies of British Literary History	4	
ENGL 495*	Capstone Seminar in English	4	
Complete 4 hours from the following:		4	
ENGL 210	Creative Non-Fiction	4	
ENGL 211	Writing to Persuade	4	
ENGL 281	Writing Poetry and Fiction	4	
Complete 4 hours from the following:		4	
ENGL 241	Classical Mythology and Literature	4	
ENGL 243	American Minorities Literature	4	
ENGL 245	Women and Literature	4	
ENGL 251	American Literature and Culture	4	
Complete 4 hours from the following:		4	
ENGL 345	Studies of a Literary Genre	4	
ENGL 346	Studies of a Major Literary Figure or Movement	4	
ENGL 347	From Page to Stage or Screen: Studies of Literature in Performance	4	
Complete 4 hours from the following:		4	
ENGL 351	History of the English Language	4	
ENGL 354	Teaching Writing: Methods and Mediation	4	
*Senior Capstone Experience			
Total Required English Courses			32
B. Completion of an emphasis:			8
Literature			
	An additional literature course**	4	
	English elective**	4	

Writing		
ENGL 382	Advanced Poetry Writing	
or		
ENGL 383	Advanced Fiction Writing	4
	English elective**	4
Total Required Emphasis Courses		8
**ENGL 132, 203, 204 cannot be used		

TOTAL HOURS REQUIRED FOR THE MAJOR **40**

- C. Writing Endorsement
Students develop a portfolio used for writing endorsement and assessment of major.

Requirements for a major in English Teaching:

This major will lead to a BA degree.

A. Completion of the following required English courses:		
ENGL 204	Adolescent Literature	2
ENGL 205	Creative Reading	4
ENGL 343	Studies of American Literary History	4
ENGL 344	Studies of British Literary History	4
ENGL 351	History of the English Language	4
ENGL 354	Teaching Writing: Methods and Mediation	4
ENGL 425	Methods of Teaching English & Practicum	4
ENGL 495*	Capstone Seminar in English	4
Complete 4 hours from the following:		4
ENGL 210	Creative Non-Fiction	4
ENGL 211	Writing to Persuade	4
ENGL 281	Writing Poetry and Fiction	4
Complete 4 hours from the following:		4
ENGL 241	Classical Mythology and Literature	4
ENGL 243	American Minorities Literature	4
ENGL 245	Women and Literature	4
ENGL 251	American Literature and Culture	4
Complete 4 hours from the following:		4
ENGL 345	Studies of a Literary Genre	4
ENGL 346	Studies of a Major Literary Figure or Movement	4
ENGL 347	From Page to Stage or Screen: Studies of Literature in Performance	4
*Senior Capstone Experience		
Total Required English Courses		42
B. Completion of the following required education courses:		
EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4
EDUC 427	Secondary Student Teaching	6 or 10
EDUC 490	Effective Educator Seminar	2
SPED 208	Survey of Exceptionalities & Practicum	4
Total Required Education Courses		28 or 32

C.	Completion of the following required education support courses:	
	PSYC 101 General Psychology	4
	PSYC 260 Developmental Psychology	
	or	
	PSYC 303 Child and Adolescent Psychology	4
	A biology course	4
	A mathematics course (required even if ACT is 24 or higher)	4
	Total Required Education Support Courses	16
	TOTAL HOURS FOR REQUIRED FOR THE MAJOR	86 or 90
D.	Writing Endorsement	
	Students develop a portfolio used for writing endorsement and assessment of major.	

Requirements for a minor in English:

A.	Completion of the following required English courses:	
	ENGL 205 Creative Reading	4
	ENGL 495* Capstone Seminar in English	4
	Complete 4 hours from the following:	4
	ENGL 210 Creative Non-Fiction	4
	ENGL 211 Writing To Persuade	4
	ENGL 281 Writing Poetry and Fiction	4
	Complete 4 hours from the following:	4
	ENGL 241 Classical Mythology and Literature	4
	ENGL 243 American Minorities Literature	4
	ENGL 245 Women and Literature	4
	ENGL 251 American Literature and Culture	4
	Complete 4 hours from the following:	4
	ENGL 343 Studies of American Literary History	4
	ENGL 344 Studies of British Literary History	4
	ENGL 345 Studies of a Literary Genre	4
	ENGL 346 Studies of a Major Literary Figure or Movement	4
	ENGL 347 From Page to Stage or Screen: Studies of Literature in Performance	4
	Complete 4 hours from the following:	4
	ENGL 351 History of the English Language	4
	ENGL 354 Teaching Writing: Methods and Mediation	4
	*Senior Capstone Experience	
	Total Required English Courses	24
	TOTAL HOURS REQUIRED FOR THE MINOR	24

English Courses (ENGL)

132 Experiencing Literature	4 hours
<i>Satisfies Ethics and Personal Values requirement</i>	
This course explores the interpretation of literature and related media such as film and visual art from the primary perspective of the reader's experience. It focuses on a variety of texts that raise issues about ethics and personal values, about why we value reading and what obligations we have as readers. Students will develop reading, writing, and critical thinking skills as well as cultivating a passion for life-long reading and reflection. This course is designed for students in any major.	

203 Children's Literature	2 hours
Study of the kinds of literature read by children in elementary education classes. May be applied only for teacher certification, not as an English elective.	
204 Adolescent Literature	2 hours
Study of the kinds of literature read by adolescents in secondary English classes. May be applied only for teacher certification, not as an English elective.	
205 Creative Reading	4 hours
Students are introduced to the discipline of English and its prominent critical approaches to reading and writing about literary texts. Focusing on print (books and essays) and non-print texts (including film and hypertext), they explore key concepts of literary theory and criticism and use them to create and develop their own critical reading and writing. The course is a requirement for all English majors and minors, a foundation for future studies in the discipline. Students not majoring in English but interested in exploring the creative power of literature and criticism are welcome.	
210 Creative Non-Fiction	4 hours
<i>Satisfies Creative Expression requirement</i> Techniques of fiction writing used to tell true stories.	
211 Writing to Persuade	4 hours
<i>Satisfies Creative Expression requirement</i> Theory and practice of rhetoric in several modes of composition and with emphasis on persuasion and style.	
241 Classical Mythology and Literature	4 hours
<i>Satisfies Global Awareness requirement</i> <i>Satisfies Religious Traditions Flag</i> Survey of ancient Greek and Roman mythology and classical and medieval literature from Homer to Dante.	
243 American Minorities Literature	4 hours
<i>Satisfies Ethics and Personal Values requirement</i> Exploration of a selection of African-American and American Indian literatures.	
245 Women and Literature	4 hours
<i>Satisfies Ethics and Personal Values requirement</i> Study of literature by and about women. Specific focus and content will vary from semester to semester.	
251 American Literature and Culture	4 hours
<i>Satisfies American Experience requirement</i> Study of interconnections of literature and culture with topics varying from semester to semester.	
281 Writing Poetry and Fiction	4 hours
<i>Satisfies Creative Expression requirement</i> An introductory course in writing poetry and fiction.	

- 343 Studies of American Literary History** **4 hours**
Satisfies American Experience requirement
 Students study a slice of American literary history (about 100 years), reading works by major authors in various genres. Through reading, discussion, and writing, students think critically about literature as art, tradition, and reflection of the American experience.
- 344 Studies of British Literary History** **4 hours**
Satisfies Global Awareness requirement
 Students study a slice of British literary history (about 100 years), reading works by major authors in various genres. Through reading, discussion, and writing, students think critically about literature as art, tradition, and reflection of the British experience.
- 345 Studies of a Literary Genre** **4 hours**
 Through study of texts in a particular genre (such as novel, short fiction, drama, poetry, essay), students learn how writers create within or outside formal conventions and traditions and how readers' genre expectations shape their experience of texts.
- 346 Studies of a Major Literary Figure or Movement** **4 hours**
 Through in-depth study of a particular major writer or literary movement, students apply knowledge of culture, genre, biography, and criticism to develop their own interpretations of particular texts.
- 347 From Page to Stage or Screen: Studies of Literature in Performance** **4 hours**
 Through study of literary works and their stage or screen adaptations, students learn to understand choices performance professionals make to translate literature from page to the stage or screen. Students become more sophisticated in understanding how interpretation, personal vision, medium, and cultural milieu can influence performance of literature.
- 351 History of the English Language** **4 hours**
 Origin and evolution of the English language.
- 354 Teaching Writing: Methods and Mediation** **4 hours**
Satisfies Service Learning Flag
 This course studies the art of writing from the pedagogical point of view. Students learn practices for developing writing fluency and achievement in three related components: the process of writing and its creative practice (focusing on their own writing), the theory and pedagogy of teaching writing (focusing on mentoring developing writers, integrating grammar and usage), and the potential for writing in a digital domain (focusing on new technologies and media for writing). A service learning component will extend the course into the community as students tutor developing writers and reflect on their experiences. This course is geared for future English and language arts teachers (K-college), future graduate students in the humanities, and anyone who wants a better grasp of their own writing and the powerful role it plays in our learning and our lives.
- 382 Advanced Poetry Writing (281)** **4 hours**
Satisfies Creative Expression requirement
 An advanced workshop concentrating on the writing of poetry.

- 383 Advanced Fiction Writing (281)** **4 hours**
Satisfies Creative Expression requirement
 An advanced workshop concentrating on the writing of fiction.
- 425 Methods of Teaching English & Practicum (EDUC 300, EDUC 321, Jr. standing, 2.50 cum gpa, 2.50 Education gpa, admitted to Teacher Preparation Program)** **4 hours**
 Study and practice of methods of teaching literature, writing, grammar, and other subfields within English. Counts for secondary education certification, not as an English elective.
- 495 Capstone Seminar in English (205; 300-level English course recommended)** **4 hours**
Senior Capstone Experience
 Students apply theories of literature, writing, language, or pedagogy to a particular seminar topic and then research and write several drafts of a seminar paper on a topic negotiated with the instructor.

English as a Second Language see Morningside Experience

General Science Teaching see page 69

History and Political Science (HIST, POLS, GEOG, SSCI)

(McKinlay, ch., Bass, Green, Guelcher, Lopez)

The Department of History and Political Science offers major programs in history and in political science and offers one joint major program. Additionally, there are specific concentrations that students in history may select. Graduates, having completed one of these programs, can pursue careers in law, in public service and government, in non-governmental organizations, in business, and in education, or can choose to pursue graduate or professional school training in a variety of disciplines and specialties. Both programs offer rich educational experiences, emphasizing mastery of the issues and key content areas of the disciplines, training in effective research techniques, and substantial work on group and individual projects. Through individualized instruction and careful advising, through internships and other practical learning experiences, through independent study courses tailored to individual student interests, and through the honing of effective oral and written communications skills, students majoring in these programs will become ready to face a competitive future.

Programs in History. Even as the study of history is key to understanding the human experience, it may also be the most generally applicable of all disciplines to any career field. In pursuing a major program in history, students will refine several key skills, useful in all contexts, including researching and information gathering, evaluating evidence and sources, organizing facts and ideas, interpreting patterns, constructing explanations, and communicating clearly, persuasively, and logically. Students can choose either an American History program or an American History/World History program; the latter can lead to secondary education certification in both American and World History teaching.

Programs in Political Science. The political science major concentrates on dimensions of the political world. The program explores the development and structure of political institutions, the behavior of groups and individuals in political activity, and the interaction of these components with social, cultural, and economic forces. The de-

partment offers courses in the primary disciplinary subfields: American politics, Comparative politics, International Relations, and Political Theory. Students majoring in political science will learn the components of political analysis, will become familiar with recent theoretical approaches and debates, will become effective researchers, and will become efficient managers of data and information. Above all, students will be led to apply their learning in real-world political experiences.

Interdisciplinary Programs. A combined major—American History/American Government—is offered by this department. It is designed to deepen the study of the American experience, and will lead to secondary teaching certification in both American History and in American Government.

Teaching Programs. Some of the programs offered in history and political science are designed primarily as secondary teaching programs. The American History/World History Teaching Major meets all state requirements for secondary teaching in both American and World history. The American History/American Government Teaching major meets all state requirements for secondary teaching in American History and American Government. Completion of the American Government minor program, when pursued in conjunction with a teaching major program in history or social sciences, will lead to secondary certification in American Government.

Majors: American History (B.A.), History (B.A.), American History/American Government Teaching (B.A.), American History/World History Teaching (B.A.), Political Science (B.A.), International Affairs (B.A.)

Minors: 20th Century History, European History, Global History, United States History, Political Science, Citizenship, United States Politics, World Politics, Legal Studies

HISTORY

Requirements for a major in American History:

This major will lead to a BA degree.

- A. Completion of the following required history/political science courses:
- | | | |
|--|--|-----|
| HIST 131 | United States History to 1877 | 4 |
| HIST 132 | United States History since 1877 | 4 |
| HIST 431 | The Study of History | 4 |
| POLS 147 | United States Government (SLP) | 4 |
| Complete 16 hours in United States History from the following: | | 16 |
| HIST 233/433 | Topics in the History of the United States | 2-4 |
| HIST 263/463 | History of American Women | 4 |
| HIST 356 | The American Revolution (RS) | 4 |
| HIST 358 | United States in the Era of the World Wars, 1900-1945 (RS) | 4 |
| HIST 359 | Contemporary United States History: Campaigns and Elections (GP) | 4 |
| HIST 361 | Civil War in America (RS) | 4 |
| HIST 448 | United States Constitution | 4 |
| HIST 459 | United States Foreign Relations (GP) | 4 |
| Complete 4 hours from the following: | | 4 |
| HIST 150 | 20th Century World History | 4 |
| HIST 201 | European Civilization I, to 1492 | 4 |
| HIST 202 | European Civilization II, 1300-1945 | 4 |
| HIST 237/437 | The Vietnam Wars | 2 |
| HIST 258/458 | World War II | 2 |

HIST 323	Imperialism and Colonialism (GP)	4	
HIST 338	History and Politics of Latin America (GP)	4	
Complete 2 hours from the following:			2
HIST 450*	Internship	2-4	
HIST 472*	Senior Thesis	2-4	
HIST 479*	Major Service Project	2-4	
HIST 480*	Preceptorship	2-4	
*Senior Capstone Experience			
No course can fulfill more than one of the above distribution requirements.			
Total Required History/Political Science Courses			38

TOTAL HOURS REQUIRED FOR THE MAJOR **38**

Students must complete one Research Seminar (RS) and one Group Project Seminar (GP) as a part of their major.

- B. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in history.
- C. Additional Requirements
- Required participation in a campus or community group beyond the college's Service Learning requirement, preferably one semester or more, and preferably during the junior or senior year;
 - The submission of a personal statement of ethics and values in the senior year;
 - Participation in an oral departmental interview in the sophomore and senior years

Requirements for a major in History:

This major will lead to a BA degree.

- A. Completion of the following required history courses:
- | | | | |
|---|--|-----|---|
| HIST 131 | United States History to 1877 | 4 | |
| HIST 132 | United States History since 1877 | 4 | |
| HIST 201 | European Civilization I, to 1492 | 4 | |
| HIST 202 | European Civilization II, 1300-1945 | 4 | |
| HIST 222 | Asian Civilizations | 4 | |
| HIST 431 | The Study of History | 4 | |
| Complete 8 hours in United States History from the following: | | | 8 |
| HIST 233/433 | Topics in the History of the United States | 2-4 | |
| HIST 258/458 | World War II | 2 | |
| HIST 263/463 | History of American Women | 4 | |
| HIST 356 | The American Revolution (RS) | 4 | |
| HIST 358 | United States in the Era of the World Wars, 1900-1945 (RS) | 4 | |
| HIST 359 | Contemporary United States History: Campaigns and Elections (GP) | 4 | |
| HIST 361 | Civil War in America (RS) | 4 | |
| HIST 448 | United States Constitution | 4 | |
| HIST 459 | United States Foreign Relations (GP) | 4 | |
| Complete 4 hours in World History from the following: | | | 4 |
| HIST 150 | 20th Century World History | 4 | |
| HIST 203/403 | Topics in Early European History | 2 | |
| HIST 204/404 | Topics in Modern European History | 2 | |
| HIST 223/423 | Topics in Global History | 2 | |
| HIST 229/429 | Modern Southeast Asia | 2 | |

HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II	2	
HIST 317	History and Politics of Contemporary Europe (GP)	4	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 324	Modern East Asia	4	
HIST 334	Modern Middle East (GP)	4	
HIST 338	History and Politics of Latin America (GP)	4	
HIST 413	Modern Political Theory	4	
Complete 2 hours from the following:			2
HIST 450*	Internship	2	
HIST 472*	Senior Thesis	2	
HIST 479*	Major Service Project	2	
HIST 480*	Preceptorship	2	
*Senior Capstone Experience			
No course can fulfill more than one of the above distribution requirements.			
Total Required History Courses			38

TOTAL HOURS REQUIRED FOR THE MAJOR 38

Students must complete one Research Seminar (RS) and one Group Project Seminar (GP) as a part of the major.

- B. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in history.
- C. Additional Requirements
- Required participation in a campus or community group beyond the college's Service Learning requirement, preferably one semester or more, and preferably during the junior or senior year;
 - The submission of a personal statement of ethics and values in the senior year;
 - Participation in an oral departmental interview in the sophomore and senior years

Requirements for a minor in 20th Century History:

- A. Completion of the following required history course:
- | | | | |
|--------------------------------------|----------------------------|---|----------|
| HIST 150 | 20th Century World History | 4 | |
| Total Required History Course | | | 4 |
- B. Complete 12 hours from the following (at least 8 hours must be at the 300 or 400 level):
- | | | | |
|--------------|---|---|----|
| HIST 132 | United States History since 1877 | 4 | 12 |
| HIST 237/437 | The Vietnam Wars | 2 | |
| HIST 258/458 | World War II | 2 | |
| HIST 317 | History and Politics of Contemporary Europe (GP) | 4 | |
| HIST 323 | Imperialism and Colonialism (GP) | 4 | |
| HIST 338 | History and Politics of Latin America (GP) | 4 | |
| HIST 358 | The United States in the Era of the World Wars, 1900 to 1945 (RS) | 4 | |
| HIST 359 | Contemporary United States History: Campaigns and Elections (GP) | 4 | |

HIST 448	United States Constitution	4	
HIST 459	United States Foreign Relations (GP)	4	
Total Support Courses			12
TOTAL HOURS REQUIRED FOR THE MINOR			16

Requirements for a minor in European History:

A. Completion of the following required history courses:			
HIST 201	European Civilization I, to 1492	4	
HIST 202	European Civilization II, 1300 to 1945	4	
Total Required History Courses			8
B. Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level):			
			8
HIST 203/403	Topics in Early European History	2	
HIST 204/404	Topics in Modern European History	2	
HIST 258/458	World War II	2	
HIST 317	History and Politics of Contemporary Europe (GP)	4	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 413	Modern Political Theory	4	
Total Support Courses			8
TOTAL HOURS REQUIRED FOR THE MINOR			16

Requirements for a minor in Global History:

A. Completion of the following required history courses:			
HIST 150	20th Century World History	4	
Total Required History Courses			4
B. Complete 12 hours from the following (at least 4 hours must be at the 300 or 400 level):			
			12
HIST 222	Asian Civilizations	4	
HIST 229/429	Modern Southeast Asia	2	
HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II	2	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 324	Modern East Asia	4	
HIST 334	Modern Middle East (GP)	4	
HIST 338	History and Politics of Latin America (GP)	4	
Total Support Courses			12
TOTAL HOURS REQUIRED FOR THE MINOR			16

Requirements for a minor in United States History:

A. Completion of the following required history courses:			
HIST 131	United States History to 1877	4	
HIST 132	United States History since 1877	4	
Total Required History Courses			8

B.	Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level):		8
HIST 233/433	Topics in the History of the United States	2	
HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II	2	
HIST 263/463	History of American Women	4	
HIST 356	The American Revolution (RS)	4	
HIST 358	The United States in the Era of the World Wars, 1900 to 1945 (RS)	4	
HIST 359	Contemporary United States History: Campaigns and Elections (GP)	4	
HIST 361	Civil War in America (RS)	4	
HIST 448	United States Constitution	4	
HIST 459	United States Foreign Relations (GP)	4	
	Total Support Courses		8
	TOTAL HOURS REQUIRED FOR THE MINOR		16

Requirements for a major in American History/American Government Teaching:

This major will lead to a BA degree.

A.	Completion of the following required history/political science courses:		
HIST 131	United States History to 1877	4	
HIST 132	United States History since 1877	4	
POLS 147	United States Government (SLP)	4	
	Complete 12 hours in United States Politics from the following:	12	
POLS 356	The American Revolution	4	
POLS 359	Contemporary United States History: Campaigns and Elections (GP)	4	
POLS 362	Congress and the Presidency (RS)	4	
POLS 366	Women in United States Politics	2	
POLS 448	United States Constitution (RS)	4	
POLS 450	Internship in United States Politics	2-4	
POLS 459	United States Foreign Relations (GP)	4	
	Complete 8 hours in United States History from the following:	8	
HIST 233/433	Topics in the History of the United States	2-4	
HIST 258/458	World War II	2	
HIST 263/463	History of American Women	4	
HIST 356	The American Revolution (RS)	4	
HIST 358	United States in the Era of the World Wars, 1900-1945 (RS)	4	
HIST 359	Contemporary United States History: Campaigns and Elections (GP)	4	
HIST 361	Civil War in America (RS)	4	
HIST 448	United States Constitution	4	
HIST 459	United States Foreign Relations (GP)	4	
	No course can fulfill more than one of the above distribution requirements.		
	Total Required History/Political Science Courses		32
B.	Completion of the following required support course:		
SSCI 425	Methods of Teaching Social Science & Practicum	2	
	Total Required Support Courses		2

- C. Completion of the following required education courses:
- | | | |
|---|--|-----------------|
| EDUC 101 | Foundations of Education | 2 |
| EDUC 102 | Classroom Management | 2 |
| EDUC 290 | Human Relations for Educators | 4 |
| EDUC 300 | Instructional Design and Assessment & Practicum | 4 |
| EDUC 321 | Methods of Teaching in Secondary Schools & Practicum | 4 |
| EDUC 427* | Secondary Student Teaching | 6 or 10 |
| EDUC 490 | Effective Educator Seminar | 2 |
| SPED 208 | Survey of Exceptionalities & Practicum | 4 |
| *Senior Capstone Seminar | | |
| Total Required Education Courses | | 28 or 32 |
- D. Completion of the following required education support courses:
- | | | |
|---|---------------------------------|-----------|
| PSYC 101 | General Psychology | 4 |
| PSYC 260 | Developmental Psychology | |
| or | | |
| PSYC 303 | Child and Adolescent Psychology | 4 |
| A biology course | | 4 |
| A mathematics course (required even if ACT is 24 or higher) | | 4 |
| Total Required Education Support Courses | | 16 |
- TOTAL HOURS REQUIRED FOR THE MAJOR** **78 or 82**
- Students must complete two Research Seminars (RS), one from United States Politics and one from United States History, and one Group Project Seminar (GP) as a part of the major.
- E. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in history.
- F. Additional Requirements
- Required participation in a campus or community group beyond the college's Service Learning requirement, preferably one semester or more, and preferably during the junior or senior year;
 - The submission of a personal statement of ethics and values in the senior year;
 - Participation in an oral departmental interview in the sophomore and senior years

Requirements for a major in American History/World History Teaching:

This major will lead to a BA degree.

- A. Completion of the following required history/political science courses:
- | | | |
|---|--|-----|
| HIST 131 | United States History to 1877 | 4 |
| HIST 132 | United States History since 1877 | 4 |
| HIST 201 | European Civilization I, to 1492 | 4 |
| HIST 202 | European Civilization II, 1300-1945 | 4 |
| HIST 222 | Asian Civilizations | 4 |
| Complete 8 hours in United States History from the following: | | 8 |
| HIST 233/433 | Topics in the History of the United States | 2-4 |
| HIST 258/458 | World War II | 2 |
| HIST 263/463 | History of American Women | 4 |
| HIST 356 | The American Revolution (RS) | 4 |

HIST 358	United States in the Era of the World Wars, 1900-1945 (RS)	4	
HIST 359	Contemporary United States History: Campaigns and Elections (GP)	4	
HIST 361	Civil War in America (RS)	4	
HIST 448	United States Constitution	4	
HIST 459	United States Foreign Relations (GP)	4	
Complete 4 hours in World History from the following:			4
HIST 150	20th Century World History	4	
HIST 203/403	Topics in Early European History	2	
HIST 204/404	Topics in Modern European History	2	
HIST 223/423	Topics in Global History	2	
HIST 229/429	Modern Southeast Asia	2	
HIST 237/437	The Vietnam Wars	2	
HIST 258/458	World War II		
HIST 317	History and Politics of Contemporary Europe (GP)	4	
HIST 323	Imperialism and Colonialism (GP)	4	
HIST 324	Modern East Asia	4	
HIST 334	Modern Middle East (GP)	4	
HIST 338	History and Politics of Latin America (GP)	4	
HIST 413	Modern Political Theory	4	
No course can fulfill more than one of the above distribution requirements.			
Total Required History Courses			32
B. Completion of the following required support course:			
SSCI 425	Methods of Teaching Social Science & Practicum	2	
Total Required Support Courses			2
C. Completion of the following required education courses:			
EDUC 101	Foundations of Education	2	
EDUC 102	Classroom Management	2	
EDUC 290	Human Relations for Educators	4	
EDUC 300	Instructional Design and Assessment & Practicum	4	
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4	
EDUC 427*	Secondary Student Teaching	6 or 10	
EDUC 490	Effective Educator Seminar	2	
SPED 208	Survey of Exceptionalities and Practicum	4	
*Senior Capstone Seminar			
Total Required Education Courses			28 or 32
D. Completion of the following required education support courses:			
PSYC 101	General Psychology	4	
PSYC 260	Developmental Psychology		
or			
PSYC 303	Child and Adolescent Psychology	4	
A biology course		4	
A mathematics course (required even if ACT is 24 or higher)		4	
Total Required Education Support Courses			16
TOTAL HOURS REQUIRED FOR THE MAJOR			78 or 82
Students must complete one Research Seminar (RS) and one Group Project Seminar (GP) as a part of the major.			

- E. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in history.
- F. Additional Requirements
- Required participation in a campus or community group beyond the college's Service Learning requirement, preferably one semester or more, and preferably during the junior or senior year;
 - The submission of a personal statement of ethics and values in the senior year;
 - Participation in an oral departmental interview in the sophomore and senior years

Geography Courses (GEOG)

205 Political and Cultural Geography (same as POLS 205) 4 hours

Satisfies Global Awareness requirement

This is a thematic lecture/discussion course that explores various aspects of global political and cultural geography. Issues addressed will include: the global environment; basic physical geography; the impact of physical environment on culture; the impact of physical environment on political institutions and ideals; the impacts of geography on economic development. Students may not receive credit for both GEOG 205 and POLS 205.

History Courses (HIST)

131 United States History to 1877 4 hours

Satisfies American Experience requirement

Satisfies Religious Traditions Flag

This is a thematic lecture/discussion course that explores various aspects of the development of the history of the United States from colonial settlement to the end of Reconstruction. Issues addressed will include: slavery and race; religious experiences; constitutionalism and republicanism; democracy; economic and commercial development; political evolution; and cultural and intellectual change.

132 United States History since 1877 4 hours

Satisfies American Experience requirement

This is a thematic lecture/discussion course that explores various aspects of development of the history of the United States from the end of Reconstruction to the present. Issues addressed will include: race, ethnicity and immigration; social movements; constitutionalism and republicanism; democratization; the changing roles of women; economic and commercial development; political evolution; international relations; and cultural and intellectual change.

150 20th Century World History 4 hours

Satisfies Global Awareness requirement

This is an introductory lecture/discussion course that traces the political, intellectual, economic, social, and cultural development of various regions of the world in the 20th century.

- 201 European Civilization I, to 1492** **4 hours**
Satisfies Global Awareness requirement
Satisfies Religious Traditions Flag
 This is a thematic lecture/discussion course that explores various aspects of the development of the history of European Civilization to 1492. Issues addressed will include: religious experience; intellectual and cultural trends and characteristics; the arts as an expression of civilization; political and economic theory and development; societal norms and their evolution; and points of controversy.
- 202 European Civilization II, 1300 to 1945** **4 hours**
Satisfies Global Awareness requirement
Satisfies Religious Traditions Flag
 This is a thematic lecture/discussion course that explores various aspects of the development of the history of European Civilization from 1300 to 1945. Issues addressed will include: religious experience; scientific inquiry; intellectual and cultural trends and characteristics; the arts as an expression of civilization; political and economic theory and development; societal norms and their evolution; international relations; and points of controversy.
- 203 Topics in Early European History** **2 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content will vary, but may be drawn from Classical Greece, Classical Rome, Medieval Europe, the Renaissance, or some other focus from early European history. Students may not receive credit for both HIST 203 and 403 concurrently or if they have the same subject.
- 204 Topics in Modern European History** **2 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content will vary, but may be drawn from the Reformation, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleon, 19th Century Europe, World War I, or some other focus from Modern European history. Students may not receive credit for both HIST 204 and HIST 404 concurrently or if they have the same subject.
- 222 Asian Civilizations** **4 hours**
Satisfies Global Awareness requirement
Satisfies Religious Traditions Flag
 An introductory survey of Asian civilizations, with their varied histories and rich traditions, from the earliest days to the present.
- 223 Topics in Global History** **2 hours**
 This is a thematic lecture/discussion course designed to address a subject of particular interest or timeliness. Content will vary. Possible topics might include: global terrorism; The Cold War; U.S.-East Asian relations; Hiroshima, Nagasaki, and the decision to drop the atomic bomb; and Modern South Asia. Students may not receive credit for both HIST 223 and HIST 423 concurrently or if they have the same subject.

- 229 Modern Southeast Asia** **2 hours**
 This is a concise historical survey of Southeast Asia from the inception of Western colonialism to the present. Students may not receive credit for both HIST 229 and HIST 429.
- 233 Topics in the History of the United States** **2-4 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content, credit hours, and schedule vary. Students may not receive credit for HIST 233 and HIST 433 concurrently or if they have the same subject.
- 237 The Vietnam Wars** **2 hours**
 This is a thematic lecture/discussion course that seeks to explore the Vietnam War not only as an American concern, but also as a regional/international conflict engendered primarily by Vietnam's domestic, communist inspired, nationalistic revolution. Students may not receive credit for both HIST 237 and HIST 437.
- 258 World War II** **2 hours**
 This is a thematic lecture/discussion course that explores various aspects of the history of the Second World War. Issues addressed will include: military affairs; diplomacy and international relations; the home front; personal accounts; and strategic and tactical issues. Students may not receive credit for both HIST 258 and HIST 458.
- 263 History of American Women** **4 hours**
Satisfies American Experience requirement
 This is a thematic lecture/discussion course that explores various aspects of the development of the history of American women. Issues addressed will include: civil and political rights; representative lives and careers of American women; social and political movements; democratization; multicultural aspects of the history of American women; the impacts of economic development and political change; and cultural and intellectual evolution. Students may not receive credit for both HIST 263 and HIST 463.
- 317 History and Politics of Contemporary Europe (same as POLS 317)** **4 hours**
Satisfies Global Awareness requirement
 This course is a comparative introduction to the contemporary political history and institutions of the European countries. Topics include: the postwar settlement; democracy and political parties; political culture; European integration; political economy; and contemporary social, political, and economic issues. This course is a group project (GP) course. Students may not receive credit for both HIST 317 and POLS 317.
- 323 Imperialism and Colonialism (same as POLS 323)** **4 hours**
Satisfies Global Awareness requirement
 This is a thematic lecture/discussion course exploring selected themes in the historical trajectory of modern imperialism/ colonialism, as well as its underlying political, economic, and intellectual premises. This course is a Group Project (GP) course. Students may not receive credit for both HIST 323 and POLS 323.

324 Modern East Asia**4 hours***Satisfies Global Awareness requirement*

This is a thematic seminar that explores major themes in the history and culture of modern East Asia (a period encompassing the beginning of the 17th century through the present), focusing primarily on China and Japan.

334 Modern Middle East**4 hours***Satisfies Global Awareness requirement**Satisfies Religious Traditions Flag*

This is a thematic lecture/discussion course that surveys the major historical, political, socioeconomic, and cultural trends of the 20th century Middle East through the intersection of religion, state, and modern nationalism. This course is a Group Project (GP) course.

338 History and Politics of Latin America (same as POLS 338)**4 hours***Satisfies Global Awareness requirement*

This is a course in the contemporary political history of Latin America, with emphasis on institutions, ideologies, and social transformations in the region, focusing on the interdependency of the countries within the world. The topics discussed in the course include: political culture; government institutions; regional organizations; cultural trends, liberation theology; women; and ethnic diversity among others. This is a Group Project (GP) course. Students may not receive credit for both HIST 338 and POLS 338.

356 The American Revolution (same as POLS 356)**4 hours***Satisfies American Experience requirement**Satisfies Religious Traditions Flag*

This is a thematic seminar/discussion course that explores various aspects of the development of the history and political thought and institutions of the United States from the end of the colonial era to the launching of the Constitution. Issues addressed will include: military affairs; slavery and race; religious experiences; constitutionalism and republicanism; democracy, economic and commercial development; political evolution; colonialism; political ideas and governmental forms; and cultural and intellectual change. This course is a Research Seminar (RS) course. Students may not receive credit for both HIST 356 and POLS 356.

358 The United States in the Era of the World Wars, 1900 to 1945**4 hours**

This is a thematic seminar/discussion course that explores various aspects of the development of the history of the United States from the beginnings of the Progressive Era to the end of the Second World War. Issues addressed will include: race, ethnicity and immigration; social movements; the impacts of industrialization; constitutionalism and republicanism; democratization; the changing roles of women; economic and commercial development; political evolution; military affairs and international relations; and cultural and intellectual change. This course is a Research Seminar (RS) course.

- 359 Contemporary United States History: Campaigns and Elections (same as POLS 359)** **4 hours**
 This is a thematic seminar/discussion course that explores various aspects of the development of the history and political means and methods of the United States from the end of the Second World War to the present. Issues addressed will include: campaigns and elections; civil rights; social and political movements; democratization; the changing roles of women; economic and commercial development; the evolution of political means and ends; foreign affairs and international relations; and cultural and intellectual change. This course is a Group Project (GP) course. Students may not receive credit for both HIST 359 and POLS 359.
- 361 Civil War in America** **4 hours**
Satisfies American Experience requirement
 This is a thematic seminar/discussion course that explores various aspects of the development of the history of the United States from the end of the Mexican War to the end of Confederate resistance in 1865. Issues addressed will include: military affairs; slavery and race; religious experiences; constitutionalism and republicanism; democracy; economic and commercial development; political evolution; foreign affairs, political ideas and governmental forms; and cultural and intellectual change. This course is a Research Seminar (RS) course.
- 403 Topics in Early European History (202 or instructor's permission)** **2 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content will vary, but may be drawn from Classical Greece, Classical Rome, Medieval Europe, the Renaissance, or some other focus from early European history. Students may not receive credit for both HIST 403 and HIST 203 concurrently or if they have the same subject.
- 404 Topics in Modern European History (202 or instructor's permission)** **2 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content will vary, but may be drawn from the Reformation, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleon, 19th Century Europe, World War I, or some other focus from Modern European history. Students may not receive credit for both HIST 404 and HIST 204 concurrently or if they have the same subject.
- 413 Modern Political Theory (same as POLS 413, PHIL 413) (A course in political science or instructor's permission)** **4 hours**
 This is a study of the evolution of political thought from Machiavelli to Nietzsche, emphasizing themes about the nature of politics, the social contract, and the foundations of democratic theory. Special attention will be given to the historical context in which theorists developed their ideas. Students may not receive credit for more than one of HIST 413, POLS 213, POLS 413, PHIL 213, or PHIL 413.

- 423 Topics in Global History** **2 hours**
 This is a thematic lecture/discussion course designed to address a subject of particular interest or timeliness. Content will vary. Possible topics might include: global terrorism; The Cold War; U.S.-East Asian relations; Hiroshima, Nagasaki, and the decision to drop the atomic bomb; and Modern South Asia. Students may not receive credit for both HIST 423 and HIST 223 concurrently or if they have the same subject.
- 429 Modern Southeast Asia** **2 hours**
 This is a concise historical survey of Southeast Asia from the inception of Western colonialism to the present. Students may not receive credit for both HIST 429 and HIST 229.
- 431 The Study of History (Satisfactory completion of a Research Seminar (RS) course in history or instructor's permission)** **4 hours**
 This is a thematic seminar/discussion course that explores the research methods, standards, and ethics of historical study, that studies aspects in the philosophy of history, and that traces the development of the field of history since the Classical Greeks.
- 433 Topics in the History of the United States (131, 132 or instructor's permission)** **1-4 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content, credit hours, and schedule vary. Students may not receive credit for both HIST 433 and HIST 233 concurrently or if they have the same subject.
- 437 The Vietnam Wars** **2 hours**
 This is a thematic lecture/discussion course that seeks to explore the Vietnam War not only as an American concern, but also as a regional/international conflict engendered primarily by Vietnam's domestic, communist inspired, nationalistic revolution. Students may not receive credit for both HIST 437 and HIST 237.
- 448 United States Constitution (same as POLS 448) (A course in American government and a course in American history or instructor's permission)** **4 hours**
Satisfies American Experience requirement
 This course studies the Constitution and the evolution of court decisions since the 19th century to the present. The topics in the class include the constitutional development of government institutions: Congress, the Presidency and the United States Supreme Court and their relationship. The course also studies the development of civil rights and liberties, such as affirmative action, voting rights, race, sex and gender equality, and the rights of the accused among others. Students may not receive credit for both HIST 448 and POLS 448.
- 450 Internship (431 or concurrently and instructor's permission)** **2-4 hours**
Senior Capstone Experience
 This is an individual practical experience in research and study with an approved community sponsor. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics.

- 458 World War II (132 or 202 or instructor's permission)** **2 hours**
 This is a thematic lecture/discussion course that explores various aspects of the history of the Second World War. Issues addressed will include: military affairs; diplomacy and international relations; the home front; personal accounts; and strategic and tactical issues. Students may not receive credit for both HIST 458 and HIST 258.
- 459 United States Foreign Relations (same as POLS 459) (132 and satisfactory completion of a course in U.S. government or instructor's permission)** **4 hours**
 This is a thematic seminar/discussion course that explores the historical development and contemporary political aspects of American foreign relations since the 1890's. Issues addressed will include: political and social movements; political institutions; constitutionalism and republicanism; democracy and elections; models of foreign policy development and implementation; ideologies; the roles of economic and commercial development; political evolution; international relations and contemporary affairs; and cultural and intellectual change. This course is a Group Project (GP) course. Students may not receive credit for both HIST 459 and POLS 459.
- 463 History of American Women (131, 132 or instructor's permission)** **4 hours**
Satisfies American Experience requirement
 This is a thematic lecture/discussion course that explores various aspects of the development of the history of American women. Issues addressed will include: civil and political rights; representative lives and careers of American women; social and political movements; democratization; multicultural aspects of the history of American women; the impacts of economic development and political change; and cultural and intellectual evolution. Students may not receive credit for both HIST 463 and HIST 263.
- 472 Senior Thesis (431 or concurrently and instructor's permission)** **2-4 hours**
Senior Capstone Experience
 This is an intensive individual experience in research, critical analysis, and creative synthesis through a major writing project, working with a supervising history faculty member. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics, and a major research paper that meets the requirements of a senior thesis.
- 479 Major Service Project (431 or concurrently; completion of a flagged service learning course; instructor's permission)** **2-4 hours**
Senior Capstone Experience
 This is an individual practical experience in research and study with an approved community sponsor that meets the requirements of a service learning project, linked to the enrollment in a 300/400 level course in history. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics.

480 Preceptorship (431 or concurrently and instructor's permission)**2-4 hours***Senior Capstone Experience*

This is a course that requires enrolled students to assist faculty in teaching a history course. This assistance will include tutoring, proctoring, course planning and preparation, holding office hours, and working in the Academic Support Services. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics.

Social Sciences Courses (SSCI)**425 Methods of Teaching Social Science & Practicum (EDUC 321; 2.50 cumulative gpa; 2.50 Education gpa; admitted to Teacher Preparation Program)****2 hours**

This is an interactive course, with practicum, focused on methods of teaching social science at the secondary level. Issues addressed will include ethical issues in social science teaching.

POLITICAL SCIENCE**Requirements for a major in Political Science:**

This major will lead to a BA degree.

A. Completion of the following required political science courses:

POLS 147	United States Government (SLP)	4
POLS 160	World Politics	4
Complete 4 hours in United States Politics from the following:		4
POLS 356	The American Revolution	4
POLS 359	Contemporary United States History: Campaigns and Elections (GP)	4
POLS 362	Congress and the Presidency (RS)	4
POLS 366	Women in United States Politics	2
POLS 448	United States Constitution (RS)	4
POLS 450	Internship in United States Politics	2-4
POLS 459	United States Foreign Relations (GP)	4
Complete 4 hours in International Politics from the following:		4
POLS 205	Political and Cultural Geography	4
POLS 208	Introduction to International Relations	4
POLS 313	International Political Economy (GP)	4
POLS 323	Imperialism and Colonialism (GP)	4
POLS 332	International Law and Organizations (RS)	4
POLS 342	Human Rights, Women's Rights (SLP)	4
POLS 459	United States Foreign Relations (GP)	4
Complete 4 hours in Comparative Politics from the following:		4
POLS 313	International Political Economy (GP)	4
POLS 317	History and Politics of Contemporary Europe (GP)	4
POLS 338	History and Politics of Latin America (GP)	4
Complete 4 hours in Political Thought from the following:		4
POLS 213/413	Modern Political Theory	4
POLS 356	The American Revolution	4

Complete 4 hours in Law and Legal Institutions from the following:		4
POLS 277	Introduction to United States Law	4
POLS 332	International Law and Organizations (RS)	4
POLS 448	United States Constitution (RS)	4
Complete 2 hours from the following:		2
POLS 450*	Internship in United States Politics	2-4
POLS 451*	Internship in Legal Studies	2-4
POLS 472*	Senior Thesis	2-4
POLS 479*	Major Service Project	2-4
POLS 480*	Preceptorship	2-4

*Senior Capstone Experience

No course can fulfill more than one of the above distribution requirements.

Total Required Political Science Courses 30

- B. Completion of electives in political science 8
Students may use up to 4 hours of POLS 210 or 410 as electives.
Total Electives 8

TOTAL HOURS REQUIRED FOR THE MAJOR 38

Students must complete one Research Seminar (RS) and one Group Project Seminar (GP) as a part of the major.

- C. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in political science.
- D. Additional Requirements
- Required participation in a campus or community group beyond the college's Service Learning requirement, preferably one semester or more, and preferably during the junior or senior year;
 - The submission of a personal statement of ethics and values in the senior year;
 - Participation in an oral departmental interview in the sophomore and senior years

Requirements for a minor in Political Science:

- A. Completion of the following required political science courses:
- | | | |
|---|--------------------------------|----------|
| POLS 147 | United States Government (SLP) | 4 |
| POLS 160 | World Politics | 4 |
| Total Required Political Science Courses | | 8 |
- B. Complete 8 hours from the following (at least 4 hours must be at the 300 or 400 level): 8
- | | | |
|--------------|--|---|
| POLS 182 | Citizenship | 4 |
| POLS 205 | Political and Cultural Geography | 4 |
| POLS 208 | Introduction to International Relations | 4 |
| POLS 213/413 | Modern Political Theory | 4 |
| POLS 277 | Introduction to United States Law | 4 |
| POLS 288 | Principles of Politics | 4 |
| POLS 313 | International Political Economy (GP) | 4 |
| POLS 317 | History and Politics of Contemporary Europe (GP) | 4 |
| POLS 323 | Imperialism and Colonialism (GP) | 4 |
| POLS 332 | International Law and Organizations (RS) | 4 |

POLS 338	History and Politics of Latin America (GP)	4
POLS 342	Human Rights, Women's Rights (SLP)	4
POLS 356	The American Revolution	4
POLS 359	Contemporary United States History: Campaigns and Elections (GP)	4
POLS 362	Congress and the Presidency (RS)	4
POLS 366	Women in United States Politics	2
POLS 448	United States Constitution (RS)	4
POLS 450	Internship in United States Politics	2-4
POLS 451	Internship in Legal Studies	2-4
POLS 459	United States Foreign Relations (GP)	4
POLS 472	Senior Thesis	2-4
POLS 479	Major Service Learning Project	2-4
Total Support Courses		8

TOTAL HOURS REQUIRED FOR THE MINOR **16**

Requirements for a major in International Affairs:

This major will lead to a BA degree.

- A. Completion of the following required history/political science courses:
- | | | |
|---|--|-----------|
| HIST 150 | 20th Century World History | 4 |
| POLS 147 | United States Government (SLP) | 4 |
| POLS 160 | World Politics | 4 |
| POLS 205 | Political and Cultural Geography | 4 |
| POLS 332 | International Law and Organizations (RS) | 4 |
| Complete 2 hours from the following: | | 2 |
| HIST 450* | Internship | 2 |
| HIST 472* | Senior Thesis | 2 |
| HIST 479* | Major Service Project | 2 |
| HIST 480* | Preceptorship | 2 |
| *Senior Capstone Experience | | |
| Total Required History/Political Science Courses | | 22 |
- B. Complete 16 hours from the following: **16**
- | | | |
|------------------------------|---|-----------|
| POLS 208** | Introduction to International Relations | 4 |
| POLS 313 | International Political Economy (GP) | 4 |
| POLS 317 | History and Politics of Contemporary
Europe (GP) | 4 |
| POLS 323 | Imperialism and Colonialism (GP) | 4 |
| POLS 338 | History and Politics of Latin America (GP) | 4 |
| POLS 342 | Human Rights, Women's Rights (SLP) | 4 |
| POLS 459 | United States Foreign Relations (GP) | 4 |
| **Recommended | | |
| Total Support Courses | | 16 |

TOTAL HOURS REQUIRED FOR THE MAJOR **38**

Students must complete one Group Project Seminar (GP) as a part of their major.

- C. Writing Endorsement
Successful completion of the Senior Capstone Experience fulfills the writing endorsement in history.

Requirements for a minor in Citizenship:

A.	Completion of the following required political science course:		
	POLS 182 Citizenship	4	
	Total Required Political Science Course		4
B.	Complete 12 hours from the following (at least 4 hours must be at the 300 or 400 level):	12	
	POLS 147 United States Government (SLP)	4	
	POLS 213/413 Modern Political Theory	4	
	POLS 288 Principles of Politics	4	
	POLS 332 International Law and Organizations (RS)	4	
	POLS 342 Human Rights, Women's Rights (SLP)	4	
	POLS 359 Contemporary United States History:		
	Campaigns and Elections (GP)	4	
	POLS 362 Congress and the Presidency (RS)	4	
	POLS 366 Women in United States Politics	2	
	POLS 448 United States Constitution (RS)	4	
	POLS 450 Internship in United States Politics	2-4	
	Total Support Courses		12
	TOTAL HOURS REQUIRED FOR THE MINOR		16

Requirements for a minor in United States Politics:

A.	Completion of the following required political science course:		
	POLS 147 United States Government (SLP)	4	
	Total Required Political Science Course		4
B.	Complete 12 hours from the following (at least 4 hours must be at the 300 or 400 level):	12	
	POLS 277 Introduction to United States Law	4	
	POLS 356 The American Revolution	4	
	POLS 359 Contemporary United States History:		
	Campaigns and Elections (GP)	4	
	POLS 362 Congress and the Presidency (RS)	4	
	POLS 366 Women in United States Politics	2	
	POLS 448 United States Constitution (RS)	4	
	POLS 450 Internship in United States Politics	2-4	
	POLS 459 United States Foreign Relations (GP)	4	
	Total Support Courses		12
	TOTAL HOURS REQUIRED FOR THE MINOR		16

Requirements for a minor in World Politics:

A.	Completion of the following required political science course:		
	POLS 160 World Politics	4	
	Total Required Political Science Course		4
B.	Complete 12 hours from the following (at least 4 hours must be at the 300 or 400 level):	12	
	POLS 205 Political and Cultural Geography	4	
	POLS 208 Introduction to International Relations	4	
	POLS 313 International Political Economy (GP)	4	
	POLS 317 History & Politics of Contemporary Europe (GP)	4	

POLS 323	Imperialism and Colonialism (GP)	4	
POLS 332	International Law and Organizations (RS)	4	
POLS 338	History and Politics of Latin America (GP)	4	
POLS 342	Human Rights, Women's Rights (SLP)	4	
POLS 459	United States Foreign Relations (GP)	4	
Total Support Courses			12

TOTAL HOURS REQUIRED FOR THE MINOR 16

Requirements for a minor in Legal Studies:

A. Completion of the following required political science course:			
POLS 277	Introduction to United States Law	4	
Total Required Political Science Course			4
B. Completion of the following required support courses:			
Complete at least 8 hours from the following:		8-12	
BUSN 314	Business Law I	4	
POLS 332	International Law and Organizations (RS)	4	
POLS 448	United States Constitution (RS)	4	
Complete at least 4 hours from the following:		4-8	
PHIL 103	Introduction to Ethics	4	
PHIL 202	Everyday Logic	4	
Complete remaining credits from the following:		0-4	
BUSN 336	Employment Law	4	
COMM 311	Law of Mass Communication	4	
POLS 210	Mock Trial	2	
POLS 342	Human Rights, Women's Rights (SLP)	4	
POLS 410	Mock Trial	2	
POLS 451	Internship in Legal Studies	2	
PSYC 444	Psychology, Politics, and Law	2	
Total Required Support Courses			16

TOTAL HOURS REQUIRED FOR THE MINOR 20

Political Science Courses (POLS)

147 United States Government 4 hours

Satisfies American Experience requirement

Satisfies Service Learning Flag

This course is an introduction to the politics and institutions of the federal government, including its relationship to state and local government. Issues addressed include: the constitution; branches of government; federalism; mediating institutions (e.g., media, social movements, political parties, elections, interest groups); contemporary political controversies and policy areas. This course has a Service Learning Project (SLP)

160 World Politics 4 hours

Satisfies Global Awareness requirement

The course studies contemporary issues through ideas, concepts, and institutions that influence government, society, and individuals globally. The course looks at the world community from the point of globalization, that is, the increase of interaction and the interdependence among countries. The course studies significant geographical concepts.

- 182 Citizenship** **4 hours**
Satisfies Ethics and Personal Values requirement
Satisfies Service Learning Flag
 This is an introduction to the theory and practice of citizenship. Course topics will include civic responsibility, civil and political rights, local forms of civic engagement, the media and other mediating institutions between and among citizens and government, social capital and community based organizations, dilemmas of citizenship and inclusion.
- 202 Topics in Political Science** **2-4 hours**
 This course is designed to explore a subject of particular interest or timeliness. Content, credit hours, and scheduling may vary. Students may not receive credit for both POLS 202 and POLS 402 concurrently or if they have the same subject.
- 205 Political and Cultural Geography (same as GEOG 205)** **4 hours**
Satisfies Global Awareness requirement
 This is a thematic lecture/discussion course that explores various aspects of global political and cultural geography. Issues addressed will include: the global environment; basic physical geography; the impact of physical environment on culture; the impact of physical environment on political institutions and ideals; the impacts of geography on economic development. Students may not receive credit for both POLS 205 and GEOG 205.
- 208 Introduction to International Relations** **4 hours**
Satisfies Global Awareness requirement
 This course studies international politics. Topics include primary theories of international relations, state and non-state actors, forms of inter- and intra-state conflict, global politico-economic relations, globalization, international organizations, and other contemporary international political issues.
- 210 Mock Trial** **2 hours**
 This course is intended to develop and refine various interdisciplinary skill sets such as performing targeted, efficient research, team centered problem solving, oral presentation and persuasion. Students will receive basic instruction regarding civil and criminal law, with an emphasis on litigation, as typically practiced in the United States. Students may take a maximum of 4 hours at this level.
- 213 Modern Political Theory (same as PHIL 213)** **4 hours**
 This course studies the evolution of political theory from Machiavelli to Nietzsche, emphasizing themes about the nature of politics, the social contract, and the foundations of democratic theory. Special attention will be given to the historical context in which theorists developed their ideas. Students may not receive credit for more than one of POLS 213, POLS 413, HIST 413, PHIL 213, or PHIL 413.

- 277 Introduction to United States Law** **4 hours**
Satisfies American Experience requirement
 This course is an introduction to the United States legal system and processes. Topics discussed in the course include: the relationship among the legal system, government institutions and society; basic legal procedures and concepts; an introduction to selective substantive areas of the law (family, criminal, torts, contracts) and contemporary public legal issues such as racial discrimination, affirmative action, patient's rights, embryo research, DNA databases, internet regulation.
- 288 Principles of Politics** **4 hours**
Satisfies Ethics and Personal Values requirement
 This is a discussion course that emphasizes the development of individual political principles and ideals of citizenship within a context of ethical values. Issues addressed will include: timeless socio-political questions; ethical considerations; citizenship in a republic; democratic ideals; public order; justice; leadership; religious faith in personal and public contexts.
- 313 International Political Economy** **4 hours**
 This course studies the relationship between politics (both international and domestic) and economics. Topics include: trade regimes; exchange rates; macroeconomic policy; globalization of finance, production, and consumption; trade blocs, development; industrialization; North-South issues; sustainable development; economic interdependence. This course is a Group Project (GP) course.
- 317 History and Politics of Contemporary Europe (same as HIST 317)** **4 hours**
Satisfies Global Awareness requirement
 This course is a comparative introduction to the contemporary political history and institutions of the European countries. Topics include: democracy and political parties; political culture; European integration; political economy; and contemporary social, political, and economic issues. This course is a Group Project (GP) course. Students may not receive credit for both POLS 317 and HIST 317.
- 323 Imperialism and Colonialism (same as HIST 323)** **4 hours**
Satisfies Global Awareness requirement
 A thematic lecture/discussion course exploring selected themes in the historical trajectory of modern imperialism/colonialism, as well as underlying political, economic, and intellectual premises. This course is a Group Project (GP) course. Students may not receive credit for both HIST 323 and POLS 323.

- 332 International Law and Organizations** **4 hours**
Satisfies Global Awareness requirement
 This course studies contemporary international law through the study of cases and selective international treaties. The topics of the course include the evolving role of the nation-state in international law, the rise of the individual and non-governmental organizations in international law. Additionally, we will study the United Nations and a selection of intergovernmental regional organizations within the context of contemporary events. This is a Research Seminar (RS) course, which incorporates the ethics of the profession with the completion of a major research paper.
- 338 History and Politics of Latin America (same as HIST 338)** **4 hours**
Satisfies Global Awareness requirement
 This is a course in the contemporary political history of Latin America, with emphasis on institutions, ideologies, and social transformations in the region, focusing on the interdependency of the countries within the world. The topics discussed in the course include: political culture; government institutions; regional organizations; cultural trends; liberation theology; women; and ethnic diversity among others. This is a Group Project (GP) course. Students may not receive credit for both POLS 338 and HIST 338.
- 342 Human Rights, Women's Rights** **4 hours**
Satisfies Service Learning Flag
 This course explores international, regional, and national approaches to human rights law and its specific application to women's rights. The course content includes major debates in human rights, such as universalism, cultural relationism, and public/private sphere. Students will reflect on their own values as related to human rights and women's human rights. This course has a Service Learning Project (SLP).
- 356 The American Revolution (same as HIST 356)** **4 hours**
Satisfies American Experience requirement
Satisfies Religious Traditions Flag
 This is a thematic seminar/discussion course that explores various aspects of the development of the history and political thought and institutions of the United States from the end of the colonial era to the launching of the Constitution. Issues addressed will include: military affairs; slavery and race; religious experiences; constitutionalism and republicanism; democracy; economic and commercial development; political evolution; colonialism; political ideas and governmental forms; and cultural and intellectual change. Students may not receive credit for both POLS 356 and HIST 356.

- 359 Contemporary United States History: Campaigns and Elections (same as HIST 359)** **4 hours**
 This is a thematic seminar/discussion course that explores various aspects of the development of the history and political means and methods of the United States from the end of the Second World War to the present. Issues addressed will include: campaigns and elections; civil rights; social and political movements; democratization; the changing roles of women; economic and commercial development; the evolution of political means and ends; foreign affairs and international relations; and cultural and intellectual change. This is a Group Project (GP) course. Students may not receive credit for both POLS 359 and HIST 359.
- 360 Religion, Politics, and Society in the United States (same as RELG 360)** **4 hours**
Satisfies American Experience requirement
Satisfies Religious Traditions Flag
 Study of church-state relations in the United States, perspectives on the public role of religion, and activism on social and political issues by religious leaders and groups. Students may not receive credit for both RELG 360 and POLS 360.
- 362 Congress and the Presidency** **4 hours**
 This is a seminar that explores thematically the interplay of the legislative and executive branches of the federal government. This is a Research Seminar (RS) course, which incorporates the ethics of the profession with the completion of a major research paper.
- 366 Women in United States Politics** **2 hours**
 A thematic seminar/discussion course that studies contemporary American women in their leadership roles as citizens, office holders, office seekers, and public policy decision makers.
- 402 Advanced Topics in Political Science** **2-4 hours**
 This is a course designed to explore a subject of particular interest or timeliness. Content, credit hours, and scheduling may vary. Students may not receive credit for both POLS 202 and 402 concurrently or if they have the same subject.
- 410 Mock Trial** **2 hours**
 This course is intended to develop and refine various interdisciplinary skill sets such as performing targeted, efficient research, team centered problem solving, oral presentation and persuasion. Students will receive basic instruction regarding civil and criminal law, with an emphasis on litigation, as typically practiced in the United States. Additionally, students will have leadership positions in the team. Students may take a maximum of 4 hours at this level.
- 413 Modern Political Theory (same as HIST 413, PHIL 413) (A course in political science or instructor's permission)** **4 hours**
 This course studies the evolution of political theory from Machiavelli to Nietzsche, emphasizing themes about the nature of politics, the social contract, and the foundations of democratic theory. Special attention will be given to the historical context in which theorists developed their ideas. Students may not receive credit for more than one of POLS 213, POLS 413, HIST 413, PHIL 213 or PHIL 413.

- 440 Seminar in Political Science (A course in political science or instructor's permission)** **1-4 hours**
 This is a seminar focusing on a selected topic in political science, requiring the use of sophisticated methodological tools. This is a Research Seminar (RS) course (when offered for 4 credits), which incorporates the ethics of the profession with the completion of a major research paper.
- 448 United States Constitution (same as HIST 448) (A course in American government and a course in American history or instructor's permission)** **4 hours**
Satisfies American Experience requirement
 This course studies the Constitution and the evolution of court decisions since the 19th century to the present. The topics in the class include the constitutional development of government institutions: Congress, the Presidency and the United States Supreme Court and their relationship. The course also studies the development of civil rights and liberties, such as affirmative action, voting rights, race, sex and gender equality, and the rights of the accused among others. This is a research seminar (RS) course, which incorporates the ethics of the profession with the completion of a major research paper.
- 450 Internship in U.S. Politics (Advisor's permission)** **2-6 hours**
Senior Capstone Experience
 This course provides service and practical experience in governmental, political, or related organizations and offices. This course requires a major reflection paper.
- 451 Internship in Legal Studies (Advisor's permission)** **2-6 hours**
Senior Capstone Experience
 This course provides service and practical experience in legal organizations and offices. This course requires a major reflection paper.
- 459 United States Foreign Relations (same as HIST 459) (HIST 132 and satisfactory completion of U.S. government course or instructor's permission)** **4 hours**
 This is a thematic seminar/discussion course that explores the historical development and contemporary political aspects of American foreign relations since the 1890's. Issues addressed will include: political and social movements; political institutions; constitutionalism and republicanism; democracy and elections; models of foreign policy development and implementation; ideologies; the roles of economic and commercial development; political evolution; international relations and contemporary affairs; and cultural and intellectual change. This course is a Group Project (GP) course. Students may not receive credit for both POLS 459 and HIST 459.

- 472 Senior Thesis (One course in political science and instructor's permission)** **2-4 hours**
Senior Capstone Experience
 This is an intensive individual experience in research, critical analysis, and creative synthesis through a major writing project, working with a supervising political science faculty member. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics, and a major research paper that meets the requirements of a senior thesis.
- 479 Major Service Project (One course in political science and instructor's permission; completion of a flagged service learning course)** **2-4 hours**
Senior Capstone Experience
 This is an individual practical experience in research and study with an approved community sponsor that meets the requirement of a service learning project, linked to enrollment in a 300-400 level course in political science. This course requires a major reflective essay incorporating experiences in the course and personal values and ethics.
- 480 Preceptorship in Political Science (One course in political science and instructor's permission)** **2-4 hours**
Senior Capstone Experience
 In this course, a student assists faculty in teaching a course and conducting research. Includes tutoring, proctoring, course planning and preparation. Tutorial training session by Academic Support Services also required. One preceptorship permitted per faculty person per semester.

Mass Communication (COMM)

(Fuglsang, ch., Buse, Heistad)

The goal of the Mass Communication program is to educate mass communication professionals and scholars. We seek to prepare students for careers in mass communication fields and to teach students about the role of mass communication in society. The major prepares students through classroom study, applied work with college media, and internships with radio and television stations, public relations departments, corporate communication departments, advertising agencies, newspapers, and magazines.

We seek to help our students value free speech and First Amendment principles, to demonstrate a commitment to truth, accuracy and fairness, to learn to write clearly and well, and to produce effective messages for a variety of media. It is equally important that mass communication students understand how media operate in a democratic society and how media and society interact.

Mass communication majors are encouraged to develop knowledge in the liberal arts through several disciplines including political science, English, art, history, economics and the natural sciences. Broad knowledge in the liberal arts is essential for understanding and interpreting contemporary communication issues.

KMSC is an FCC licensed student radio station at 88.3 on the FM dial and is heard throughout the Sioux City area. The station's programming includes alternative music, news, sports, political discussions and occasional live concerts.

MCTV is a student organization that utilizes a TV studio, digital cameras and sophisticated software in the production of student video projects. A premier night each semester gives students a public showing of their work.

The Collegian Reporter is a weekly newspaper produced by Morningside students.

There are four network affiliated television stations and nine radio stations in Sioux City. Morningside students have served in internships or paid positions with all of them.

Majors: Mass Communication (B.A.)

Minors: Mass Communication: Media Studies, Mass Communication: News Writing, Mass Communication: Electronic Media Production

Requirements for a major in Mass Communication:

This major will lead to a BA degree.

A. Completion of the following required mass communication courses:			
COMM 101	Introduction to Mass Communication	4	
COMM 215	Writing for the Media	4	
COMM 220/420	Media Practicum (2 @2 hours)	4	
COMM 311	Law of Mass Communication	4	
COMM 411*	Theories of Mass Communication	4	
COMM 430*	Senior Thesis	4	
<u>or</u>			
COMM 431/433*	Media Internship (4 hours required)	4	
*Senior Capstone Experience			
Total Required Mass Communication Courses			24
B. Completion of 16 hours from the following:			16
COMM 104	Audio Production	4	
COMM 105	Television Studio	4	
COMM 206	Field Video	4	
COMM 225/425	Seminar in Mass Media	4	
COMM 247	History of the Mass Media	4	
COMM 300	News and Feature Writing	4	
COMM 306	Advanced Field Video	4	
COMM 320	News Design	4	
COMM 324	Electronic Journalism	4	
COMM 330	Public Relations	4	
Total Required Support Courses			16
TOTAL HOURS REQUIRED FOR THE MAJOR			40

- C. Writing Endorsement
- Clear, concise writing is central to human communication. Whether it be in print or broadcast, the Department of Mass Communication promotes the development of basic writing skills, accuracy, critical thought, and professional standards. The development of those skills is a lifelong learning process that the Department of Mass Communication nurtures throughout the student's college career. A major obtains the department's writing endorsement upon

successful completion of the research component of COMM 411 Theories of Mass Communication, or a written project of similar breadth acceptable to the department chair.

- D. Additional Requirements
- Professional portfolio

Requirements for a minor in Mass Communication: Media Studies:

A.	Completion of the following required mass communication courses:		
	COMM 101	Introduction to Mass Communication	4
	COMM 311	Law of Mass Communication	4
	COMM 411	Theories of Mass Communication	4
		Mass Communication Electives	8
		Total Required Mass Communication Courses	20
	TOTAL HOURS REQUIRED FOR THE MINOR		20

Requirements for a minor in Mass Communication: News Writing:

A.	Completion of the following required mass communication courses:		
	COMM 101	Introduction to Mass Communication	4
	COMM 215	Writing for the Media	4
	COMM 311	Law of Mass Communication	4
	COMM 220/420	Media Practicum	2
		Total Required Mass Communication Courses	14
B.	Complete at least 8 hours from the following:		8
	COMM 300	News and Feature Writing	4
	COMM 320	News Design	4
	COMM 324	Electronic Journalism	4
	COMM 330	Public Relations	4
		Total Required Support Courses	8
	TOTAL HOURS REQUIRED FOR THE MINOR		22

Requirements for a minor in Mass Communication: Electronic Media Production:

A.	Completion of the following required mass communication courses:		
	COMM 101	Introduction to Mass Communication	4
	COMM 206	Field Video	4
	COMM 220/420	Media Practicum	2
	COMM 306	Advanced Field Video	4
	COMM 311	Law of Mass Communication	4
	Complete 4 hours from the following:		4
	COMM 104	Audio Production	4
	COMM 105	Television Studio	4
		Total Required Mass Communication Courses	22
	TOTAL HOURS REQUIRED FOR THE MINOR		22

Mass Communication Courses (COMM)

101 Introduction to Mass Communication	4 hours
<i>Satisfies Ethics and Personal Values requirement</i>	
Introduction to and history of mass media, including radio, television, publishing, film, advertising, and print. Discussion of contemporary issues involving the mass media.	
104 Audio Production	4 hours
<i>Satisfies Creative Expression requirement</i>	
<i>Satisfies Service Learning Flag</i>	
Students produce projects designed to acquaint them with the genres, styles and production techniques of audio in various media, with particular attention to the radio industry. Live broadcasts on KMSC required.	
105 Television Studio	4 hours
Principles and practice in preparing and executing television studio presentations. Participation in MCTV recommended.	
206 Field Video	4 hours
<i>Satisfies Creative Expression requirement</i>	
The techniques of manipulating single-camera lighting, sound and non-linear editing during pre-production, production, and post-production.	
215 Writing for the Media	4 hours
Introduction to news, news values and the fundamentals of news writing across media. Practice in story organization, interviewing and revision.	
220 Media Practicum	2 hours
Supervised hands-on experience in media through positions with <i>The Collegian Reporter</i> , KMSC and/or MCTV. Some production knowledge is expected for video practicums. Students may take 220 and/or 420 3 times for a maximum of 6 hours.	
225 Seminar in Mass Media	4 hours
Exploration of a subject of particular interest or timeliness, including contemporary issues, media law, history and/or production.	
247 History of the Mass Media	4 hours
<i>Satisfies American Experience requirement</i>	
Survey of mass media, focusing on the evolution of mass communication, developments in the craft of journalism since the introduction of the electronic media in 1922, and the cultural impact of the media throughout history.	
300 News and Feature Writing (215)	4 hours
Examination and practice in researching, organizing, writing, and producing news and feature articles. Analysis of long-form journalism, literary journalism and criticism.	

- | | |
|--|----------------|
| 306 Advanced Field Video (206) | 4 hours |
| Application of advanced field video production techniques with emphasis on camera techniques, and practice on long-term video production projects in a variety of genres. Emphasis on digital editing, producing and script writing. | |
| 311 Law of Mass Communication (Jr./Sr. standing) | 4 hours |
| Study of First Amendment issues, including libel and privacy. The course develops an important area of knowledge for persons planning careers in mass communication, but will also be of interest to media consumers because of the role law plays in shaping media content. | |
| 320 News Design (215, Jr./Sr. standing) | 4 hours |
| Fundamentals of news editing, layout and design with an emphasis on digital image editing, digital photography and computer-aided design to deliver information. | |
| 324 Electronic Journalism (215) | 4 hours |
| An introduction to producing news stories and features for radio, television and the web. Live newscasts on KMSC required. | |
| 330 Public Relations (215 recommended) | 4 hours |
| Principles and practice of public relations in commercial and noncommercial fields; publicity and promotion campaigns emphasized. | |
| 411 Theories of Mass Communication (Jr./Sr. standing) | 4 hours |
| <i>Senior Capstone Experience</i>
Analysis of past and contemporary theories in communication; discussion of media effects and media issues. | |
| 420 Media Practicum | 2 hours |
| Practical hands-on experience in media through leadership positions with <i>The Collegian Reporter</i> , KMSC and/or MCTV. Production knowledge is required for video and audio practicums. Students may take 220 and/or 420 3 times for a maximum of 6 hours. | |
| 425 Seminar in Mass Media (Instructor's permission) | 4 hours |
| Exploration of a subject of particular interest or timeliness, including contemporary issues, media law, history and/or production. | |
| 430 Senior Thesis (Jr./Sr. standing, instructor's permission) | 4 hours |
| <i>Senior Capstone Experience</i>
A directed course of study to demonstrate the advanced student's proficiency in an area of media criticism agreed upon by the student and the instructor. Topics may come from any area of mass communication, or be combined with production work. | |

- 431 Media Internship-Print (215, Jr./Sr. standing, instructor's permission)** **1-6 hours**
Senior Capstone Experience
A supervised work experience in print media which allows students to bring together theoretical knowledge, skills and attitudes developed in the classroom with practical experiences in the work place.
- 433 Media Internship-Electronic (215, Jr./Sr. standing, instructor's permission)** **1-6 hours**
Senior Capstone Experience
A supervised work experience in electronic media which allows students to bring together theoretical knowledge, skills and attitudes developed in the classroom with practical experiences in the work place.

Mathematical Sciences (CSCI, MATH, PHYS/ENGR) **(Campbell, ch., Canning, Nimmo, Slaven, Stevens, Turner)**

The Mathematical Sciences Department offers distinct programs in fields of mathematics, physics, computer science, and engineering. These programs of study prepare students to pursue their goals, whether that be directly in a professional career, or involving graduate studies.

Mathematics majors are in high demand as actuarial trainees or as high school math teachers.

Computer science majors may pursue careers in software development, systems or network administration, and management in technology driven companies. The ever-widening gap between the demand for computer professionals and the number of professionals actually available suggests that a career in computing will continue to be among the highest paying and most secure of the scientific professionals.

A physics degree opens the doors to a huge range of career opportunities including research, communications, medical, and education to name a few. Also, Engineering graduates have traditionally been at the top of the earnings pay-scale right out of college. The Engineering Physics program has been designed to help students find their particular strengths: our 3-2 dual degree options allow students to advance in a chosen specific field of engineering, while the 4-year BS degree opens the door to general engineering, graduate research, professional degrees, and many others. The 4-year BA degree in physics teaching (in collaboration with the Education Department) produces an almost guaranteed career in high school physics teaching, an area in which demand far exceeds supply.

Majors: Applied Computer Science (B.A.), Computer Science (B.S.), Mathematics (B.A.), Mathematics (B.S.), Mathematics Teaching (B.A.), Physics (B.A.), Physics (B.S.), Engineering Physics (B.S.), Engineering Science (B.S.), Physics Teaching (B.A.), Physical Sciences Teaching (B.S.)

Minors: Computer Science, Mathematics, Physics, Engineering Mechanics

COMPUTER SCIENCE

Requirements for a major in Applied Computer Science:

This major will lead to a BA degree.

A. Completion of the following required computer science courses:

CSCI 170	Programming in C++ and on the Metal	4
CSCI 205	Survey of Programming Languages	4
CSCI 270	Relational Database Theory and Practice	4
CSCI 310	Advanced Data Structures and Algorithms	4
CSCI 325	Computer Organization and Operating Systems	4
CSCI 331	Software Engineering	4
CSCI 350	Computer Networks	2
CSCI 475*	Social Issues in the Digital World	2
Complete one of the following:		2-4
CSCI 160	Crafting the Web	4
CSCI 165	High Level CGI	2
Complete 4 hours from the following:		4
CSCI 244	Special Topics in Computer Science	4
CSCI 320	The Technical Web	4
CSCI 345	Computer Graphics	4
CSCI 370	Artificial Intelligence	4
CSCI 375	Formal Languages and Computations	4
CSCI 405	Distributed Operating Systems	4
CSCI 410	Embedded and Real-time Programming	4
CSCI 415	Real-time Interactive Computer Simulations	4
CSCI 431	Logic, NP-Completeness, and Analysis of Algorithms	4
CSCI 444	Advanced Topics in Computer Science	4

*Senior Capstone Experience

Total Required Computer Science Courses 34-36

B. Completion of the following required support course:

MATH 150	Elementary Probability and Statistics	4
Total Required Support Course		4

TOTAL HOURS REQUIRED FOR THE MAJOR 38-40

C. Writing Endorsement

The writing endorsement in computer science is accomplished in the senior capstone experience class, CSCI 475 Social Issues in the Digital World. In this course, students will submit a research paper of at least five pages including an oral presentation of the paper.

D. Additional Requirements

- A group development project for a real client after completing CSCI 331 Software Engineering
- Take a computer science, or applied computer science, comprehensive exam some time during the junior or senior year.

Requirements for a major in Computer Science:

This major will lead to a BS degree.

A. Completion of the following required computer science courses:

CSCI 170	Programming in C++ and on the Metal	4
CSCI 310	Advanced Data Structures and Algorithms	4
CSCI 325	Computer Organizations and Operating Systems	4
CSCI 331	Software Engineering	4
CSCI 350	Computer Networks	2

CSCI 375	Formal Languages and Computations	4	
CSCI 431	Logic, NP-Completeness, and Analysis of Algorithms	4	
CSCI 475*	Social Issues in the Digital World	2	
Complete one of the following		2-4	
CSCI 160	Crafting the Web	4	
CSCI 165	High Level CGI	2	
Complete 4 hours from the following:		4	
CSCI 205	Survey of Programming Languages	4	
CSCI 244	Special Topics in Computer Science	4	
CSCI 270	Relational Database Theory and Practice	4	
CSCI 320	The Technical Web	4	
CSCI 345	Computer Graphics	4	
CSCI 370	Artificial Intelligence	4	
CSCI 405	Distributed Operating Systems	4	
CSCI 410	Embedded and Real-time Programming	4	
CSCI 415	Real-time Interactive Computer Simulations	4	
CSCI 444	Advanced Topics in Computer Science	4	
*Senior Capstone Experience			
Total Required Computer Science Courses			34-36

B. Completion of the following required support courses:			
ENGR 324	Introduction to Electronics	2	
ENGR 325	Modern Electronics	2	
MATH 150	Elementary Probability and Statistics	4	
MATH 191	Introduction to Mathematics Systems	4	
MATH 215	Linear Algebra	2	
PHYS 201	General Physics I	4	
Total Required Support Courses			18

TOTAL HOURS REQUIRED FOR THE MAJOR **52-54**

C. Writing Endorsement:

The writing endorsement in computer science is accomplished in the senior capstone experience class, CSCI 475 Social Issues in the Digital World. In this course, students will submit a research paper of at least five pages including an oral presentation of the paper.

D. Additional Requirements

- A group development project for a real client after completing CSCI 331 Software Engineering
- Take a computer science comprehensive exam during the senior year

Requirements for a minor in Computer Science:

A. Completion of the following required computer science courses:			
CSCI 170	Programming in C++ and on the Metal	4	
CSCI 310	Advanced Data Structures and Algorithms	4	
CSCI 331	Software Engineering	4	
Complete one of the following:		2-4	
CSCI 160	Crafting the Web	4	
CSCI 165	High Level CGI	2	
Complete 8 hours from the following:		8	
CSCI 205	Survey of Programming Languages	4	
CSCI 244	Special Topics in Computer Science	1-4	
CSCI 270	Relational Database Theory and Practice	4	

CSCI 320	The Technical Web	4	
CSCI 325	Computer Organization and Operating Systems	4	
CSCI 345	Computer Graphics	4	
CSCI 350	Computer Networks	2	
CSCI 370	Artificial Intelligence	4	
CSCI 375	Formal Languages and Computations	4	
CSCI 405	Distributed Operating Systems	4	
CSCI 410	Embedded and Real-time Programming	4	
CSCI 415	Real-time Interactive Computer Simulations	4	
CSCI 431	Logic, NP-Completeness, and Analysis of Algorithms	4	
CSCI 444	Advanced Topics in Computer Science	1-4	
CSCI 475	Social Issues in the Digital World	2	
Total Required Computer Science Courses			22-24
TOTAL HOURS REQUIRED FOR THE MINOR			22-24

Computer Science Courses (CSCI)

160	Crafting the Web (2 yrs. high school algebra or Math ACT 20 or better)	4 hours
	<i>Satisfies Quantitative Reasoning requirement</i> Students learn to develop web pages using HTML and C++ as a CGI scripting language. They also learn to read code in these languages. This course includes the interpretation and use of charts and graphs.	
165	High Level CGI (2 yrs. high school algebra or Math ACT 20 or better; strong working knowledge of HTML and some knowledge of CGI)	2 hours
	Students extend their ability to create webpages by learning how to use C++ as a CGI scripting language. They also learn to read C or C++ code.	
170	Programming in C++ and on the Metal (160 or 165)	4 hours
	Students learn to read and write programs in C++ including implementing and using stacks, queues, linked lists, recursive algorithms, and simple sorts. They also gain facility with the basic concepts and operations of sets, functions, relations, logic (propositional and quantified predicate), and postfix expressions. They gain experience with the language-machine duality by learning a simple assembly language and simulating a simple machine using C++. Finally, students are introduced to performance bounds and big-O, omega, and theta notations as tools for measuring and comparing algorithmic complexity.	
205	Survey of Programming Languages (160 or 165)	4 hours
	Students will learn to distinguish the imperative, declarative, and functional programming paradigms from each other and understand their relative strengths and weaknesses. They will gain experience using Visual Basic, Visual C++, possibly other imperative languages, and at least one functional and one declarative language.	

- | | | |
|------------|--|------------------|
| 244 | Special Topics in Computer Science
Prerequisites will be specific to each section.
Allows special offerings in computer science according to student interest and/or need. | 1-4 hours |
| 270 | Relational Database Theory and Practice (160 or 165)
Students learn how to use ER modeling; relational algebra and calculus; normalization to 3rd, 4th, and Boyce-Codd normal forms; and SQL to plan, develop, analyze, simulate, normalize and implement databases. They also learn how to access databases from application programs written in a high-level non-database oriented programming language and from websites. Students also gain some understanding of the implementation issues involved in developing general purpose database management systems. | 4 hours |
| 310 | Advanced Data Structures and Algorithms (170)
Students learn how to implement and use hash tables, binary trees, graphs, and efficient sorts. They also learn how to use members of the B-tree family. In addition, they learn how to recognize, construct, and use the following types of algorithms: greedy, divide-and-conquer, backtracking, branch-and-bound, and dynamic programming. They increase their facility in doing bounds analysis and use of big-O, omega, and theta notations. Finally, students are introduced to basic principles of pattern matching and to event-based programming. | 4 hours |
| 320 | The Technical Web (160 or 165)
<i>Satisfies Service Learning Flag</i>
Students learn how to create aesthetically pleasing web-based applications with quality user interfaces, and use pattern matching to analyze substrings. They also learn how to use JavaScript, Perl, and Java in a web-based environment. | 4 hours |
| 325 | Computer Organization and Operating Systems (170)
Students learn how computers are organized and function at the hardware level and how software interacts with the hardware. Students also learn about the goals and objectives of modern operating systems and how these are achieved including basic security management, basic operating system algorithms and techniques, and the ramifications of concurrency with regard to scheduling and memory management. Students also learn how to use operating system APIs to write simple utility programs. | 4 hours |
| 331 | Software Engineering (310)
Students learn about the difficulties of programming-in-the-large and how to address them, including the factors that drive successful implementation projects. They also learn about software life-cycle models, and how to judge whether or not a given model is appropriate for a given situation. They demonstrate their software engineering proficiency by using an appropriate lifecycle model to complete a significant project that uses all phases of the model. | 4 hours |

- | | | |
|------------|--|----------------|
| 345 | Computer Graphics (310, MATH 215)
Students learn the details of, and how to use, basic algorithms for clipping, affine transformations, curve generation, and image generation. They also learn the theory of creating basic 2D and 3D images; creating simple polyhedral, mesh, and fractal models; basic transformations, clipping, and camera-view changes on images; and to creating 2D and 3D animations. They also learn how to use a standard graphics API to do these things. | 4 hours |
| 350 | Computer Networks (325)
Students learn the various components of a network, the various networking standards (both wired and wireless), and the various aspects of network security. They also learn how to implement and use the basic distributed algorithms. | 2 hours |
| 370 | Artificial Intelligence (310, MATH 150)
Students learn techniques involving neural networks, genetic algorithms, and expert systems; utilizing them to create learning and/or decision-making software. They learn how to recognize and use heuristics, problem spaces, constraint satisfaction, best-first search, and mini-max search. They also learn the basic issues involved in developing intelligent systems. | 4 hours |
| 375 | Formal Languages and Computations (coreq. 310)
Students learn about the types of languages in the Chomsky hierarchy and their representations (including the machines that recognize them). They learn how to prove where a given language fits in the hierarchy. They also learn to apply lexing techniques for regular languages and parsing techniques for context-free languages. They also gain an understanding of basic concepts and issues regarding computability and tractability. | 4 hours |
| 405 | Distributed Operating Systems (350)
Students learn about the challenges facing a distributed operating system and the architectural considerations involved in creating them. They have a chance to implement a distributed system using different object frameworks in order to compare the frameworks with respect to performance and security issues. | 4 hours |
| 410 | Embedded and Real-time Programming (325)
Students learn about the special concerns presented by real-time systems and how these concerns may be addressed. They examine the features of fault tolerant systems and apply (in hands-on projects) techniques for motion planning, sensing, and programming for robots. | 4 hours |
| 415 | Real-time Interactive Computer Simulations (310)
Students examine the challenges presented in programming various types of real-time interactive computer simulations and how these challenges might be addressed. They demonstrate their proficiency by designing and implementing a simple real-time simulation. | 4 hours |

- 431 Logic, NP-Completeness, and Analysis of Algorithms (375)** **4 hours**
 Students gain facility with propositional and predicate logic. Students learn about NP-Completeness and how to prove that a problem is NP-complete by reducing a known NP-complete problem to it. They also learn how to use recurrence relations as well as big-O, theta, and omega notations in the analysis of algorithms. They learn the difference between countable and uncountable sets and how to prove that a set is one or the other. Finally, they become familiar with the halting problem and its implications for computability.
- 444 Advanced Topics in Computer Science** **1-4 hours**
Prerequisites will be specific to each section
 Allows special advanced offerings in computer science according to student interest and/or need.
- 450 Computer Science Internship (Permission of department chair)** **1-4 hours**
 Internship providing direct work experience in computer science with an approved organization or firm.
- 475 Social Issues in the Digital World (Sr. standing or instructor's permission)** **2 hours**
Senior Capstone Experience
 Students have the opportunity to consider, discuss, and debate (via speaking and writing) various social issues arising from the use of computing technology. This course serves as a capstone for both computing degrees.

MATHEMATICS

Requirements for a major in Mathematics:

This major will lead to a BA degree.

- A. Completion of the following required mathematics courses:
- | | | |
|---|---|-----------|
| MATH 191 | Introduction to Mathematics Systems | 4 |
| MATH 205 | Calculus and Analytic Geometry I | 4 |
| MATH 206 | Calculus and Analytic Geometry II | 4 |
| MATH 215 | Linear Algebra | 2 |
| MATH 307 | Multivariable Calculus and Differential Equations | 4 |
| MATH 400* | Mathematics Capstone | 2 |
| *Senior Capstone Experience | | |
| Total Required Mathematics Courses | | 20 |
- B. Completion of the following support courses:
- | | | |
|---|---------------------------------------|--------|
| CSCI 160 | Crafting the Web | 4 |
| Complete 4 hours from the following: | | 4 |
| MATH 150 | Elementary Probability and Statistics | 4 |
| MATH 151 | Elementary Probability | 2 |
| MATH 152 | Elementary Statistics | 2 |
| MATH 245 | Special Topics in Mathematics | 2 or 4 |
| Any 100- or 200-level CSCI course except CSCI 160 | | |
| Any 100- or 200-level ECON, ENGR, or PHYS course | | |
| Complete 12 hours from the following: | | 12 |
| MATH 315** | Modern Algebra | 4 |
| MATH 325 | Modern Geometries | 4 |
| MATH 360 | Mathematical Statistics | 4 |

MATH 407**	Real Analysis	4
MATH 425	Methods of Teaching Secondary Mathematics & Practicum	2
MATH 445	Advanced Topics in Mathematics	2 or 4
MATH 490	Research in Mathematics	2 or 4
Any 300- or 400-level ENGR or PHYS courses		
**At least one of these courses must be included in the 12 hours		
Total Required Support Courses		20

TOTAL HOURS REQUIRED FOR THE MAJOR 40

C. Writing Endorsement

The writing endorsement for mathematics majors is handled in the Mathematics Capstone. In this course, the students will submit a research paper of at least five pages and give a 30 minute oral presentation.

Requirements for a major in Mathematics:

This major will lead to a BS degree.

A. Completion of the following required mathematics courses:

MATH 191	Introduction to Mathematics Systems	4
MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
MATH 215	Linear Algebra	2
MATH 307	Multivariable Calculus and Differential Equations	4
MATH 400*	Mathematics Capstone	2
*Senior Capstone Experience		
Total Required Mathematics Courses		20

B. Completion of the following required support courses:

CSCI 160	Crafting the Web	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 211	Calculus Applications for General Physics I	2
PHYS 212	Calculus Applications for General Physics II	2
Complete 4 hours from the following:		4
MATH 150	Elementary Probability and Statistics	4
MATH 151	Elementary Probability	2
MATH 152	Elementary Statistics	2
MATH 245	Special Topics in Mathematics	2 or 4
Any 100- or 200-level CSCI course except CSCI 160		
Any 100- or 200-level ECON, ENGR, or PHYS course		
Complete 12 hours from the following:		12
MATH 315**	Modern Algebra	4
MATH 325	Modern Geometries	4
MATH 360	Mathematical Statistics	4
MATH 407**	Real Analysis	4
MATH 425	Methods of Teaching Secondary Mathematics & Practicum	2
MATH 445	Advanced Topics in Mathematics	2 or 4
MATH 490	Research in Mathematics	2 or 4
Any 300- or 400-level ENGR or PHYS courses		
**At least one of these courses must be included in the 12 hours		
Total Required Support Courses		32

TOTAL HOURS REQUIRED FOR THE MAJOR 52

C. Writing Endorsement

The writing endorsement for mathematics majors is handled in the Mathematics Capstone. In this course, the students will submit a research paper of at least five pages and give a 30 minute oral presentation.

Requirements for a minor in Mathematics:

A. Completion of the following required mathematics courses:			
MATH 191	Introduction to Mathematics Systems	4	
MATH 205	Calculus and Analytic Geometry I	4	
Total Required Mathematics Courses			8
B. Complete 12 hours of mathematics courses, at least 4 hours of which must be at the 300-level or higher. MATH 115 cannot be used.			
			12
Total Support Courses			12
TOTAL HOURS REQUIRED FOR THE MINOR			20

Requirements for a major in Mathematics Teaching:

This major will lead to a BA degree.

A. Completion of the following required mathematics courses:			
MATH 150	Elementary Probability and Statistics	4	
MATH 191	Introduction to Mathematics Systems	4	
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
MATH 215	Linear Algebra	2	
MATH 307	Multivariable Calculus and Differential Equations	4	
MATH 315	Modern Algebra	4	
MATH 325	Modern Geometries	4	
MATH 400*	Mathematics Capstone	2	
MATH 425	Methods of Teaching Secondary Mathematics & Practicum	2	
*Senior Capstone Experience			
Total Required Mathematics Courses			34
B. Completion of the following required support courses:			
CSCI 160	Crafting the Web	4	
Complete 2 hours from the following:		2	
MATH 360	Mathematical Statistics	4	
MATH 407	Real Analysis	4	
MATH 445	Advanced Topics in Mathematics	2 or 4	
MATH 490	Research in Mathematics	2 or 4	
Any 300- or 400-level ENGR or PHYS course			
Total Required Support Courses			6
C. Completion of the following required education courses:			
EDUC 101	Foundations of Education	2	
EDUC 102	Classroom Management	2	
EDUC 290	Human Relations for Educators	4	
EDUC 300	Instructional Design and Assessment & Practicum	4	
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4	
EDUC 427	Secondary Student Teaching	6 or 10	
EDUC 490	Effective Educator Seminar	2	

SPED 208	Survey of Exceptionalities & Practicum	4
Total Required Education Courses		28 or 32
D. Completion of the following required education support courses:		
PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	
or		
PSYC 303	Child and Adolescent Psychology	4
A biology course		4
A humanities course (history, literature, modern language)		4
Total Required Education Support Courses		16
TOTAL HOURS FOR REQUIRED FOR THE MAJOR		84 or 88
E. Writing Endorsement		
The writing endorsement for mathematics majors is handled in the Mathematics Capstone. In this course, the students will submit a research paper of at least five pages and give a 30 minute oral presentation.		

Mathematics Courses (MATH)

115 Mathematical Understanding and Reasoning (2 yrs. high school algebra)	4 hours
<i>Satisfies Quantitative Reasoning requirement</i>	
An introduction to mathematical thinking and reasoning. Topics will be chosen from, but are not necessarily limited to, statistics, logic, and problem-solving using graphical, algebraic, and approximate methods.	
125 Precalculus (2 yrs. high school algebra)	4 hours
<i>Satisfies Quantitative Reasoning requirement</i>	
An in-depth study of the elementary functions of mathematics. These include polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics from analytic geometry may be included.	
150 Elementary Probability and Statistics (2 yrs. high school algebra)	4 hours
<i>Satisfies Quantitative Reasoning requirement</i>	
A first course in descriptive and inferential statistics. Topics include elementary probability, counting techniques (combinatorics), discrete and continuous distributions, the normal distribution, the central limit theorem, confidence intervals, hypothesis testing, correlation and regression, and ANOVA. Students cannot receive credit for both MATH 150 and MATH 151, or both MATH 150 and MATH 152.	
151 Elementary Probability (2 yrs. high school algebra)	2 hours
Roughly the first half of Elementary Probability and Statistics. Topics include elementary probability, counting techniques (combinatorics), discrete and continuous distributions, the normal distribution, and the central limit theorem. Students cannot receive credit for both MATH 150 and MATH 151.	

152 Elementary Statistics (151)	2 hours
Roughly the second half of Elementary Probability and Statistics. Topics from inferential statistics such as confidence intervals, hypothesis testing, correlation and regression, and ANOVA are included. Students cannot receive credit for both MATH 150 and MATH 152.	
191 Introduction to Mathematics Systems (2 yrs. high school algebra, including trigonometry)	4 hours
An introduction to various mathematical systems including number systems, elementary number theory, vectors, matrices, sequences and series, sets, and some topology of the real number line. Other topics may be included.	
205 Calculus and Analytic Geometry I (125 or 2 yrs. high school algebra, including trigonometry)	4 hours
<i>Satisfies Quantitative Reasoning requirement</i> An introduction to differential and integral calculus. Topics include functions, limits, continuity, derivatives, and integrals-with applications throughout the course.	
206 Calculus and Analytic Geometry II (205)	4 hours
A continuation of Calculus I. Topics include techniques of integration, sequences and series, curves and vectors, non-Cartesian coordinate systems, and multivariable functions.	
215 Linear Algebra (2 yrs. high school algebra)	2 hours
A course in matrix applications and introductory linear algebra. Topics include systems of equations, the algebra of matrices, determinants, eigenvalues, and vector spaces.	
245 Special Topics in Mathematics (Instructor's permission)	2 or 4 hours
Special courses are offered consistent with student need and faculty expertise.	
307 Multivariable Calculus and Differential Equations (206)	4 hours
The third and final course in the calculus sequence. Topics include derivatives and integrals of multivariable functions, with applications; vector calculus; and solutions to, and applications of, ordinary differential equations.	
315 Modern Algebra (191, 215)	4 hours
An introductory course in abstract algebra. Topics include vector spaces, groups, rings, and fields.	
325 Modern Geometries (191)	4 hours
An investigation of the axiomatic foundations of geometry. Euclidean and non-Euclidean geometries will be studied.	
360 Mathematical Statistics (150, 206)	4 hours
An in-depth look at topics in Statistics, including probability distributions, moment generating functions, the Central Limit Theorem, and statistical inference.	

400 Mathematics Capstone (Sr. standing)	2 hours
<i>Senior Capstone Experience</i>	
This writing-intensive course involves assigned readings, in-class discussions, papers, and presentations on various topics in or related to mathematics, such as the history and philosophy of mathematics, and current ethical and social issues involving mathematics in society.	
407 Real Analysis (307)	4 hours
A proof-based course in analysis. The focus of the course is on the structure of the real numbers and the theoretical foundations of calculus.	
425 Methods of Teaching Secondary Mathematics & Practicum (2.50 cum gpa, 2.50 Education gpa, Jr. standing, admitted to Teacher Preparation Program)	2 hours
An introduction to various instructional strategies and materials for teaching secondary school mathematics. This course includes a practicum.	
445 Advanced Topics in Mathematics (Instructor's permission)	2 or 4 hours
Advanced special courses are offered consistent with student need and faculty expertise.	
490 Research in Mathematics (Any 300-level mathematics course and instructor's permission)	2 or 4 hours
This course provides the opportunity for students to conduct faculty-supervised research in some area of mathematics.	

PHYSICS/ENGINEERING

Requirements for a major in Physics:

This major will lead to a BA degree.

A. Completion of the following required physics courses:		
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 211	Calculus Applications for General Physics I	2
PHYS 212	Calculus Applications for General Physics II	2
PHYS 316	Quantum Mechanics	2
PHYS 317	Modern Physics	2
PHYS 369	Dynamics	4
PHYS 434*	Advanced Physics Lab	2
Complete one of the following:		2-4
ENGR 324	Introduction to Electronics	2
PHYS 411	Electricity and Magnetism	4
Electives in ENGR or PHYS (must be at 200 or above level)		2-4
*Senior Capstone Experience		
Total Required Physics Courses		28
B. Completion of the following required support courses:		
MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
MATH 307	Multivariable Calculus and Differential Equations	4
Total Required Support Courses		12
TOTAL HOURS REQUIRED FOR THE MAJOR		40

C. Writing Endorsement

The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.

Requirements for a major in Physics:

This major will lead to a BS degree.

A. Completion of the following required physics courses:

PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 211	Calculus Applications for General Physics I	2
PHYS 212	Calculus Applications for General Physics II	2
PHYS 316	Quantum Mechanics	2
PHYS 317	Modern Physics	2
PHYS 369	Dynamics	4
PHYS 411	Electricity and Magnetism	4
PHYS 434*	Advanced Physics Lab	2

*Senior Capstone Experience

Total Required Physics Courses **26**

B. Completion of the following required support courses:

CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 314	Physical Chemistry I: Classical Thermodynamics	2
ENGR 131	Engineering Applications B-Computer Programming and Control	2
ENGR 324	Introduction to Electronics	2
ENGR 325	Modern Electronics	2
MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
MATH 215	Linear Algebra	2
MATH 307	Multivariable Calculus and Differential Equations	4

Total Required Support Courses **30**

TOTAL HOURS REQUIRED FOR THE MAJOR **56**

C. Writing Endorsement:

The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.

Requirements for a minor in Physics:

A. Completion of the following required physics courses:			
PHYS 201	General Physics I	4	
PHYS 202	General Physics II	4	
PHYS 211	Calculus Applications for General Physics I	2	
PHYS 212	Calculus Applications for General Physics II	2	
PHYS 316	Quantum Mechanics	2	
PHYS 317	Modern Physics	2	
Total Required Physics Courses			16
B. Completion of the following required support courses:			
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
Total Required Support Courses			8
TOTAL HOURS REQUIRED FOR THE MINOR			24

Requirements for a major in Engineering Physics:

This major will lead to a BS degree.

A. Completion of the following required physics/engineering courses:			
ENGR 121	Engineering Applications A-Engineering Graphics	2	
ENGR 131	Engineering Applications B-Computer Programming and Control	2	
ENGR 274	Statics	2	
ENGR 324	Introduction to Electronics	2	
ENGR 325	Modern Electronics	2	
ENGR 365	Modeling and Simulation of Static and Dynamic Systems	2	
ENGR 435*	Advanced Engineering Lab	2	
PHYS 201	General Physics I	4	
PHYS 202	General Physics II	4	
PHYS 211	Calculus and Applications for General Physics I	2	
PHYS 212	Calculus and Applications for General Physics II	2	
PHYS 316	Quantum Mechanics	2	
PHYS 317	Modern Physics	2	
PHYS 369	Dynamics	4	
PHYS 411	Electricity and Magnetism	4	
PHYS 434*	Advanced Physics Lab	2	
Total Required Physics/Engineering Courses			40
B. Completion of the following required support courses:			
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
MATH 215	Linear Algebra	2	
MATH 307	Multivariable Calculus and Differential Equations	4	
Total Required Support Courses			14
TOTAL HOURS REQUIRED FOR THE MAJOR			54

- C. Writing Endorsement:
The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term

paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.

Requirements for a major in Engineering Science:

This major will lead to a BS degree.

A. Completion of the following required physics courses:			
PHYS 201	General Physics I	4	
PHYS 202	General Physics II	4	
PHYS 211	Calculus Applications for General Physics I	2	
PHYS 212	Calculus Applications for General Physics II	2	
Total Required Physics Courses			12
B. Completion of the following required support courses:			
CHEM 121	General Chemistry I	4	
CHEM 122	General Chemistry II	4	
MATH 205	Calculus and Analytic Geometry I	4	
MATH 206	Calculus and Analytic Geometry II	4	
MATH 215	Linear Algebra	2	
MATH 307	Multivariable Calculus and Differential Equations	4	
Complete 2 hours from the following:			2
ENGR 235	Engineering Design Laboratory	2	
ENGR 435*	Advanced Engineering Laboratory	2	
* Senior Capstone Experience			
Total Required Support Courses			24
TOTAL HOURS REQUIRED FOR THE MAJOR			36

- C. Writing Endorsement
The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.
- D. Additional Requirements
- Completion of an ABET-accredited engineering program at a partner institution.

Requirements for a minor in Engineering Mechanics:

- A. Completion of the following required physics/engineering courses:
- | | | |
|----------|--|---|
| ENGR 121 | Engineering Applications A- Engineering Graphics | 2 |
| ENGR 274 | Statics | 2 |
| PHYS 201 | General Physics I | 4 |
| PHYS 202 | General Physics II | 4 |

Complete 4 hours from the following:		4
ENGR 131	Engineering Applications B-Computer Programming and Control	2
ENGR 235	Engineering Design Laboratory	2
ENGR 365*	Modeling and Simulation of Static and Dynamic Systems	2

*This course has additional prerequisites. It is included because it is a natural progression from 131 and 274, while 235 has a different focus.

Total Required Physics/Engineering Courses 16

B. Completion of the following required support courses:

MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
Total Required Support Courses		8

TOTAL HOURS REQUIRED FOR THE MINOR 24

Requirements for a major in Physics Teaching:

This major will lead to a BA degree.

A. Completion of the following required physics/engineering courses:

PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 211	Calculus Applications for General Physics I	2
PHYS 212	Calculus Applications for General Physics II	2
PHYS 316	Quantum Mechanics	2
PHYS 317	Modern Physics	2
PHYS 369	Dynamics	4
PHYS 434*	Advanced Physics Lab	2
ENGR 274	Statics	2
ENGR 324	Introduction to Electronics	2
ENGR 325	Modern Electronics	2

*Senior Capstone Experience

Total Required Physics/Engineering Courses 28

B. Completion of the following required support courses:

MATH 205	Calculus and Analytic Geometry I	4
MATH 206	Calculus and Analytic Geometry II	4
NSCI 425	Methods of Teaching Secondary Science & Practicum	2
Total Required Support Courses		10

C. Completion of the following required education courses:

EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4
EDUC 427	Secondary Student Teaching	6 or 10
EDUC 490	Effective Educator Seminar	2
SPED 208	Survey of Exceptionalities & Practicum	4
Total Required Education Courses		28 or 32

D.	Completion of the following required education support courses:		
	PSYC 101	General Psychology	4
	PSYC 260	Developmental Psychology	
	or		
	PSYC 303	Child and Adolescent Psychology	4
	A biology course		4
	A humanities course (history, literature, modern language)		4
	Total Required Education Support Courses		16

TOTAL HOURS REQUIRED FOR THE MAJOR **82 or 86**

- E. Writing Endorsement
- The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.

Requirements for a major in Physical Sciences Teaching:

This major will lead to a BS degree.

A.	Completion of the following required science/mathematics courses:		
	CHEM 121	General Chemistry I	4
	CHEM 122	General Chemistry II	4
	CHEM 201	Organic Chemistry I	4
	CHEM 202	Organic Chemistry II	4
	CHEM 305	Analytical Chemistry	4
	MATH 205	Calculus and Analytic Geometry I	4
	MATH 206	Calculus and Analytic Geometry II	4
	PHYS 201	General Physics I	4
	PHYS 202	General Physics II	4
	PHYS 211	Calculus Applications for General Physics I	2
	PHYS 212	Calculus Applications for General Physics II	2
	NSCI 425	Methods of Teaching Secondary Science & Practicum	2
	Total Required Science/Mathematics Courses		42

B.	Completion of the following elective courses:		
	Complete 8 hours from the following:		8
	PHYS 111**	Geology	2
	PHYS 112**	Meteorology	2
	PHYS 113**	Astronomy	2
	PHYS 114**	Astronomy-Stars and Galaxies	2
	ENGR 274	Statics	2
	ENGR 324	Introduction to Electronics	2
	ENGR 325	Modern Electronics	2
	PHYS 369	Dynamics	4
	PHYS 411	Electricity & Magnetism	4
	**Choose a maximum of 2 courses from these courses		
	Complete one specialized sequence from the following:		6
	PHYS 316	Quantum Mechanics	2
	PHYS 317	Modern Physics	2

ENGR 435*	Advanced Engineering Lab	
or		
PHYS 434*	Advanced Physics Lab	2
OR		
CHEM 314	Physical Chemistry I: Classical Thermodynamics	2
CHEM 315	Physical Chemistry II: Chemical Thermodynamics	2
CHEM 460*	Chemistry Capstone	2
*Senior Capstone Experience		
Total Elective Courses		14

C. Completion of the following required education courses:

EDUC 101	Foundations of Education	2
EDUC 102	Classroom Management	2
EDUC 290	Human Relations for Educators	4
EDUC 300	Instructional Design and Assessment & Practicum	4
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4
EDUC 427	Secondary Student Teaching	6 or 10
EDUC 490	Effective Educator Seminar	2
SPED 208	Survey of Exceptionalities & Practicum	4
Total Required Education Courses		28 or 32

D. Completion of the following required education support courses:

PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	
or		
PSYC 303	Child and Adolescent Psychology	4
A biology course		4
A humanities course (history, literature, modern language)		4
Total Required Education Support Courses		16

TOTAL HOURS REQUIRED FOR THE MAJOR **100 or 104**

E. Writing Endorsement

The Physics Department seeks to develop in its students the broad-based writing skills expected of a practicing physicist/engineer. Each major will prepare a portfolio including a term paper, one formal lab report, one term paper from a non-science course, and any one other scientific report/term paper (at least four pages in length) of the student's choosing. The student is expected to maintain his/her portfolio and submit it for review to the department chair at least 4 months before anticipated graduation. The Department of Physics faculty will review the portfolio and determine endorsement by consensus.

Physics Courses (PHYS)

- | | | |
|------------|---|----------------|
| 103 | Light and Color
<i>Satisfies Empirical Reasoning requirement</i>
This is a course in how light works. Students will learn how light is produced, what happens to light as it passes through different materials and openings, how color is produced and perceived, and how the human eye works. The course includes a lab in which students will get to produce and observe many phenomena associated with light. | 2 hours |
| 104 | Investigations in Science
<i>Satisfies Empirical Reasoning requirement</i>
A survey of applications of physical science and earth science found in the contemporary world, including environmental issues and current affairs. | 2 hours |
| 111 | Geology
<i>Satisfies Empirical Reasoning requirement</i>
An introduction to the processes that shape our planet, and the materials and structures created by those processes. Possible topics include minerals and rocks, volcanoes, earthquakes, weathering, rivers, groundwater, glaciers, plate tectonics, and radiometric dating. | 2 hours |
| 112 | Meteorology
<i>Satisfies Empirical Reasoning requirement</i>
A study of weather phenomena and their causes, including sunlight and the atmosphere, air pressure and wind, types and causes of precipitation, and weather systems. | 2 hours |
| 113 | Astronomy
<i>Satisfies Empirical Reasoning requirement</i>
A study of the universe, including seasonal constellations and selected topics from planets, stars, galaxies, and cosmology. | 2 hours |
| 114 | Astronomy-Stars and Galaxies
<i>Satisfies Empirical Reasoning requirement</i>
This course includes a study of stars, from birth to death, galaxies and galaxy types, and the large-scale-structure of the universe. From an observational perspective, it will include constellations appropriate to the season, and observations of star clusters and galaxies. Includes night observing. | 2 hours |
| 201 | General Physics I (MATH 125 or high school math including trigonometry and ACT of 24 or higher; one course in basic physics recommended)
<i>Satisfies Empirical Reasoning requirement</i>
An algebra-based survey of mechanics and electrodynamics, featuring the description of motion, Newton's laws of motion and gravity, energy and momentum, rotational motion, electricity and electrical circuits. A laboratory is included. | 4 hours |

- 202 General Physics II (201)** **4 hours**
Satisfies Quantitative Reasoning requirement
 An algebra-based continuation of PHYS 201 including oscillatory motion, magnetism, waves (including sound and electromagnetic waves), light, optics, work and heat, laws of thermodynamics, nuclear and other topics in modern physics. A laboratory is included.
- 211 Calculus Applications for General Physics I (CAP I) (MATH 205; coreq. 201, MATH 206)** **2 hours**
 A supplement to PHYS 201 designed for students majoring in engineering, physics, mathematics, or other technical areas. Students will learn to apply calculus to the topics in PHYS 201.
- 212 Calculus Applications for General Physics II (CAP II) (211, MATH 206; coreq. PHYS 202)** **2 hours**
 A supplement to PHYS 202 designed for students majoring in engineering, physics, mathematics, or other technical areas. Students will learn to apply calculus to the topics of PHYS 202.
- 230 Galaxies and Cosmology (Previous course in astronomy or MATH 125 or Math ACT of 24)** **2 hours**
 This course is a study of the large-scale structure of the Universe. Starting with galaxies and galactic evolution, the scale is extended to consider the cosmos as a whole. A treatment of special and general relativity leads to a ground-level investigation of the ultimate fate of the universe, and investigations into Big Bang theory and fascinating phenomena such as Black Holes, Pulsars, and Quasars. Modern astronomical equipment will be studied, including electronic imagery by digital camera, and digital image manipulation. Constellations of the season will be covered. Includes night observing. Cannot be taken with PHYS 113.
- 231 The Solar System (Previous course in astronomy or MATH 125, or Math ACT of 24)** **2 hours**
 A study of the sky, starting with identifying patterns in the sky as seen by the ancient astronomers, and working through the new understanding of the skies developed during the Renaissance to modern astronomy using spacecraft as we explore the planets, comets, and asteroids within the solar system. Constellations of the season and fundamentals of telescope operations will be covered. Includes night observing. Cannot be taken with PHYS 113.
- 232 Stars and Stellar Evolution (Previous course in astronomy or MATH 125 or Math ACT of 24)** **2 hours**
 This course is the study of the stars in the sky, including nebulae, star clusters, and the evolution of stars. The development and theory behind the working of the telescope and other observational instruments, starting with Galileo's first rudimentary equipment, will be covered. Constellations of the season will be covered. Includes night observing. Cannot be taken with PHYS 113.

- | | | |
|------------|---|-------------------|
| 290 | Physics in the Community (Instructor's permission)
<i>Satisfies Service Learning Flag</i>
Students continue to develop their understanding of classical physics theory from General Physics (PHYS 201, 202) to a deeper, more sophisticated level; in particular, students will apply physics principles towards creating and delivering presentations for K-12 students or the public at large. These presentations will be designed to enhance science education in the community, and might be delivered in schools or at special events. | 2 hours |
| 316 | Quantum Mechanics (same as CHEM 316) (211, MATH 206, either PHYS 212 or CHEM 121)
Foundations of the sweeping changes that took place in physics in the early twentieth century, including quantization of light, wave-particle duality, the Schrodinger equation, simple quantum systems, and the hydrogen atom. | 2 hours |
| 317 | Modern Physics (316)
Further topics in modern physics, including nuclear physics and special relativity. Additional topics may include astrophysics, solid state physics, particle physics and general relativity. | 2 hours |
| 369 | Dynamics (211, 212; coreq. MATH 307; MATH 215 recommended)
Mathematical applications of Newton's laws of motion and classical conservation laws to a variety of physical systems, including oscillators, gravity and orbital dynamics, multi-particle systems, and non-inertial reference frames. | 4 hours |
| 411 | Electricity and Magnetism (211, MATH 307)
Advanced topics in electricity and magnetism. Techniques for solving problems and mathematical theory will be developed during this course. | 4 hours |
| 434 | Advanced Physics Lab (211, 212, at least one of 316, 317)
<i>Senior Capstone Experience</i>
Experiments and experimentation in modern physics. | 2 hours |
| 444 | Advanced Topics in Physics
Advanced offerings in physics according to student interest and faculty experience. | 1-4 hours |
| 450 | Internship in Physics (Instructor's permission)
Provides the opportunity for students to engage in research with a faculty member. | 1-6 hours |
| 495 | Research Seminar (Instructor's permission)
Provides the opportunity for students to engage in research with a faculty member or at a research laboratory. | 1-12 hours |

Engineering Courses (ENGR)

- | | | |
|------------|--|----------------|
| 121 | Engineering Applications A-Engineering Graphics
Introduction to the use of Computer-Aided design. Primarily oriented towards project work. | 2 hours |
|------------|--|----------------|

- | | | |
|------------|---|----------------|
| 131 | Engineering Applications B-Computer Programming and Control | 2 hours |
| | An introduction to FORTRAN computer programming and solutions to basic engineering problems. | |
| 202 | Batteries and Bulbs (PHYS 103, 104, 201, or high school physics, MATH 125 or Math ACT of 24) | 2 hours |
| | This course focuses on the physical theories around electricity and magnetism. Basic electrical components, such as batteries, capacitors, and light-bulbs will be investigated, working towards more complex mechanisms such as motors and generators, and on to microwave ovens. Household applications will be investigated, including home wiring systems, and large-scale electrical distribution networks. Cannot be taken with PHYS 104. | |
| 203 | Rocket Science and Space Exploration (PHYS 103, 104, 201, or high school physics, MATH 125 or Math ACT of 24) | 2 hours |
| | This course focuses on the theoretical areas of basic mechanics and kinematics, by looking at the fundamental physics, used in rocket science. The technology, public perception, and public policy associated with space exploration are also investigated. Experiments are used to systematically test the application of the physics principles, with a goal to improve the performance of the rockets. Cannot be taken with PHYS 104. | |
| 204 | Energy and Environment (PHYS 103, 104, 201, or high school physics, MATH 125 or Math ACT of 24) | 2 hours |
| | This course focuses on energy generation and distribution, and on environmental impacts of different types of energy production. Various alternatives to fossil fuels for electricity generation including nuclear, wind, solar (passive and active), biomass, and hydro-electric generation will be studied, as will the prospective future development of areas such as "hydrogen economy" and nuclear fusion. Alternatives for home heating and cooling systems will also be included. Experiments will be used to measure relative efficiencies of different processes involved. Cannot be taken with PHYS 104. | |
| 235 | Engineering Design Laboratory (coreq: Quantitative Reasoning course) | 2 hours |
| | <i>Satisfies Empirical Reasoning requirement</i>
This course provides an opportunity for hands-on applied design, and experimentation towards developing, building, and optimizing products to meet specific real-world demands. Teamwork is emphasized and groups may involve students from different disciplines, and students taking ENGR 435. Students give oral and written presentations. The nature of this course requires that almost all of the work be completed in the lab environment. It is scheduled to meet 4 hours per week to compensate for reduced homework expectations. May be repeated. | |
| 274 | Statics (PHYS 201, MATH 206) | 2 hours |
| | A study of numerical techniques for investigating static structures, including studies of the stability of structures and the forces and torques generated within those structures. | |

290	Engineering in the Community (Instructor's permission) <i>Satisfies Service Learning Flag</i> Students undertake projects within the community that involve elements of engineering design. Projects can be undertaken individually, or in groups. Projects are available by suggestion, or by direct request from the community. May be repeated.	1-4 hours
324	Introduction to Electronics (PHYS 201) Study of analog and digital electronics.	2 hours
325	Modern Electronics (324) Continuation of ENGR 324. Further study of analog and digital electronics.	2 hours
365	Modeling and Simulation of Static and Dynamic Systems (131 or other computer programming course, 274, MATH 215, PHYS 211; coreq. MATH 307) Numerical techniques for solving problems for which analytic solutions either do not exist or are extremely challenging. Includes a study of both dynamic and static systems and structural analysis.	2 hours
435	Advanced Engineering Laboratory (PHYS 211, 212; a computer programming course; two from ENGR 121, ENGR 324 or 325, ENGR 365, PHYS 369, CHEM 121 or 122) <i>Senior Capstone Experience</i> Laboratory projects and investigations of the student's choosing. Teamwork is emphasized and groups may involve students from different disciplines. Students give oral and written presentations.	2 hours
437	Project Management (Instructor's permission; coreq: 435) Students who have a research/design project in mind can submit their project for consideration for ENGR 235/435. Projects must be submitted before the end of the preceding semester. Students in ENGR 437 will be responsible for directing their particular investigation throughout ENGR 235/435.	1 hour
444	Advanced Topics in Engineering Advanced offerings in engineering according to student interest and faculty experience.	1-4 hours
450	Internship in Engineering (Permission of the department chair) Internship providing direct work experience in engineering with an approved organization.	1-6 hours
495	Engineering Research (Instructor's permission) Provides the opportunity for students to engage in research with a faculty member.	1-4 hours

Modern Languages (LANG)

(Ament, ch., Pérez-Kahler)

The main objectives of the Department of Modern Languages is to facilitate the acquisition and understanding of other languages and cultures for Morningside students. Presently the Department offers a major and minor in Spanish. Introductory courses in other languages are offered frequently.

At Morningside College, we consult the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) to determine levels of competence in communication (speaking, listening, reading, and writing). Each of the courses in the Spanish curriculum relates to one or more of the standards prescribed by the national Standards for Foreign Language Learning. Furthermore, this curriculum reflects an internal consistency with the Department's Mission Statement and manner of assessment by skills testing and by portfolio.

Recognizing that the interest of the majority of students of Spanish at the college lies within the Latin American community rather than within the Spanish-peninsular community, the Bachelor of Arts in Spanish channels resources to offer the strongest possible program in the area of greater relevance to our students: Latin America. Spanish-peninsular content retains a presence in our curriculum, however, because of the historical and cultural heritage in Spanish America. Our curriculum provides a diverse foundation for the study of Spanish with rigor, depth, and breadth.

A student graduating with a major in Spanish will:

1. Communicate orally and in writing in Spanish at the advanced level according to the guidelines of ACTFL.
2. Gain functional knowledge and understanding of Hispanic cultures.
3. Connect the language, cultures, and literatures of Hispanic peoples to academic and personal experiences.
4. Develop insight into the nature of language and culture.
5. Participate in Spanish-speaking communities at home and around the world.

English as a Second Language (ESL)—see Morningside Experience

Majors: Spanish (B.A.), Spanish Teaching (B.A.)

Minors: Spanish, Spanish Teaching

In order to enroll into SPAN 155 a student must have 3-4 years of high school Spanish, or the equivalent. All students desiring to initiate their Spanish studies above SPAN 155 must take the CLEP test for placement and credit towards the major or minor as follows:

<u>CLEP Score</u>	<u>Credit for</u>	<u>Credits</u>	<u>Use</u>
50-65	SPAN 101	4	Elective
66-71	SPAN 155	4	Major/Minor
72-79	SPAN 201	4	Major/Minor
80	SPAN 202	4	Major/Minor

Example: A student earning a 70 on the CLEP test would receive 4 hours of credit for SPAN 101 and 4 hours of credit for SPAN 155, for a total of 8 hours of credit. He/She would begin Spanish studies with SPAN 201.

Requirements for a major in Spanish:

This major will lead to a BA degree.

A. Completion of the following required Spanish courses:

SPAN 155	Spanish in Transition and Lab	4
SPAN 201	Intermediate Spanish I and Lab	4
SPAN 202	Intermediate Spanish II and Lab	4
SPAN 303	Spanish Composition and Conversation	4
SPAN 350	Civilization and History of Latin America	4

SPAN 244	Hispanic Topics	
or		
SPAN 444	Advanced Hispanic Topics	4
SPAN 423*	Seminar in Hispanic Literary Perspectives	
or		
SPAN 424*	Seminar in Hispanic Literary Perspectives	4
	Spanish Electives	4
*Senior Capstone Experience		
Total Required Spanish Courses		32
B. Completion of the following required support course:		
HIST 338	History and Politics of Latin America	
or		
POLS 338	History and Politics of Latin America	4
Total Required Support Courses		4
TOTAL HOURS REQUIRED FOR THE MAJOR		36
C. Writing Endorsement		
Writing endorsement in Spanish required for all majors. Fulfillment of writing endorsement in a second major does not satisfy the writing endorsement in the Spanish language.		
D. Additional Requirements		
• Electronic portfolio		

Requirements for a minor in Spanish:

A. Completion of the following required Spanish courses:		
SPAN 155	Spanish in Transition and Lab	4
SPAN 201	Intermediate Spanish I and Lab	4
SPAN 202	Intermediate Spanish II and Lab	4
SPAN 303	Spanish Composition and Conversation	4
Total Required Spanish Courses		16
B. Complete 4 hours from the following:		
SPAN 210	Off-Campus Spanish Language/Culture Study	4
SPAN 244	Hispanic Topics	4
SPAN 350	Civilization and History of Latin America	4
SPAN 423	Seminar in Hispanic Literary Perspectives	4
SPAN 424	Seminar in Hispanic Literary Perspectives	4
SPAN 444	Advanced Hispanic Topics	4
Total Required Support Courses		4
TOTAL HOURS REQUIRED FOR THE MINOR		20

Requirements for a major in Spanish Teaching:

This major will lead to a BA degree.

A. Completion of the following required Spanish courses:		
SPAN 155	Spanish in Transition and Lab	4
SPAN 201	Intermediate Spanish I and Lab	4
SPAN 202	Intermediate Spanish II and Lab	4
SPAN 303	Spanish Composition and Conversation	4
SPAN 350	Civilization and History of Latin America	4

SPAN 244	Hispanic Topics		
or			
SPAN 444	Advanced Hispanic Topics	4	
SPAN 423*	Seminar in Hispanic Literary Perspectives		
or			
SPAN 424*	Seminar in Hispanic Literary Perspectives	4	
	Spanish Electives	4	
*Senior Capstone Experience			
Total Required Spanish Courses			32
B. Completion of the following required support course:			
LANG 425	Methods of Teaching a Second Language & Practicum	4	
Total Required Support Courses			4
C. Completion of the following required education courses:			
EDUC 101	Foundations of Education	2	
EDUC 102	Classroom Management	2	
EDUC 290	Human Relations for Educators	4	
EDUC 300	Instructional Design and Assessment & Practicum	4	
EDUC 321	Methods of Teaching in Secondary Schools & Practicum	4	
EDUC 427	Secondary Student Teaching	6 or 10	
EDUC 490	Effective Educator Seminar	2	
SPED 208	Survey of Exceptionalities and Practicum	4	
Total Required Education Courses			28 or 32
D. Completion of the following required education support courses:			
PSYC 101	General Psychology	4	
PSYC 260	Developmental Psychology		
or			
PSYC 303	Child and Adolescent Psychology	4	
A biology course		4	
A mathematics course (required even if ACT is 24 or higher)		4	
Total Required Education Support Courses			16
TOTAL HOURS REQUIRED FOR THE MAJOR			80 or 84
E. Writing Endorsement			
Writing endorsement in Spanish required for all majors. Fulfillment of writing endorsement in a second major does not satisfy the writing endorsement in the Spanish language.			
F. Additional Requirements			
• Electronic portfolio			

Requirements for a minor in Spanish Teaching:

A. Completion of the following required Spanish courses:			
SPAN 155	Spanish in Transition and Lab	4	
SPAN 201	Intermediate Spanish I and Lab	4	
SPAN 202	Intermediate Spanish II and Lab	4	
SPAN 303	Spanish Composition and Conversation	4	
Complete 4 hours from the following:		4	
SPAN 423	Seminar in Hispanic Literary Perspectives	4	
SPAN 424	Seminar in Hispanic Literary Perspectives	4	
Total Required Spanish Courses			20

B.	Complete 4 hours from the following:	4
	SPAN 210 Off-Campus Spanish Language/Culture Study	4
	SPAN 244 Hispanic Topics	4
	SPAN 350 Civilization and History of Latin America	4
	SPAN 444 Advanced Hispanic Topics	4
	Total Required Support Courses	4
C.	Complete the following required support course:	
	LANG 425 Methods of Teaching a Second Language & Practicum	4
	Total Required Support Course	4
TOTAL HOURS REQUIRED FOR THE MINOR		28

Spanish Courses (SPAN)

101 Elementary Spanish I and Lab	4 hours
<i>Satisfies Global Awareness requirement</i>	
The emphasis is on communicative skills and contemporary cultures of Spain and Latin America. Language lab.	
102 Elementary Spanish II and Lab (101)	4 hours
The emphasis is on communicative skills and contemporary cultures of Spain and Latin America. Language lab.	
155 Spanish in Transition and Lab (3 yrs. high school Spanish or equivalent from another institution of higher education)	4 hours
<i>Satisfies Global Awareness requirement</i>	
The emphasis is on communicative skills and contemporary cultures of Spain and Latin America. Language lab.	
201 Intermediate Spanish I and Lab (155)	4 hours
<i>Satisfies Global Awareness requirement</i>	
The student acquires greater communicative confidence through extended vocabulary and intermediate-level grammatical structures. The conversational component of the course encourages the student's creative usage of cultural information, vocabulary, and structure.	
202 Intermediate Spanish II and Lab (201)	4 hours
<i>Satisfies Service Learning Flag</i>	
The student acquires greater communicative confidence through extended vocabulary and intermediate-level grammatical structures. The conversational component of the course encourages the student's creative usage of cultural information, vocabulary, and structure.	
210 Off-Campus Spanish Language/Culture Study	4 hours
This course provides on-site experiential learning. It expands the student's knowledge and understanding of the language, civilization, character, contemporary life, society, and issues of a Spanish-speaking country. Country, academic emphasis, and design of the trip vary. This course satisfies the requirement for SPAN 244/444.	

- 244 Hispanic Topics (202)** **4 hours**
 This course explores a subject of particular interest or timeliness. Content may focus on skill development (translation, pronunciation, or problems in Spanish grammar) or special areas of emphasis such as Hispanic music or film, readings and discussion on popular culture, Hispanic culture through media, Latinos in the U.S., or indigenous issues. Either 244 or 444 will satisfy the major requirement. No duplication of topic permitted.
- 303 Spanish Composition and Conversation (202)** **4 hours**
 The student acquires communicative practice to develop intermediate-high writing and speaking skills. The student understands and interprets written and spoken language on a variety of topics and presents observations, concepts, and ideas orally and in writing.
- 350 Civilization and History of Latin America (303)** **4 hours**
Satisfies Global Awareness requirement
 This course examines the historical development of the civilizations of Hispanic America from the contact period to the present. It emphasizes the foundations of the racial, cultural, and social components of contemporary national identity.
- 423 Seminar in Hispanic Literary Perspectives (303)** **4 hours**
Senior Capstone Experience
 The student reads, analyzes, and discusses Hispanic texts selected from a particular theme, period, or group of writers. In this capstone course the student shows near mastery of literary and cultural conventions of Hispanic experiences. Topics vary. Either 423 or 424 will satisfy major requirement.
- 424 Seminar in Hispanic Literary Perspectives (303)** **4 hours**
Senior Capstone Experience
 The student reads, analyzes, and discusses Hispanic texts selected from a particular theme, period, or group of writers. In this capstone course the student shows near mastery of literary and cultural conventions of Hispanic experiences. Topics vary. Either 423 or 424 will satisfy major requirement.
- 430 Semester Abroad (Spain or Latin America) (202; Jr./Sr. standing)** **12-16 hours**
 The student who has completed the equivalent of intermediate Spanish may apply to participate in Semester Abroad at an accredited institution. Approved courses in Spanish language, literature, and civilization will transfer to Morningside College.
- 444 Advanced Hispanic Topics (303)** **4 hours**
 This course explores a subject of particular interest or timeliness at a more advanced level than SPAN 244. Content may focus on skill development (translation, pronunciation, or problems in Spanish grammar) or special areas of emphasis such as Hispanic music or film, readings and discussion on popular culture, Hispanic culture through media, Latinos in the U.S., or indigenous issues. Either 244 or 444 will satisfy major requirement. No duplication of topic permitted.

- | | |
|---|------------------|
| 450 Spanish Internship (303; Jr./Sr. standing)
Individual service and practical experience in Hispanic-related organizations and/or institutions under supervised directives. | 1-6 hours |
|---|------------------|

Modern Languages (LANG)

- | | |
|---|----------------|
| 425 Methods of Teaching a Second Language & Practicum
The student learns about methodology, techniques, and materials used for teaching second language skills in the secondary schools. Practicum required. This course is required for Spanish teaching majors but does not count toward the number of hours in the major in Spanish. | 4 hours |
|---|----------------|

French (FREN)

- | | |
|---|----------------|
| 101 Elementary French I and Lab
<i>Satisfies Global Awareness requirement</i>
This course is an introduction to the sounds and structures of the French language. The emphasis is on communicative skills and the contemporary culture of France. Language laboratory. | 4 hours |
| 102 Elementary French II and Lab (101)
This course is an introduction to the sounds and structures of the French language. The emphasis is on communicative skills and the contemporary culture of France. Language laboratory. | 4 hours |

German (GERM)

- | | |
|--|----------------|
| 101 Elementary German I and Lab
This course is an introduction to the sounds and structures of the German language. The emphasis is on communicative skills and the contemporary culture of Germany. Language laboratory. | 4 hours |
| 102 Elementary German II and Lab (101)
This course is an introduction to the sounds and structures of the German language. The emphasis is on communicative skills and the contemporary culture of Germany. Language laboratory. | 4 hours |

Japanese (JAPN)

- | | |
|--|----------------|
| 101 Elementary Japanese I and Lab
<i>Satisfies Global Awareness requirement</i>
This course is an introduction to the sounds and structures of the Japanese language. The emphasis is on communicative skills and the contemporary culture of Japan. Language laboratory. | 4 hours |
| 102 Elementary Japanese II and Lab (101)
This course is an introduction to the sounds and structures of the Japanese language. The emphasis is on communicative skills and the contemporary culture of Japan. Language laboratory. | 4 hours |

Russian (RUSS)

- | | |
|---|----------------|
| 101 Elementary Russian I and Lab | 4 hours |
| This course is an introduction to the sounds and structures of the Russian language. The emphasis is on communicative skills and the contemporary culture of Russia. Language laboratory. | |
| 102 Elementary Russian II and Lab (101) | 4 hours |
| This course is an introduction to the sounds and structures of the Russian language. The emphasis is on communicative skills and the contemporary culture of Russia. Language laboratory. | |

Morningside Experience Courses (MORN)

Morningside Experience courses less than 100 are common courses designed primarily for first-year students and taught by faculty from various departments. They recognize that the transition from high school to college can be challenging for students, and they provide a wide range of support to help students successfully adapt to college. Students will be placed in some of the courses through testing or may take others as electives.

- | | |
|--|----------------|
| 050 ESL Listening and Speaking I (TOEFL score of 450 or higher) | 2 hours |
| Provides intermediate level of instruction in comprehending and speaking English as a second language. Students focus on developing correct oral use of American idioms and English grammar. Phonemic discrimination, varieties of intonation and body language are included. | |
| 051 ESL Writing I (TOEFL score of 450 or higher) | 2 hours |
| Provides intermediate instruction in writing English as a second language. Grammar drills and writing practice are provided with a focus on sequence expressions, topic sentences, enumeration and descriptions. | |
| 052 ESL Reading Skills and Culture I (TOEFL score of 450 or higher) | 2 hours |
| Provides intermediate level of instruction in reading English as a second language and in American culture. Activities are designed to improve the students' reading and study skills as well as to provide an increased awareness of American culture. Reading speed and comprehension are stressed. Cultural topics include holidays, lifestyles and institutions. | |
| 053 ESL Listening and Speaking II (050 or instructor's permission) | 2 hours |
| Provides advanced level of instruction in comprehending and speaking English as a second language. Activities extend conversational usage of American idioms and English grammar. | |
| 054 ESL Writing II (051 or instructor's permission) | 2 hours |
| Provides advanced level of instruction in writing English as a second language. Grammar reviews include adjective and adverb clauses, passive and active voice, as well as areas the students identify as problematic. Writing assignments include argumentation, narration, explanation, definition, and interpretation of ideas. | |

055 ESL Reading and Culture II (052 or instructor's permission) **2 hours**
Provides advanced level of instruction in reading English as a second language and in understanding American culture. Reading assignments promote speed and comprehension for academic purposes. Cultural topics include business and American government.

070 Intermediate Algebra **4 hours**
Prepares students for college-level quantitative reasoning classes by strengthening algebra skills. Pre-test needed for admission.

071 Academic Reading and Writing **4 hours**
Prepares students for college-level writing and reading by strengthening skills in sentence construction, paragraph development, essay composition, reading comprehension, and critical reading. Pre-test is needed for admission.

The 100-level Morningside Experience courses are a part of the general education requirements for all students.

101 Passport: First-Year Seminar **4 hours**
Introduces students to basic academic skills, such as careful reading, thoughtful writing, and critical thinking—all essential to a successful college experience. It familiarizes students with useful survival, technological, and information literacy skills, as they learn the general expectations of college-level coursework.

102 Composition and Communication **4 hours**
A thematic/topical course which emphasizes the research process and gives students extensive practice writing research-based essays and delivering research-based oral presentations.

Music (MUSC)

(Bouma, ch., D'Agrosa, Dooley, March, Shufro, Towner, Watson)

The purpose of the Morningside College Music Department is (1) to educate and prepare students who intend to pursue music as a career, whether that be teaching, performance, or another music-related field; (2) to provide opportunities for all students to develop their appreciation of music, as well as their skills as performers and listeners; and (3) to contribute to the cultural enrichment of the community through concerts, recitals, festivals, and workshops. The specific objectives of the Department of Music are consistent with those of the entire institution, and include teaching students to demonstrate college-level performance skills, analytical skills, musical creativity, listening skills, appropriate teaching skills, the development of a philosophy of music, writing skills, oral skills, understanding of the history of music, and a commitment to the arts, in general, and music, in particular. The Department of Music offers three degree programs; (1) the Bachelor of Arts in Music, which provides a flexible program for students seeking careers related to music; (2) the Bachelor of Music, designed for students aspiring to become performing artists or college-level teachers of performance; and (3) the Bachelor of Music Education, designed for students who wish to teach music in elementary or secondary public or private schools. All three programs prepare students for further graduate study.

Students majoring in subjects other than music are encouraged to enhance their musical development through participation in ensembles, private study, and courses offered by the Department of Music. It is possible for those students to enroll in any of

the courses offered by the Department of Music with the consent of the specific instructor.

The Department of Music is an accredited member of the National Association of the Schools of Music. All departmental requirements are in accordance with the published regulations of NASM.

Requirements for majors

All freshmen and transfer students planning to major in music are accepted, through audition, on a conditional basis. Students must pass a sophomore jury examination before they will be unconditionally accepted as a music major. Students will not be allowed to register for 300 level applied music courses until they have passed the sophomore jury examination. The sophomore jury includes performance, written, and oral interview components. Specific requirements for the sophomore jury, as well as all jury exams, are stated in the Department of Music Handbook.

Specific course requirements are listed under each of the music major programs and the music minor. The student is responsible for knowing and understanding these requirements. Additional information, relating to these requirements, is published in the Department of Music Handbook. Handbooks are available in the Music Office.

Majors: Music (B.A.), Music Performance (B.M.), Music Education (B.M.E.)

Minor: Music

Requirements for a major in Music:

This major will lead to a BA degree.

A. Completion of the following required music courses:

MUAL	Applied Music Lessons	4
MUEN	Music Ensembles	4
MUHL 101	Introduction to Music	2
MUHL 201	Music in World Cultures	2
MUHL	Music History Elective	4
MUSC 102	Recital Attendance (6 semesters required)	0
MUSC 400*	Internship	2
MUTC 103	Music Technology	2
MUTC 132	Music Theory and Ear Training I	4
MUTC 133	Music Theory and Ear Training II	4
MUTC 232	Music Theory and Ear Training III	4
	Music Electives (at least 4 hours upper level)	4-8
	Piano Proficiency	0-4

*Senior Capstone Experience

Total Required Music Courses 40

TOTAL HOURS REQUIRED FOR THE MAJOR 40

B. Writing Endorsement

The department promotes writing skills, including cogent thought, clear expression, factual content, appropriate style, and competence in mechanics. The department further requires writing standards specific to the profession, including fluent use of musicians' vocabulary and familiarity with standard musical reference materials. A music major obtains departmental writing endorsement through a research paper submitted as part of the requirement for MUHL 401 or 402.

C. Additional Requirements

- Successful completion of the sophomore interview and jury

Requirements for a minor in Music:

A.	Completion of the following required music courses:	
	MUAL Applied Lessons	4
	MUEN Music Ensembles	4
	MUHL 101 Introduction to Music	2
	MUHL 201 Music in World Cultures	2
	MUSC 102 Recital Attendance (4 semesters required)	0
	MUTC 132 Music Theory and Ear Training I	4
	MUTC 133 Music Theory and Ear Training II	4
	Music Electives (at least 2 hours must be from MUED, MUHL, MUTC, or MUSC courses)	4
	Total Required Music Courses	24
	TOTAL HOURS REQUIRED FOR THE MINOR	24

Requirements for a major in Music Performance:

This major will lead to a BM degree.

A.	Completion of the following required music courses:	
	MUEN Music Ensembles	8
	MUHL 101 Introduction to Music	2
	MUHL 201 Music in World Cultures	2
	MUHL 401 Music History I	4
	MUHL 402 Music History II	4
	MUSC 102 Recital Attendance (6 semesters required)	0
	MUSC 222 Introduction to Conducting	2
	MUTC 103 Music Technology	2
	MUTC 132 Music Theory and Ear Training I	4
	MUTC 133 Music Theory and Ear Training II	4
	MUTC 232 Music Theory and Ear Training III	4
	MUTC 233 Music Theory and Ear Training IV	4
	Piano Proficiency	0-4
	Total Required Music Courses	40-44
B.	Completion of an area of specialization:	
	VOCAL	
	MUAL293/493 Applied Music Lessons	14
	MUAL 321 Junior Recital Seminar (half)	1
	MUAL 421* Senior Recital Seminar (full)	1
	MUED 209 Vocal Pedagogy I	2
	MUED 210 Vocal Pedagogy II	2
	MUHL 391 Song Literature	2
	MUSC 313 Diction I	2
	MUSC 314 Diction II	2
	MUSC 315 Diction III	2
	MUSC 324 Conducting-Choral	2
	MUTC 332 Form and Analysis	2
	Music Electives (upper level)	6
	*Senior Capstone Experience	
	Total Required Specialization Courses	38

INSTRUMENTAL

MUAL	Applied Music Lessons	14
MUAL 321	Junior Recital Seminar (half)	1
MUAL 421*	Senior Recital Seminar (full)	1
MUED 215	Pedagogy of Brass	1
MUED 216	Pedagogy of Woodwinds	1
MUED 217	Pedagogy of Strings	1
MUED 218	Pedagogy of Percussion	1
MUHL 371	Instrumental Literature	4
MUSC 323	Conducting-Instrumental	2
MUTC 332	Form and Analysis	2
MUTC 344	Orchestration	2
	Music Electives (upper level)	8
*Senior Capstone Experience		
Total Required Specialization Courses		38

PIANO

MUAL 265/465	Applied Music Lessons	14
MUAL 321	Junior Recital Seminar (half)	1
MUAL 421*	Senior Recital Seminar (full)	1
MUED 431	Piano Pedagogy	4
MUEN 260	Collaborative Piano	2
MUEN 460	Collaborative Piano	2
MUHL 413	Piano Literature	4
MUTC 332	Form and Analysis	2
	Music Electives (upper level)	8
*Senior Capstone Experience		
Total Required Specialization Courses		38

TOTAL HOURS REQUIRED FOR THE MAJOR **78-82**

- C. Writing Endorsement
The department promotes writing skills, including cogent thought, clear expression, factual content, appropriate style, and competence in mechanics. The department further requires writing standards specific to the profession, including fluent use of musicians' vocabulary and familiarity with standard musical reference materials. A music major obtains departmental writing endorsement through a research paper submitted as part of the requirement for MUHL 401 or 402.
- D. Additional Requirements
• Successful completion of the sophomore interview and jury

Requirements for a major in Music Education:

This major will lead to a BME degree.

- A. Completion of the following required music courses:
- | | | |
|----------|---|---|
| MUEN | Music Ensembles | 8 |
| MUHL 101 | Introduction to Music | 2 |
| MUHL 201 | Music in World Cultures | 2 |
| MUHL 401 | Music History I | 4 |
| MUHL 402 | Music History II | 4 |
| MUSC 102 | Recital Attendance (6 semesters required) | 0 |
| MUSC 222 | Introduction to Conducting | 2 |
| MUTC 103 | Music Technology | 2 |
| MUTC 132 | Music Theory and Ear Training I | 4 |

MUTC 133	Music Theory and Ear Training II	4
MUTC 232	Music Theory and Ear Training III	4
MUTC 233	Music Theory and Ear Training IV	4
	Piano Proficiency	0-4
Total Required Music Courses		40-44

B. Completion of an area of specialization:

VOCAL K-12

MUAL	Applied Music Lessons (Voice)	7
MUAL 421	Senior Recital Seminar	1
MUED 209	Vocal Pedagogy I	2
MUED 219	Instrumental Pedagogy Overview	1
MUED 230	American Music Education/Classroom Management	4
MUED 320	Music Methods I & Practicum	4
MUED 360	Music Methods II & Practicum	4
MUED 440*	Student Teaching-Elementary Vocal	6
MUED 442*	Student Teaching-Secondary Vocal	6
MUSC 313	Diction I	2
MUSC 314	Diction II	2
MUSC 324	Conducting-Choral	2
MUTC 345	Choral Arranging	2
*Senior Capstone Experience		
Total Required Specialization Courses		43

VOCAL K-12 with Piano as Primary Instrument

MUAL	Applied Music Lessons (Piano)	7
MUAL	Applied Music Lessons (Voice)	4
MUAL 421	Senior Recital Seminar	1
MUED 209	Vocal Pedagogy I	2
MUED 219	Instrumental Pedagogy Overview	1
MUED 230	American Music Education/Classroom Management	4
MUED 320	Music Methods I & Practicum	4
MUED 360	Music Methods II & Practicum	4
MUED 440*	Student Teaching-Elementary Vocal	6
MUED 442*	Student Teaching-Secondary Vocal	6
MUSC 313	Diction I	2
MUSC 314	Diction II	2
MUSC 324	Conducting-Choral	2
MUTC 345	Choral Arranging	2
*Senior Capstone Experience		
Total Required Specialization Courses		47

INSTRUMENTAL K-12

MUAL	Applied Music Lessons (Major Instrument)	7
MUAL	Applied Music Lessons (Secondary Instrument)	1
MUAL 190	Class Voice	1
MUAL 421	Senior Recital Seminar	1
MUED 215	Pedagogy of Brass	1
MUED 216	Pedagogy of Woodwinds	1
MUED 217	Pedagogy of Strings	1
MUED 218	Pedagogy of Percussion	1
MUED 230	American Music Education/Classroom Management	4
MUED 320	Music Methods I & Practicum	4
MUED 360	Music Methods II & Practicum	4
MUED 443*	Student Teaching-Elementary Instrumental	6
MUED 444*	Student Teaching-Secondary Instrumental	6

MUSC 323	Conducting-Instrumental	2
MUTC 344	Orchestration	2
*Senior Capstone Experience		
Total Required Specialization Courses		42

INSTRUMENTAL K-12 with Piano as Primary Instrument

MUAL	Applied Music Lessons (Piano)	7
MUAL	Applied Music Lessons (Secondary Instrument)	4
MUAL 190	Class Voice	1
MUAL 421	Senior Recital Seminar	1
MUED 215	Pedagogy of Brass	1
MUED 216	Pedagogy of Woodwinds	1
MUED 217	Pedagogy of Strings	1
MUED 218	Pedagogy of Percussion	1
MUED 230	American Music Education/Classroom Management	4
MUED 320	Music Methods I & Practicum	4
MUED 360	Music Methods II & Practicum	4
MUED 443*	Student Teaching-Elementary Instrumental	6
MUED 444*	Student Teaching-Secondary Instrumental	6
MUSC 323	Conducting-Instrumental	2
MUTC 344	Orchestration	2
*Senior Capstone Experience		
Total Required Specialization Courses		45

C.	Completion of required education courses:	
EDUC 290	Human Relations for Educators	4
EDUC 490	Effective Educator Seminar	2
PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	
	or	
PSYC 303	Child and Adolescent Psychology	4
SPED 208	Survey of Exceptionalities & Practicum	4
	A biology course	4
	A mathematics course (required even if ACT is 24 or higher)	4
	A humanities course (history, language, modern language)	4
Total Required Education Courses		30

TOTAL HOURS REQUIRED FOR THE MAJOR 112-121

- D. Writing Endorsement
The department promotes writing skills, including cogent thought, clear expression, factual content, appropriate style, and competence in mechanics. The department further requires writing standards specific to the profession, including fluent use of musicians' vocabulary and familiarity with standard musical reference materials. A music major obtains departmental writing endorsement through a research paper submitted as part of the requirement for MUHL 401 or 402.
- E. Additional Requirements
- As part of the requirements for MUED 320 and 360, students will be required to observe and assist instructors in the public schools;
 - Successful completion of the sophomore interview and jury;
 - Formal admission to the Teacher Preparation Program

Music Courses

Music-Applied Lessons (MUAL)

All Applied Lessons satisfy Creative Expression requirement

160	Class Piano I Beginning piano study, designed primarily for music majors in preparation for passing piano proficiency requirements. One hour of instruction per week in small groups.	1 hour
162	Class Piano II (160 or instructor's permission) Level II piano study, designed primarily for music majors in preparation for passing piano proficiency requirements. One hour of instruction per week in small groups.	1 hour
163	Class Piano III (162 or audition) Level III piano study, designed primarily for music majors in preparation for passing piano proficiency requirements. One hour of instruction per week in small groups.	1 hour
164	Class Piano IV (162 or audition) Level IV piano study, designed primarily for music majors in preparation for passing piano proficiency requirements. One hour of instruction per week in small groups.	1 hour
165	Private Piano Private piano instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
166	Jazz Piano Techniques An introduction to reading, writing, and improvising music. Includes chord and melody construction, progression in popular songs, blues, boogie, traditional and modern jazz with material on modulation and transposition.	1 hour
167	Private Organ Private organ instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
170	Private Brass Private brass instrument instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
171	Private Percussion Private percussion instrument instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
172	Private Woodwinds Private woodwind instrument instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
180	Private Strings Private string instrument instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour

181	Class Guitar One hour instruction per week in small groups.	1 hour
182	Private Guitar Private guitar instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
190	Class Voice One hour instruction per week in small groups.	1 hour
193	Private Voice Private voice instruction for non-music majors. One 30 minute lesson per week. May be repeated for credit.	1 hour
265	Private Piano Private piano instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
267	Private Organ Private organ instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
270	Private Brass Private brass instrument instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
271	Private Percussion Private percussion instrument instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
272	Private Woodwinds Private woodwind instrument instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
280	Private Strings Private string instrument instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
282	Private Guitar Private guitar instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours

293	Private Voice Private voice instruction for music majors who have not yet passed the sophomore interview, and minors. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
321	Junior Recital Seminar Preparation and presentation of the junior recital.	1 hour
421	Senior Recital Seminar <i>Senior Capstone Experience</i> Preparation and presentation of the senior recital.	1 hour
465	Private Piano Private piano instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
467	Private Organ Private organ instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
470	Private Brass Private brass instrument instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
471	Private Percussion Private percussion instrument instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
472	Private Woodwinds Private woodwind instrument instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
480	Private Strings Private string instrument instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours
482	Private Guitar Private guitar instruction for music majors who passed the sophomore interview. One 50 minute lesson per week. May be taken by non-majors with instructor's permission. May be repeated for credit.	1-2 hours

- 493 Private Voice** **1-2 hours**
 Private voice instruction for music majors who passed the sophomore interview. One 50 minute lesson per week.
 May be taken by non-majors with instructor's permission.
 May be repeated for credit.

Music Education (MUED)

- 209 Vocal Pedagogy I (Instructor's permission)** **2 hours**
 The study of the physiological approach to vocal production including the techniques of diagnosing and discussing vocal problems and the study of appropriate vocal solo literature. Actual teaching experience under supervision.
- 210 Vocal Pedagogy II (209)** **2 hours**
 Continuation of MUED 209.
- 215 Pedagogy of Brass** **1 hour**
 The study of teaching methods for brass instruments, including appropriate literature.
- 216 Pedagogy of Woodwinds** **1 hour**
 The study of teaching methods for woodwind instruments, including appropriate literature.
- 217 Pedagogy of Strings** **1 hour**
 The study of teaching methods for string instruments, including appropriate literature.
- 218 Pedagogy of Percussion** **1 hour**
 The study of teaching methods for percussion instruments, including appropriate literature.
- 219 Instrumental Pedagogy Overview** **1 hour**
 An introduction to teaching methods for orchestral and band instruments with emphasis on materials and techniques.
- 230 American Music Education/Classroom Management** **4 hours**
 Introduction to historical, philosophical, sociological, and psychological issues in education and music education. Legal issues, finance, curriculum, and current practices will be examined. Classroom management techniques will be studied. This course is the prerequisite to application, for music majors, for acceptance into the Teacher Preparation Program. Students will observe and assist instructors in the public schools.
- 320 Music Methods I & Practicum (230)** **4 hours**
 Introduction to teaching music in the elementary classroom. Students will study various elementary teaching philosophies and pedagogies. Course content will include curriculum development and assessment strategies. Students will observe and assist instructors in the public schools.

- | | | |
|------------|--|------------------|
| 330 | Music Methods for the Elementary Teacher
Not open to music majors; designed to help the elementary education major gain an understanding of the purpose of music in the elementary curriculum and to develop the basic musical and teaching skills necessary for teaching music to elementary children. | 2 hours |
| 360 | Music Methods II & Practicum (230, 320)
An intensive course designed to prepare students to teach music with an emphasis in one of the following: Orff, Kodaly, and Dalcroze techniques in elementary music; middle and high school vocal music; middle and high school instrumental music. Students will acquire techniques and become familiar with materials applicable in both the classroom and rehearsal setting. Curriculum design, assessment strategies, motivation, discipline, administration, public relations, time management, and budget will be infused. Students will observe and assist instructors in the public schools. | 4 hours |
| 431 | Piano Pedagogy (Instructor's permission)
Lecture course in teaching methods for piano. | 4 hours |
| 433 | Organ Pedagogy (Instructor's permission)
Survey of organ literature and methods of teaching. | 4 hours |
| 440 | Student Teaching-Elementary Vocal (Completion of required education courses and approval of Teacher Education Committee)
<i>Senior Capstone Experience</i>
Supervised teaching in the Sioux City area elementary schools. | 2-6 hours |
| 442 | Student Teaching-Secondary Vocal (Completion of required education courses and approval of Teacher Education Committee)
<i>Senior Capstone Experience</i>
Supervised teaching in the Sioux City area secondary schools. | 2-6 hours |
| 443 | Student Teaching-Elementary Instrumental (Completion of required education courses and approval of Teacher Education Committee)
<i>Senior Capstone Experience</i>
Supervised teaching in the Sioux City area elementary schools. | 2-6 hours |
| 444 | Student Teaching-Secondary Instrumental (Completion of required education courses and approval of Teacher Education Committee)
<i>Senior Capstone Experience</i>
Supervised teaching in the Sioux City area secondary schools. | 2-6 hours |

Music-Ensembles (MUEN)

All Music Ensembles satisfy Creative Expression requirement

260 Collaborative Piano	0-1 hour
Piano study in a collaborative setting for music majors who have not yet passed the sophomore interview. This may include chamber ensembles using piano, solo accompanying, and large ensemble accompanying. Piano performance majors may use up to 6 hours of Collaborative Piano to meet ensemble requirements.	
270 Brass Ensemble	0-1 hour
Instrumental ensemble open to all brass players, by audition.	
271 Percussion Ensemble	0-1 hour
Instrumental ensemble open to all percussion players, by audition.	
272 Woodwind Ensemble	0-1 hour
Instrumental ensemble open to all woodwind players, by audition.	
273 Symphonic Wind Ensemble	0-1 hour
Concert ensemble (band) including brass, woodwind, and percussion players. Open to all students with band experience.	
274 Jazz Ensemble (Audition)	0-1 hour
Instrumental jazz ensemble.	
275 Recorder Consort	0-1 hour
Early music ensemble. Open, by audition, to all recorder players.	
276 World Music Ensemble	0-1 hour
Instrumental ensemble to perform music from other cultures. Instrumentation may vary.	
280 Orchestra (Audition)	0-1 hour
Concert ensemble giving experience in performing literature for the orchestra (strings, brass, woodwind, and percussion players).	
281 String Ensemble	0-1 hour
Chamber string ensemble. Instrumentation may vary.	
290 College Choir (Audition)	0-1 hour
Mixed choir. Studies and performs choral masterworks from all periods.	
293 Bel Canto Singers	0-1 hour
Vocal ensemble open to all female students.	
294 Singing Men	0-1 hour
Vocal ensemble open to all male students.	
295 Vocal Jazz Ensemble (Audition)	0-1 hour
Vocal jazz ensemble.	
296 Opera Theater	0-1 hour
Production of opera and opera scenes.	

460 Collaborative Piano	0-1 hour
Piano study in a collaborative setting for music majors who have passed the sophomore interview. This may include chamber ensembles using piano, solo accompanying, and large ensemble accompanying. Piano performance majors may use up to 6 hours of Collaborative Piano to meet ensemble requirements.	
470 Brass Ensemble	0-1 hour
Instrumental ensemble open to all brass players, by audition.	
471 Percussion Ensemble	0-1 hour
Instrumental ensemble open to all percussion players, by audition.	
472 Woodwind Ensemble	0-1 hour
Instrumental ensemble open to all woodwind players, by audition.	
473 Symphonic Wind Ensemble	0-1 hour
Concert ensemble (band) including brass, woodwind, and percussion players. Open to all students with band experience.	
474 Jazz Ensemble (Audition)	0-1 hour
Instrumental jazz ensemble.	
475 Recorder Consort	0-1 hour
Early music ensemble open, by audition, to all recorder players.	
476 World Music Ensemble	0-1 hour
Instrumental ensemble to perform music from other cultures. Instrumentation may vary.	
480 Orchestra (Audition)	0-1 hour
Concert ensemble giving experience in performing literature for the orchestra (strings, brass, woodwind and percussion players).	
481 String Ensemble	0-1 hour
Chamber string ensemble. Instrumentation may vary.	
490 Concert Choir (Audition)	0-1 hour
Mixed choir. Studies and performs choral masterworks from all periods.	
493 Bel Canto Singers	0-1 hour
Vocal ensemble open to all female students.	
494 Singing Men	0-1 hour
Vocal ensemble open to all male students.	
495 Vocal Jazz Ensemble (Audition)	0-1 hour
Vocal jazz ensemble.	
496 Opera Theater	0-1 hour
Production of opera and opera scenes.	

Music History and Literature (MUHL)

- | | | |
|------------|---|------------------|
| 101 | Introduction to Music
<i>Satisfies Creative Expression requirement</i>
An introduction to the study of music with an emphasis on appreciation of great music of both the past and present. | 2 hours |
| 201 | Music in World Cultures
<i>Satisfies Creative Expression requirement</i>
A study of music from non-Western cultures, including both historical and current practices. | 2 hours |
| 212 | Music in Worship
<i>Satisfies Religious Traditions Flag</i>
A comparative study of worship and music practices in mainstream contemporary churches. Students are required to attend and evaluate specified worship services. | 4 hours |
| 235 | Special Topics
Selected topics in chamber, symphonic, and vocal literature including performance practice, musical periods, and composers. | 2-4 hours |
| 371 | Instrumental Literature (Instructor's permission)
A study of instrumental literature from major periods of music history. The study will include both symphonic literature and solo literature based on specific student needs. | 4 hours |
| 391 | Song Literature (Instructor's permission)
The song literature class provides an overview of American, British, Italian, German, and French solo song styles, literature, and composers with a particular emphasis on repertoire from the 19th-21st centuries. | 2 hours |
| 401 | Music History I
<i>Satisfies Global Awareness requirement</i>
A study of styles, from antiquity through the Baroque era, including literature, musical styles, prominent composers, and historical perspective through score study, listening, and research. | 4 hours |
| 402 | Music History II
<i>Satisfies Global Awareness requirement</i>
A study of styles from the Pre-classical era through the twentieth century. A continuation of MUHL 401. | 4 hours |
| 413 | Piano Literature (Instructor's permission)
An historical survey of the repertoire, composers and keyboard instruments of the past five centuries. Piano background required. | 4 hours |
| 435 | Special Topics
Selected topics in solo instrumental, chamber, symphonic and vocal literature including performance practice, musical periods and composers. Intensity/involvement level suited to a junior or senior. Prerequisites will vary depending on the topic. | 2-4 hours |

Music-General (MUSC)

102	Recital Attendance Mandatory recital attendance for music majors and minors, affording students the opportunity to listen to each other perform. Offered as Pass/No Pass.	0 hours
222	Introduction to Conducting An intensive study of the fundamental principles of conducting, including conducting theory, beat patterns, use of the left hand and practical applications. Also featured will be various conducting techniques, model conductors, and score preparation.	2 hours
313	Diction I (Instructor's permission) Intensive exercises in English and Italian diction, both spoken and sung.	2 hours
314	Diction II (313) Intensive exercises in German diction, both spoken and sung.	2 hours
315	Diction III (313, 314) Intensive exercises in French diction, both spoken and sung.	2 hours
323	Conducting-Instrumental (222) An intensive study of the art of conducting orchestral and wind band ensembles. Topics will include conducting techniques, score study and preparation, rehearsal techniques and transpositions, musical styles, interpretation, program planning and administration.	2 hours
324	Conducting-Choral (222) An intensive study of the art of conducting choral ensembles. Topics will include rehearsal techniques, score preparation, musical style periods (medieval, renaissance, baroque, classical, romantic, 20th century, 21st century), interpretation, program planning and administration.	2 hours
350	Jazz Improvisation Study and application of basic jazz improvisational techniques.	2 hours
400	Internship (Senior standing) <i>Senior Capstone Experience</i> A capstone course designed to give students practical experience in their specific areas of interest.	2 hours

Music Theory and Composition (MUTC)

103	Music Technology An introduction to the use of technology in music, including music notation and composition.	2 hours
132	Music Theory and Ear Training I Fundamentals of music theory: notation, intervals, rhythm and meter, scales, keys, triads, ear training and sight singing fundamentals. There are lecture sessions three times a week. A fifth session (lab) is devoted to ear training.	4 hours

- 133 Music Theory and Ear Training II (132) 4 hours**
The principles of musical composition with focus on the diatonic style, two-part counterpoint, chorale writing, harmonization, simple modulation and basic form. Analysis of musical works. Sight-singing and ear training skills. Lecture sessions three times a week and a fifth-session (lab) devoted to ear training.
- 232 Music Theory and Ear Training III (132, 133) 4 hours**
Continuing study of the principles of musical composition with focus on the chromatic harmony. More advanced study in chorale writing, harmonization, modulation and form. Study of chromatic chords. Analysis of musical works. More advanced sight singing and ear training skills. Three lecture sessions per week and a fifth (lab) devoted to ear training.
- 233 Music Theory and Ear Training IV (232) 4 hours**
Continuing study of the principles of musical composition with focus on advanced chromatic harmony and 20th century techniques. More advanced composition and analysis projects. Analysis of musical works. More advanced sight singing and ear training skills. Three lecture sessions per week and a fifth (lab) devoted to ear training.
- 332 Form and Analysis (233) 2 hours**
The study of the development and evolution of musical forms from the Renaissance through the twentieth century.
- 335 Composition (233) 2 hours**
Theory and practice of musical creation. May be repeated for credit.
- 344 Orchestration (233) 2 hours**
A study of the characteristics and capabilities of orchestral and band instruments as applied to composing, orchestrating and arranging.
- 345 Choral Arranging (233) 2 hours**
A study of the technique of arranging music for voices.

Nursing Education (NURS)

(Kovarna, ch., Barber, Carroll, Georgesen, Graham)

Nursing is a dynamic, vital profession within the field of health care. It encompasses the provision of health and illness care to individuals, families, and populations in a wide variety of settings.

The Department of Nursing Education offers one program of study leading to a Bachelor of Science in Nursing (B.S.N.) which includes two tracks. Students who desire to become professional registered nurses enter the six semester basic track. The four-semester degree completion track is for registered nurses who have previously earned a diploma or associate degree in nursing. The nursing program is accredited by the National League for Nursing Accrediting Commission and approved by the Iowa Board of Nursing.

The curriculum for the BSN is based on a solid foundation of courses in the humanities and social and natural sciences. Professional nursing practice requires skill in

critical thinking, decision-making, human relations, management, and research as well as the technologies of nursing. Basic students complete many of the support courses during the first year of college. Nursing courses present the theory, science, and art of nursing through classroom and hands-on clinical experiences beginning in the sophomore year. Courses are sequenced to take students from simple through complex health situations. Clinical experiences include all major specialty areas of health care and take place in a variety of regional health care agencies. Personal growth and professional responsibility are developed as students gain experience in independent and collaborative roles delivering comprehensive nursing care.

Upon earning the B.S.N., graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX RN) in any state. Graduates are prepared as generalists to practice professional nursing in a variety of settings, such as community and home health care, hospitals, extended care facilities, and other health care agencies. Additionally, graduate study in specialized areas of nursing is recommended to those graduates who desire to expand their opportunities in advanced practice roles, administration or nursing education.

Admission to the Basic Track:

Acceptance to Morningside College does not automatically admit students to the nursing major. Entry into the nursing major requires a separate application and admission process. To be eligible for admission students must have:

- a. Completed at least 27 semester hours including General Psychology, General Chemistry, Anatomy, Physiology, and Composition and Communication.
- b. Earned at least a "C" in all required courses and present cumulative grade point average of 2.5 or better. (A "C-" grade in required support courses is **not** acceptable).
- c. Earned a composite ACT of 20 or above if taken.
- d. Submitted a written application and completed an interview with a faculty member of the Department of Nursing Education in the spring semester of the freshman year.
- e. Present Certified Nursing Assistant (CNA) certification (75 hours minimum) prior to entering the first nursing course.
- f. Report status of any felony conviction.

Applicants who have minor deficiencies in meeting the above specifications will be reviewed and may be granted conditional admission. However, enrollment is limited to the best-qualified candidates.

Felony Conviction

There is a regulation in the Iowa Code (Chapter 147.3) which states that conviction of certain felonies will make an individual ineligible for licensure or registry. Some state licensure agencies may require students to submit credentials for review. Previous conviction of a felony does not automatically bar an individual from eligibility for licensure or registry. The Iowa Board of Nursing determines if the felony relates directly to the professional practice of nursing and if sufficient time has elapsed for successful rehabilitation. The Board will then decide on eligibility for licensure from materials presented.

Admission to the Registered Nurse Degree Completion (RNDC) Track:

RNDC students must meet the same academic requirements as basic students. When enrolled in the first nursing course (NURS 306) a written application and an interview with a faculty member must be completed. Current licensure as a registered nurse in Iowa is required pursuant to the nurse licensure compact in Iowa Code Section 152E.1.

Under the Iowa Articulation Plan, registered nurses choose one of three options to be granted credit for previous learning. In all options students will receive 30 nursing credit hours from the initial program.

Option 1. Direct transfer of credit for graduates of Iowa diploma and associate (AD) nursing programs after 1991. Work toward the BSN degree must begin within 6 years of graduation from initial nursing program.

Option 2. Standardized examinations for graduates of diploma and AD nursing programs from any state. General ACT/PEP examinations may be taken for up to 12 credits of general education or support course requirements. Thirty nursing course credits may be earned through NLN Mobility tests.

Option 3. Discontinued

Option 4. Escrow/validation of credit for graduates of diploma and AD nursing programs from any state. This applies only to nursing course credits. All other course work is subject to the College's transfer policy.

Registered nurse graduates from associate degree nursing programs may transfer up to 78 credits, including 30 nursing credits, from such programs upon approval by the department chair.

Nursing Licensure Denied, Suspended, Surrendered, or Revoked

655 Iowa Administrative Code 2.5(5) requires that we notify 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 license 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.

To remain in good standing in the nursing major and to proceed to the next level of study, students must maintain a grade of "C" (75%) in the theory component, and successfully pass the clinical component if applicable, for each nursing course. This means that a student who earns a grade lower than "C" (75%) in the theory and/or fails clinical component of any nursing course must repeat the whole course. A course may only be repeated once.

Time Limit for Completion of Degree Requirements

Basic students must complete all requirements for the degree, Bachelor of Science in Nursing, within five (5) years from the date of enrollment in the first nursing course (NURS 201). If students are unable to do so, they must repeat all nursing courses.

RN degree completion students must complete all nursing courses (NURS 204, 306, 402, 403, 410, 414) within five (5) years of initial enrollment in NURS 204 or NURS 306.

Course Requirements for Nursing Majors:

The nursing major consists of 30 credit hours of required support courses and 50 credit hours of required nursing courses (20 credit hours for the degree completion track for registered nurses). No minor is available in nursing.

Questions/concerns about the program's accreditation should be directed to:

Executive Director

National League for Nursing Accrediting Commission (NLNAC)

61 Broadway

New York, NY 10006

212-363-5555, ext. 153

Majors: Nursing - Basic (BSN), Nursing - Degree Completion (BSN)

Requirements for a major in Nursing (Basic):

This major will lead to a BSN degree.

A. Completion of the following required nursing courses:		
NURS 201	Introduction to Nursing Concepts and Practice	4
NURS 204	Health Assessment	4
NURS 304	Mental Health	4
NURS 310	Pathophysiology and Pharmacology	4
NURS 314	Acute and Chronic Nursing I	4
NURS 315	Acute and Chronic Nursing II	4
NURS 317	Care of Childbearing Family	2
NURS 320	Pediatric Nursing Care	4
NURS 402*	Community Health Nursing	4
NURS 403	Research Utilization in Nursing	2
NURS 410*	Leadership, Management, and Issues in Nursing	4
NURS 412*	Role Development and Professional Preparation	2
NURS 415	Complex Health Situations	8
*Senior Capstone Experience		
Total Required Nursing Courses		50
B. Completion of the following required support courses:		
BIOL 205	Health and Nutrition	2
BIOL 207	Human Anatomy	4
BIOL 208	Human Physiology	4
BIOL 252	Microbiology	4
CHEM 110	General, Organic, and Biological Chemistry	4
MATH 150	Elementary Probability and Statistics	4
PSYC 101	General Psychology	4
PSYC 260	Developmental Psychology	4
Total Required Support Courses		30
TOTAL HOURS REQUIRED FOR THE MAJOR		80

C. Writing Endorsement

A nursing major earns departmental writing endorsement by preparing a comprehensive and critically written evaluation of an issue relevant to the nursing profession in NURS 410 Leadership, Management, and Issues in Nursing. The paper is evaluated for clarity and organization of ideas, style, mechanical proficiency and synthesis of valid references with the student's own ideas.

- D. Additional Requirements
- Earn a grade of "C" or better in required nursing and support courses
 - Maintain a minimum cumulative gpa of 2.50
 - Participate in and complete requirements of the NCLEX assessment plan (basic students only)
 - Wear a regulation uniform
 - Procure professional liability insurance coverage
 - Maintain American Heart Association BLS certification for Healthcare Providers
 - Fulfill departmental immunization requirements
 - Provide own transportation to nursing clinical experiences.

**Requirements for a major in Nursing
(Degree Completion):**

This major will lead to a BSN degree.

A.	Completion of the following required nursing courses:		
	NURS 204	Health Assessment	4
	NURS 306	Introduction to Baccalaureate Nursing	2
	NURS 402*	Community Health Nursing	4
	NURS 403	Research Utilization in Nursing	2
	NURS 410*	Leadership, Management, and Issues in Nursing	4
	NURS 414	Holistic Care	4
	*Senior Capstone Experience		
	Total Required Nursing Courses		20
B.	Completion of the following required support courses:		
	BIOL 205	Health and Nutrition	2
	BIOL 207	Human Anatomy	4
	BIOL 208	Human Physiology	4
	BIOL 252	Microbiology	4
	CHEM 110	General, Organic, and Biological Chemistry	4
	MATH 150	Elementary Probability and Statistics	4
	PSYC 101	General Psychology	4
	PSYC 260	Developmental Psychology	4
	Total Required Support Courses		30
	The Iowa Articulation Plan grants transfer of 30 nursing semester hours for graduates of diploma or AD/ASN programs.		30
	TOTAL HOURS REQUIRED FOR THE MAJOR		80

- C. Writing Endorsement
- A nursing major earns departmental writing endorsement by preparing a comprehensive and critically written evaluation of an issue relevant to the nursing profession in NURS 410 Leadership, Management, and Issues in Nursing. The paper is evaluated for clarity and organization of ideas, style, mechanical proficiency and synthesis of valid references with the student's own ideas.
- D. Additional Requirements
- Present a copy of a current R.N. license in Iowa, as required pursuant to the nurse licensure compact in Iowa Code Section 152E.1, on admission to the Department of Nursing Education
 - Earn a grade of "C" or better in required nursing and support courses
 - Maintain a minimum cumulative gpa of 2.50

- Wear a regulation uniform
- Procure professional liability insurance coverage
- Maintain American Heart Association BLS certification for Healthcare Providers
- Fulfill departmental immunization requirements
- Provide own transportation to nursing clinical experiences.

Nursing Courses (NURS)

200	Iowa Student Nurses Association Convention An introduction to nursing issues discussed at a statewide nurses' convention. Students attend a two day convention held in October.	1 hour
201	Introduction to Nursing Concepts and Practice (BIOL 207, BIOL 208, CHEM 110, MORN 102) This course provides the entry level nursing student with fundamental knowledge of nursing principles and concepts and role identification at the baccalaureate level of professional nursing practice. Emphasis is on health promotion and care of the well elderly.	4 hours
204	Health Assessment (BIOL 207, BIOL 208) Presents the theory and application of knowledge and skills utilized when completing a health assessment on persons across the lifespan.	4 hours
304	Mental Health (315) The focus is on the holistic nursing care of the client who is experiencing a disruption in mental health. Emphasis is on developing therapeutic nurse/client relationships.	4 hours
306	Introduction to Baccalaureate Nursing (RN license) Focus is on assisting the registered nurse in the transition to baccalaureate education. Emphasis is on issues and philosophy of nursing and nursing education, the nursing process, and principles of teaching/learning in the context of health promotion.	2 hours
310	Pathophysiology and Pharmacology (201, 204, BIOL 207, BIOL 208) The focus is on the study of the dynamic aspects of bodily adaptation to disruption of normal physiology using a life-span approach. Pharmacotherapeutics, pharmacokinetics and pharmacodynamics will be related to pathologic situations. Ethical and legal implications for drug administration will be discussed.	4 hours
314	Acute and Chronic Nursing I (201, 204) The focus is on holistic nursing care of adult clients and families experiencing acute and chronic events threatening their basic human needs. Emphasis is placed on the use of the nursing process to anticipate client needs and to promote client and family adaptations to stressors and return to wellness.	4 hours

- | | | |
|------------|---|----------------|
| 315 | Acute and Chronic Nursing II (310, 314)
The focus is on holistic nursing care of adult clients and families experiencing acute and chronic events threatening their basic human needs. Emphasis is placed on the use of the nursing process and the application of advanced nursing skills and knowledge. | 4 hours |
| 317 | Care of Childbearing Family (310, 314)
The focus is on providing holistic care for members of the child-bearing family during various life stages and events. Emphasis is on the use of the nursing process from preconception through the post-partum period in hospital and community agency settings. | 2 hours |
| 320 | Pediatric Nursing Care (315, 317, PSYC 260)
The focus is on holistic family centered care of the child in a variety of health care settings. Emphasis is on developmentally appropriate care that promotes adaptation and return to wellness. | 4 hours |
| 402 | Community Health Nursing (403, 414 or 415)
<i>Senior Capstone Experience</i>
<i>Satisfies Service Learning Flag</i>
The focus is on the principles of community health practice with holistic nursing care of individuals, families and populations within the context of a culturally diverse community. Emphasis is on health promotion, disease prevention and health maintenance as facilitated by health teaching, community assessment, and the use of community resources. | 4 hours |
| 403 | Research Utilization in Nursing (306 or 315, MATH 150)
The focus is on the role of baccalaureate prepared nurses as consumers of research. Students will be assisted to develop an appreciation for and skills in scientific inquiry. Emphasis is on using research to strengthen or change nursing practice. | 2 hours |
| 410 | Leadership, Management and Issues in Nursing (403, 414 or 415)
<i>Senior Capstone Experience</i>
The focus is on leadership, knowledge, and skills required for managing health and nursing care delivery systems. The course addresses current issues and trends concerning the nursing profession. Students learn how to assume a proactive approach in addressing healthcare dilemmas and strategies for creating change. | 4 hours |
| 412 | Role Development and Professional Preparation (403, 415)
<i>Senior Capstone Experience</i>
The focus is on developing independence in the role of a professional nurse. Students will complete a 90 hour preceptorship that includes a seminar. | 2 hours |
| 414 | Holistic Care (204, 306)
The focus is on holistic nursing care of clients and families. Emphasis is on integrating the liberal arts experience into nursing practice. The course is required for the RN degree completion student. | 4 hours |

415	Complex Health Situations (304, 320)	8 hours
	The focus is on the holistic management of complex client health problems throughout the life cycle. Emphasis is placed on continued advanced skill development and nursing knowledge.	
430	NCLEX Review Course (415)	2 hours
	The focus is on preparation for the National Council of Nursing Licensure Exam (NCLEX).	

Philosophy (PHIL)
(Reid, ch., Gilbert)

The study of philosophy helps students develop independent beliefs regarding the key questions about human existence. These include the scope and limits of human knowledge, the nature and limits of human freedom, ethical and political values and systems, the nature and role of religion in human existence, and the history of thought about these issues. Philosophy further emphasizes the study of logic as an important tool for disciplined reflection on these issues.

Students studying philosophy will pursue courses that emphasize: textual analysis and interpretation; written expression through intensive experiences in writing such as essay exams, journals, formal papers; and a culmination senior thesis. The thesis requires critical analysis and synthesis in a significant area of philosophical speculation.

Philosophy students are encouraged to participate in oral discussions, ranging from informal question and response to formal presentation in class and seminars, in order to develop the ability to accurately express and defend their views in dialogue with others.

Courses in philosophy serve the general degree requirements of all students. The philosophy major provides flexible undergraduate preparation for graduate or professional study in any discipline that emphasizes independent and critical judgment. Students in philosophy pursue careers as diverse as medicine, law, public administration, hospital administration, business management, and teaching in the field of philosophy.

Major: Philosophy (BA)

Minor: Philosophy

Requirements for a major in Philosophy:

This major will lead to a BA degree.

A. Completion of the following required philosophy courses:		
PHIL 202	Everyday Logic	4
PHIL 475*	Senior Seminar in Philosophy	4
Choose 8 hours from the following:		8
PHIL 325	The Good Life: Ancient Greek and Hellenistic Philosophy	4
PHIL 332	Faith, Reason & Experience: Medieval and Modern Philosophy	4
PHIL 333	Knowledge & Existence: 19th & 20th Century Continental Philosophy	4
*Senior Capstone Experience		
Total Required Philosophy Courses		16

B.	Completion of 16 hours of electives from Philosophy	16	
	Total Elective Philosophy Courses		16
	TOTAL HOURS REQUIRED FOR THE MAJOR		32
C.	Writing Endorsement		
	The senior thesis, completed as part of 475 Senior Seminar in Philosophy, will fulfill the writing endorsement.		

Requirements for a minor in Philosophy:

A.	Completion of the following required philosophy courses:		
	PHIL 202 Everyday Logic	4	
	PHIL 401 Seminar in Philosophy	4	
	Complete 4 hours from the following:	4	
	PHIL 325 The Good Life: Ancient Greek and Hellenistic Philosophy	4	
	PHIL 332 Faith, Reason, and Experience: Medieval and Modern Philosophy	4	
	PHIL 333 Knowledge and Existence: 19th and 20th Century Continental Philosophy	4	
	Philosophy Electives	8	
	Total Required Philosophy Courses		20
	TOTAL HOURS REQUIRED FOR THE MINOR		20

Philosophy Courses (PHIL)

100	The Examined Life	4 hours
	<i>Satisfies Ethics and Personal Values requirement</i>	
	This course will introduce students to philosophy as an approach to life by examining the lives and writings of prominent philosophers. Students will be encouraged to develop a personal philosophy of life by exploring such issues as the nature of ourselves and our world, the limits and possibilities of human knowledge, and how we ought to live. Likely figures include Socrates, Epicurus, Aurelius, Augustine, Thoreau, Locke, Nietzsche, Mill, deBeauvoir, and the Dalai Lama. Students will examine and evaluate various ethical principles, see how they affect the values and lifestyles of these philosophers, then reflect on their own ethics and personal values.	
101	Philosophy for Living	4 hours
	<i>Satisfies Ethics and Personal Values requirement</i>	
	This course explores diverse views on major problems in philosophy. Some of those problems include: "What is the best way to lead our lives?" "What is the best form of government?" "Is it always right to obey authority?" "Do we have free will?" "How do we tell the difference between right and wrong?" "What is knowledge, and how do we know when we have it?" "What is the difference between information, knowledge, and wisdom?" "What's really worth knowing?" Discussion and personal reflection on ethics and values are major components of the course.	

- 103 Introduction to Ethics** **4 hours**
Satisfies Ethics and Personal Values requirement
 This course is a critical examination of major ethical theories and several contemporary moral and social issues. It begins by asking whether true answers to moral questions are possible, or whether ethics is just a matter of personal opinion. It then examines various methods for solving moral problems and applies defensible ethical theories to such contemporary issues as: abortion, capital punishment, war, terrorism, genetic engineering, cloning, homosexuality, and animal rights. Throughout the course, students will be encouraged to articulate and clarify their personal values and ethics.
- 202 Everyday Logic** **4 hours**
 This is a basic introduction to logic, which concentrates on finding, correctly analyzing, and evaluating arguments. Students learn to identify and avoid common logical fallacies and faulty reasoning. Part of the course will deal with logically relevant aspects of standardized tests, with the aim of improving performance on exams such as the LSAT, MCAT, and GRE.
- 203 Ethical Theory and Practice** **4 hours**
 This course is an in-depth study of major philosophical ethical theories and their practical application. Original works covered will likely include Aristotle's Nicomachean Ethics; John Stuart Mill's Utilitarianism; Immanuel Kant's Groundwork of the Metaphysics of Morals, and John Rawls' Theory of Justice. Moral issues dealt with would likely include: animal rights; environmental ethics; genetic engineering (e.g. cloning), and professional ethics (e.g., business, law, and medicine).
- 204 Minds, Knowledge, and Education** **4 hours**
 This course explores enduring philosophical issues about the nature of the human mind, the limitations and possibilities of knowledge, and the role and purpose of education. Major questions to be addressed include: What is knowledge and how do we acquire it? What is the nature of human consciousness? What is the purpose of education? Each question is approached from at least three different philosophical angles, representing important figures and theories in the history of philosophy-ancient, modern, and contemporary.
- 205 The Philosophical Athlete** **4 hours**
Satisfies Ethics and Personal Values requirement
 This course is motivated by the question: How can we learn from sport in a way that makes us better personally, ethically, and as citizens? We try to answer that question by taking a critical and analytical approach to the athletic experience. We seek to maximize our understanding of sport in our lives and our lives in sport as a way of encouraging reflection on personal ethics and values.

- 207 Philosophy and Modern Literature** **4 hours**
 This course considers basic problems in philosophy through an analysis of some of the 19th and early 20th century literature of western Europe. Students will read such novels as Albert Camus' The Stranger, Hardy's Jude the Obscure, and Dostoevsky's Crime and Punishment. The course emphasizes reflection on personal values and ethical issues as an approach to analysis of the problems dealt with.
- 212 Philosophy of Sex, Love, and Friendship** **4 hours**
Satisfies Ethics and Personal Values requirement
 This course examines various philosophical theories of sex, love, and friendship. Texts will range from ancient to contemporary. Such issues as monogamy, adultery, heterosexuality, homosexuality, and differences between love and friendship will be discussed. Students will be encouraged to reflect on relevant ethical issues as well as their personal beliefs, values, and experiences while seeking to understand those of others.
- 213 Modern Political Theory (same as POLS 213)** **4 hours**
 A study of the evolution of political theory from Machiavelli to Nietzsche, emphasizing themes about the nature of politics, the social contract, and the foundations of democratic theory. Special attention will be given to the historical context in which theorists developed their ideas. Students may not receive credit for more than one of HIST 413, POLS 213, POLS 413, PHIL 213, or PHIL 413.
- 290 Topics in Philosophy** **4 hours**
 This course is a philosophical treatment of some selected issue (e.g., women, food, the environment) that emphasizes the skills of logical reasoning, constructive dialogue, and argumentative writing.
- 311 Philosophical Foundations of the Olympic Games (One course in philosophy or instructor's permission)** **4 hours**
 In this course, we examine whether the Olympic Games are living up to their own ideals. We begin by seeking to understand the personal, educational, and political ideals of Olympism on a philosophical level. Next we examine the historical and contemporary reality of the games from the perspectives of athletes, spectators, and society at large. Based on these accounts, we evaluate the Games' success and failure with respect to those ideals. Finally we develop constructive solutions to the problems we identify, suggesting practical ways to revise the Olympic ideals and/or improve Olympic reality.
- 325 The Good Life: Ancient Greek and Hellenistic Philosophy (One course in philosophy or instructor's permission)** **4 hours**
 In this course, we survey the development of ancient thought from the Presocratics to the Roman Hellenists, within its historical context. There is an emphasis on the Classical Greeks. Topics include epistemology, education, ethics, religion, metaphysics, and social and political thought. Figures may include the Presocratics, Homer, Socrates, Plato, Aristotle, Pericles, Epictetus, Aurelius, Plotinus, and Boethius.

- 332 Faith, Reason, and Experience: Medieval and Modern Philosophy (same as RELG 332) (One course in philosophy or instructor's permission)** **4 hours**
Satisfies Religious Traditions Flag
 This course surveys the development of medieval, renaissance, and modern thought from Early Christian Philosophy to Modern British Empiricism, focusing on the relationships between faith, reason, and experience. Topics include the role of God and religion in philosophy as well as various methods of knowing and learning. Figures may include Augustine, Aquinas, Pico della Mirandola, Descartes, Spinoza, Locke, Berkeley, and Hume.
- 333 Knowledge and Existence: 19th and 20th Century Continental Philosophy (One course in philosophy or instructor's permission)** **4 hours**
 This is a survey of the development of 19th and 20th century continental thought, focused on the shifting emphasis from what we can know to how we should live. The course begins with Kant's distinction between phenomena and noumena, then follows the rise of German Idealism and Existentialism. We trace continental philosophy from skepticism about our ability to know the external world to its new focus on individual existence rather than God or science. Authors include Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sarte.
- 362 Philosophy of Religion (same as RELG 362) (One course in philosophy or instructor's permission)** **4 hours**
 This is a critical study of religious experience, language, and claims to religious knowledge. Issues include God's existence, religious faith, the problem of evil, mystical experience, and religious pluralism. The course compares diverging conceptions and evaluations of religion while encouraging students to develop their personal views. This course is normally team-taught by professors from the philosophy and religious studies departments.
- 365 Philosophy of Science (One course in philosophy or instructor's permission)** **4 hours**
 This course is a critical study of the methodology of the natural and social sciences, and the philosophical problems which confront them. The course compares diverging conceptions and evaluations of science while encouraging students to develop personal views on the issues.
- 401 Seminar in Philosophy (One course in philosophy or instructor's permission)** **4 hours**
402
 This course is a detailed study of a person, topic, or historical movement in philosophy. Skills emphasized include clear argumentative writing, logical analysis, constructive oral discussion and debate. Students cannot take 401/402 and 475 during the same term.

- 413 Modern Political Theory (same as HIST 413, POLS 413)
(One course in philosophy or instructor's permission) 4 hours**
An advanced study of the evolution of political theory from Machiavelli to Nietzsche, emphasizing themes about the nature of politics, the social contract, and the foundations of democratic theory. Special attention will be given to the historical context in which theorists developed their ideas. Students may not receive credit for more than one of HIST 413, POLS 213, POLS 413, PHIL 213, or PHIL 413.
- 475 Senior Seminar in Philosophy (Major in philosophy or philosophy-religious studies) 4 hours**
Senior Capstone Experience
A detailed study of a person, topic, or historical movement in philosophy. Skills emphasized include clear argumentative writing, logical analysis, constructive oral discussion and debate. Texts and topics will be decided annually, based on the interests of the participants. Includes a senior thesis. Students cannot take PHIL 401/402 and 475 during the same term.
- 490 Topics in Philosophy (One course in philosophy or instructor's permission) 4 hours**
This is an advanced philosophical treatment of some selected issue that compares diverging conceptions and evaluations while encouraging students to develop their personal views. Emphasizes the use skills of logical reasoning, constructive dialogue, and argumentative writing.

Physical Sciences Teaching— see page 162

Physics— see page 157

Political Science— see page 131

Psychology (PSYC) (Sensenig, ch., Burns, Hill, Pinto)

The Department of Psychology offers several programs of study incorporating a wide variety of experimental techniques and theoretical viewpoints. Upon graduation, all psychology majors will be able to: 1) demonstrate familiarity with psychological concepts, theoretical perspectives, empirical findings, and historical trends in psychology; 2) understand and apply basic research methods in psychology, including research design, data analysis, and interpretation; 3) think critically about psychological concepts; 4) apply psychological principles to personal, social, and organization issues; 5) value empirical evidence and understand the ethical guidelines of psychology as a science; 6) demonstrate information literacy and the ability to use computers and other technology for many purposes in the social sciences; 7) communicate effectively in a variety of formats, and; 8) pursue realistic ideas as how to implement their psychological knowledge, skills, and values.

The courses of study offered by the Department of Psychology are designed to prepare students for: a) graduate school and careers as professional psychologists (e.g., school, industrial/organization, experimental, counseling, and clinical); b) paraprofessional jobs in applied fields such as mental health, mental retardation, human

resources, and human services; c) an educational experience that will contribute to the understanding of self and others.

As the discipline in a liberal arts curriculum, psychology is an appropriate course of study in such fields as nursing, law, social science, management, personnel/human resources, education, criminal justice, advertising, medicine, political science, or any area in which the understanding of human behavior and mental processes, critical thinking and interpersonal communication are beneficial. Laboratory activities, independent projects, and internships enhance the major.

1. **General Psychology Major** is designed for students with a general interest in psychology. General Psychology majors will be able to: (a) apply the scientific method in the investigation of human and animal behavior; (b) recognize that ethnic, cultural, social and gender diversity affect behavior and cognitive processes; (c) demonstrate competency in knowledge of statistics, research design, and psychometric methods; (d) apply their knowledge and skills either in the laboratory and/or in real-life situations; (e) think critically about the literature in the discipline; (f) understand the ethical issues and standards that influence the discipline.
2. **Counseling Psychology Major** is designed for students interested in counseling, clinical, school psychology, or related areas. Counseling majors will be able to: (a) realize the place of ethics and values in the counseling setting; (b) obtain a working knowledge and appreciation of a variety of counseling theories; (c) develop counseling techniques appropriate for this educational level.
3. **Industrial/Organizational Psychology Major** is for students interested in personnel, human resources and management careers. Industrial/Organizational psychology majors will be able to: (a) demonstrate an understanding of the basic causes and correlates of human behavior in organizations; (b) communicate the complexities of human behavior to both practitioners and non-practitioners of the discipline; (c) apply the empirical methods of psychology to organizational settings; (d) understand and adhere to appropriate ethical guidelines.
4. **Biopsychology Major** is for any liberal arts student interested in the cross-disciplinary investigation of the neurological foundations of behavior and mental processes. Biopsychology majors will be able to: (a) demonstrate the interrelationship between human and animal behavior and biology; (b) read, interpret and think critically about research and theory in the fields of biopsychology and neuroscience; (c) develop skills in collateral areas such as statistical analysis, experimental design, physiological recording, and histology; (d) carry out independent original research investigating the influence of a physiological variable(s); (e) identify and think critically about the ethical issues confronting neuroscience.

Majors: General Psychology (BA), Industrial/Organizational Psychology (BA), Biopsychology (BS), Counseling Psychology (BA)

Minors: General Psychology, Industrial/Organizational Psychology

Requirements for a major in General Psychology:

This major will lead to a BA degree.

- A. Completion of the following required psychology courses:
- | | | |
|----------|---------------------------------|---|
| PSYC 101 | General Psychology | 4 |
| PSYC 300 | Professional Seminar | 2 |
| PSYC 312 | Experimental Psychology and Lab | 4 |

PSYC 401	History and Systems of Psychology	4	
PSYC 450*	Psychology Capstone	2	
Complete 8 hours from the following:		8	
PSYC 215	Learning and Memory and Lab	4	
PSYC 316	Experimental Social Psychology and Lab	4	
PSYC 432	Brain and Behavior and Lab	4	
Complete 4 hours from the following:		4	
PSYC 260	Developmental Psychology	4	
PSYC 303	Child and Adolescent Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 315	Theories of Personality	4	
PSYC 405	Psychology of Gender	4	
Complete 4 hours from the following:		4	
PSYC 209	Industrial/Organizational Psychology	4	
PSYC 344	Introduction to Behavior Modification	4	
PSYC 411	Psychological Testing and Lab	4	
PSYC 421	Psychology of Counseling and Lab	4	
PSYC 422	Group Counseling	4	
	Psychology Electives	4	
*Senior Capstone Experience			
Total Required Psychology Courses			36
B. Completion of required support course:			
MATH 150	Elementary Probability and Statistics	4	
Total Required Support Course			4
TOTAL HOURS REQUIRED FOR THE MAJOR			40
C. Writing Endorsement			
Students majoring in Psychology must complete a Senior Writing Thesis to fulfill the college's writing requirement. The project is usually started early in the senior year and must be completed one month prior to graduation. Students, in consultation with a faculty advisor, may obtain the endorsement by either writing a paper that reviews past and current psychological literature using library resources or reporting on independent psychological research. Specific details may be obtained by talking to any member of the Department of Psychology.			

Requirements for a minor in General Psychology:

A. Completion of the following required psychology course:			
PSYC 101	General Psychology	4	
Complete 4 hours from the following:		4	
PSYC 215	Learning and Memory and Lab	4	
PSYC 312	Experimental Psychology and Lab	4	
PSYC 316	Experimental Social Psychology and Lab	4	
PSYC 432	Brain and Behavior and Lab	4	
Complete 4 hours from the following:		4	
PSYC 260	Developmental Psychology	4	
PSYC 303	Child and Adolescent Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 315	Theories of Personality	4	
PSYC 405	Psychology of Gender	4	
Complete 4 hours from the following:		4	
PSYC 209	Industrial/Organizational Psychology	4	
PSYC 344	Introduction to Behavior Modification	4	

PSYC 411	Psychological Testing and Lab	4	
PSYC 421	Psychology of Counseling and Lab	4	
PSYC 422	Group Counseling	4	
	Psychology Electives (MATH 150 may be used)		4
At least 8 hours must be at the 300 or 400 level.			
Total Required Psychology Courses			20
TOTAL HOURS REQUIRED FOR THE MINOR			20

Requirements for a major in Industrial/Organizational Psychology:

This major will lead to a BA degree.

A.	Completion of the following required psychology courses:		
	PSYC 101	General Psychology	4
	PSYC 209	Industrial/Organizational Psychology	4
	PSYC 300	Professional Seminar	2
	PSYC 312	Experimental Psychology and Lab	4
	PSYC 350	Advanced Industrial/Organizational Psychology	4
	PSYC 401	History and Systems of Psychology	4
	PSYC 411	Psychological Testing and Lab	4
	PSYC 450*	Psychology Capstone	2
	Complete 4 hours from the following:		4
	PSYC 215	Learning and Memory and Lab	4
	PSYC 316	Experimental Social Psychology and Lab	4
	PSYC 432	Brain and Behavior and Lab	4
	Complete 4 hours from the following:		4
	PSYC 260	Developmental Psychology	4
	PSYC 303	Child and Adolescent Psychology	4
	PSYC 315	Theories of Personality	4
	PSYC 405	Psychology of Gender	4
	*Senior Capstone Experience		
	Total Required Psychology Courses		36
B.	Completion of required support course:		
	MATH 150	Elementary Probability and Statistics	4
	Total Required Support Course		4
	TOTAL HOURS REQUIRED FOR THE MAJOR		40

- C. Writing Endorsement
Students majoring in Psychology must complete a Senior Writing Thesis to fulfill the college's writing requirement. The project is usually started early in the senior year and must be completed one month prior to graduation. Students, in consultation with a faculty advisor, may obtain the endorsement by either writing a paper that reviews past and current psychological literature using library resources or reporting on independent psychological research. Specific details may be obtained by talking to any member of the Department of Psychology.

Requirements for a minor in Industrial/Organizational Psychology:

- A. Completion of the following required psychology courses:
PSYC 101 General Psychology 4

PSYC 209	Industrial/Organizational Psychology	4	
PSYC 316	Experimental Social Psychology and Lab	4	
PSYC 350	Advanced Industrial/Organizational Psychology	4	
Complete 4 hours from the following:		4	
PSYC 260	Developmental Psychology	4	
PSYC 303	Child and Adolescent Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 315	Theories of Personality	4	
PSYC 405	Psychology of Gender	4	
Total Required Psychology Courses			20
TOTAL HOURS REQUIRED FOR THE MINOR			20

Requirements for a major in Biopsychology:

This major will lead to a BS degree.

A. Completion of the following required psychology courses:			
PSYC 101	General Psychology	4	
PSYC 215	Learning and Memory and Lab	4	
PSYC 300	Professional Seminar	2	
PSYC 312	Experimental Psychology and Lab	4	
PSYC 401	History and Systems of Psychology	4	
PSYC 432	Brain and Behavior and Lab	4	
PSYC 450*	Psychology Capstone	2	
PSYC 463	Research in Psychology	4	
Complete 4 hours from the following:		4	
PSYC 260	Developmental Psychology	4	
PSYC 303	Child and Adolescent Psychology	4	
PSYC 309	Abnormal Psychology	4	
PSYC 315	Theories of Personality	4	
PSYC 405	Psychology of Gender	4	
*Senior Capstone Experience			
Total Required Psychology Courses			32
B. Completion of the following support courses:			
MATH 150	Elementary Probability and Statistics	4	
Complete 12 hours from the following:		12	
BIOL 121	Zoology	4	
BIOL 207	Human Anatomy	4	
BIOL 208	Human Physiology	4	
BIOL 252	Microbiology	4	
BIOL 306	Histology	4	
Complete 4 hours from the following:		4	
CHEM 110	General, Organic, and Biological Chemistry	4	
CHEM 121	General Chemistry I	4	
MATH 125	Precalculus	4	
PHYS 103	Light and Color	2	
PHYS 104	Investigations in Science	2	
PHYS 111	Geology	2	
PHYS 112	Meteorology	2	
PHYS 201	General Physics I	4	
Complete 4 hours from the following:		4	
PHIL 101	Philosophy for Living	4	
PHIL 103	Introduction to Ethics	4	
PHIL 202	Everyday Logic	4	
PHIL 290	Topics in Philosophy	4	

PHIL 490	Topics in Philosophy	4	
Total Required Support Courses			24
TOTAL HOURS REQUIRED FOR THE MAJOR			56

- C. Writing Endorsement
Students majoring in Psychology must complete a Senior Writing Thesis to fulfill the college's writing requirement. The project is usually started early in the senior year and must be completed one month prior to graduation. Students, in consultation with a faculty advisor, may obtain the endorsement by either writing a paper that reviews past and current psychological literature using library resources or reporting on independent psychological research. Specific details may be obtained by talking to any member of the Department of Psychology.

Requirements for a major in Counseling Psychology:

This major will lead to a BA degree.

- A. Completion of the following required psychology courses:
- | | | | |
|--|-----------------------------------|---|-----------|
| PSYC 101 | General Psychology | 4 | |
| PSYC 300 | Professional Seminar | 2 | |
| PSYC 309 | Abnormal Psychology | 4 | |
| PSYC 312 | Experimental Psychology and Lab | 4 | |
| PSYC 401 | History and Systems of Psychology | 4 | |
| PSYC 411 | Psychological Testing and Lab | 4 | |
| PSYC 421 | Psychology of Counseling and Lab | 4 | |
| PSYC 422 | Group Counseling | 4 | |
| PSYC 450* | Psychology Capstone | 2 | |
| *Senior Capstone Experience | | | |
| Total Required Psychology Courses | | | 32 |
- B. Completion of the following required support course:
- | | | | |
|--------------------------------------|---------------------------------------|---|----------|
| MATH 150 | Elementary Probability and Statistics | 4 | |
| Total Required Support Course | | | 4 |
- C. Completion of a Track 4
- Graduate School Track**
Complete 4 hours from the following:
- | | | | |
|----------|--|---|--|
| PSYC 215 | Learning and Memory and Lab | 4 | |
| PSYC 316 | Experimental Social Psychology and Lab | 4 | |
| PSYC 432 | Brain and Behavior and Lab | 4 | |
- Career Track**
Complete 4 hours from the following:
- | | | | |
|---|---------------------------------|---|-----------|
| PSYC 260 | Developmental Psychology | 4 | |
| PSYC 303 | Child and Adolescent Psychology | 4 | |
| PSYC 315 | Theories of Personality | 4 | |
| PSYC 405 | Psychology of Gender | 4 | |
| Total Required Track Courses | | | 4 |
| TOTAL HOURS REQUIRED FOR THE MAJOR | | | 40 |

- D. Writing Endorsement
Students majoring in Psychology must complete a Senior Writing Thesis to fulfill the college's writing requirement. The project is usually started early in the senior year and must be completed one month prior to graduation. Students, in consultation with a faculty advisor, may obtain the

endorsement by either writing a paper that reviews past and current psychological literature using library resources or reporting on independent psychological research. Specific details may be obtained by talking to any member of the Department of Psychology.

Psychology Courses (PSYC)

101	General Psychology This course is an introductory overview of the field of psychology which includes discussion of research methodology, brain and behavior, sensation perception, states of consciousness, learning and memory, personality, abnormal behavior, and social psychology.	4 hours
209	Industrial/Organizational Psychology <i>Satisfies American Experience requirement</i> This course is concerned with the application of psychology to business settings. Human resource issues (selection, appraisal) and influence issues (leadership, motivation) will be covered.	4 hours
215	Learning and Memory and Lab (101) <i>Satisfies Empirical Reasoning requirement</i> This course is concerned with the principles of classical and operant conditioning and how these theoretical principles are applied in explaining such varied phenomena as drug addiction, taste aversions, self-control, and memory processes.	4 hours
260	Developmental Psychology (101) A general study of the various physical, cognitive, social, and psychological forces which shape human development from conception through old age.	4 hours
300	Professional Seminar (101) This course is concerned with career development with special attention on the philosophy of science, work at the baccalaureate level, graduate school, and ethics within psychology.	2 hours
303	Child and Adolescent Psychology (101) <i>Satisfies Service Learning Flag</i> A general study of the child and adolescent's physical, cognitive, psychological, social and emotional development.	4 hours
309	Abnormal Psychology (101) A study of various psychological disorders including contributing factors, diagnosis, and methods of treatment.	4 hours
312	Experimental Psychology and Lab (101, MATH 150) <i>Satisfies Empirical Reasoning requirement</i> This research course stresses student involvement in all phases of simple human experimentation. Experiments are designed, conducted, analyzed, and reported.	4 hours
315	Theories of Personality (101) Numerous personality strategies are discussed and compared including psychoanalytic, dispositional, phenomenological, and behavioral.	4 hours

316	Experimental Social Psychology and Lab (101) <i>Satisfies Empirical Reasoning requirement</i> The course is designed to empirically investigate how people influence and are influenced by others and our environment. Major topics include attraction, conformity, attribution, and self.	4 hours
344	Introduction to Behavior Modification (101) <i>Satisfies Service Learning Flag</i> The application of learning theory and principles as they apply to desensitization, modeling, contingency management, self-control, and cognitive behavior therapy are discussed.	4 hours
350	Advanced Industrial/Organizational Psychology (209) This course is an in-depth study of variables that influence organizational functioning. The course is both theory and application based.	4 hours
401	History and Systems of Psychology (101) A study of the history of psychology from the Greeks to the present time. Also included are the influences of men and women responsible for the major philosophic beliefs in psychology which include: Structuralism, Functionalism, Behaviorism, Gestalt, Neobehaviorism, Humanism, Cognitive, and Psychoanalysis.	4 hours
405	Psychology of Gender (101) <i>Satisfies Service Learning Flag</i> This course explores gender as a psychological and social factor that influences our experiences in a number of contexts. Students will explore the implications these individual differences have for the lives of women and men and for social scientific theory and inquiry.	4 hours
411	Psychological Testing and Lab (101, MATH 150) A study of the use, administration, and interpretation of standardized psychological tests, including a study of norms, reliability, validity, and ethics in testing.	4 hours
421	Psychology of Counseling and Lab (101) A study of the various theories of counseling and psychotherapy with basic training in listening and counseling skills. This is an excellent beginning course for counselors, but may also be valuable to anyone who would like to develop their listening, interaction, and conceptualization skills involving human problems.	4 hours
422	Group Counseling (101) A study of the processes and practices related to group counseling. Topics include group dynamics, group leadership skills, group stages and processes, therapeutic factors in a group setting, planning and forming a group, and ethical considerations.	4 hours

- 432 Brain and Behavior and Lab (101)** **4 hours**
Satisfies Empirical Reasoning requirement
 A review of the principles and techniques of neuroscience. Topics include neuron structure and function, the visual system and perceptual processing, food and water regulation, the biological basis of learning and memory, brain damage and neuroplasticity, and neurological disorders.
- 444 Psychology, Politics and Law (101)** **2 hours**
Satisfies Service Learning Flag
 This course critically examines the interaction among science, law and politics in determining societal decisions. The course stresses the role each has in maintaining a democratic society.
- 450 Psychology Capstone (101, psychology major, Sr. standing)** **2 hours**
Senior Capstone Experience
 An integrative education experience in which students read and discuss classic works of important psychologists through history.
- 461 Special Topics** **1-4 hours**
 Discussion of current areas of inquiry in the field of psychology.
- 462 Internship in Psychology** **1-4 hours**
 A practical supervised experience in one of the following areas: (1) counseling agencies for students emphasizing clinical or counseling training; (2) in business and industry for those in industrial/organizational psychology. No more than 6 hours of internship credit can be taken under PSYC 462.
- 463 Research in Psychology** **1-4 hours**
 A supervised experience in conducting original psychological research. Students will design and conduct their own research project under the direction of a departmental faculty supervisor. No more than 6 hours of research credit can be taken under PSYC 463.

Religious Studies (RELG)

(Forbes, ch., Wiley)

The Department of Religious Studies has two major goals: (1) to introduce students to a diversity of religious traditions and viewpoints and (2) to help students develop a capacity for personal reflection and critical evaluation about religious beliefs, values, and practices. As part of the college's liberal arts curriculum, many students in the general student body take religious studies courses to learn more about their own religious traditions, to learn about the religions of others, and to clarify their own thinking in the process.

Those who choose to major or minor in religious studies are frequently preparing for a religious vocation (e.g., ordained ministry, youth work, counseling, Christian education, teaching careers, missionary service, administration). Others add religious studies to another major to enhance that vocation; for example, awareness of religion could help a psychology major interested in counseling, or a history major who wanted to teach. Still other students choose a religious studies major or minor for personal interest or curiosity. A liberal arts education is intended not only to prepare for a job but also to enhance one's life; students sometimes choose a major to prepare for

future employment, and an additional major or minor in religious studies to help them think about questions that are important to them.

Morningside College is historically related to the United Methodist Church, and many faculty and students represent that denomination, but our classrooms include faculty and students from many faith traditions. We do not interpret church relationship to mean that the Department of Religious Studies inculcates certain denominational views and combats others. Rather, we view education as exposure to a variety of viewpoints and options. The range of viewpoints represented in class lectures and discussions promotes mutual understanding and an awareness of the importance of religion in cultures and in individual lives.

Major: Religious Studies (BA)

Minor: Religious Studies

Requirements for a major in Religious Studies:

This major will lead to a BA degree.

A. Completion of the following required religious studies courses:		
RELG 110	Introduction to Religion	4
RELG 200	Christian Ethics	
<u>or</u>		
PHIL 103	Introduction to Ethics	4
RELG 475*	Senior Seminar	4
*Senior Capstone Experience		
Total Required Religious Studies Courses		12
B. Completion of 20 hours of electives from Religious Studies		
Total Elective Religious Studies Courses		20
TOTAL HOURS REQUIRED FOR THE MAJOR		32

C. Writing Endorsement

The Department of Religious Studies requires written work in all courses, with the overall goals of improving student fluency and general writing ability, encouraging critical reflection, and familiarizing students with standard forms of documentation and formal writing. Students majoring in religious studies will write a graduation (or senior) thesis on a topic of their own choosing, in consultation with a supervising professor. The paper must embody a comprehensive, critical overview of a significant topic, historical period, movement or figure in religion and will be assigned as one of the requirements of the Senior Seminar (475). Successful completion of the senior thesis satisfies the departmental writing endorsement in Religious Studies. Students with more than one major may complete their writing endorsement through the major of their choice.

Requirements for a minor in Religious Studies:

A. Completion of the following required religious studies courses:		
RELG 110	Introduction to Religion	4
	Religious Studies Electives	12

Complete 4 hours from the following:			4
PHIL 103	Introduction to Ethics	4	
RELG 200	Christian Ethics	4	
Total Required Religious Studies Courses			20
TOTAL HOURS REQUIRED FOR THE MINOR			20

Religious Studies Courses (RELG)

- 110 Introduction to Religion** **4 hours**
Satisfies Ethics and Personal Values requirement
Satisfies Religious Traditions Flag
 An introduction to religious variety and to the academic study of religion.
- 115 Introduction to the Bible** **4 hours**
Satisfies Religious Traditions Flag
 Study of Jewish and Christian scriptures, including the history, composition, and transmission of the texts, and modern interpretive issues.
- 200 Christian Ethics** **4 hours**
Satisfies Ethics and Personal Values requirement
Satisfies Religious Traditions Flag
 Survey of ethical approaches, including a variety of Christian perspectives, and discussions of specific contemporary issues.
- 250 World Religions** **4 hours**
Satisfies Global Awareness requirement
Satisfies Religious Traditions Flag
 A study of world religions, including Hinduism, Buddhism, Judaism, Islam, Taoism, Confucianism, and others.
- 271 American Indian Religions** **2 hours**
Satisfies Religious Traditions Flag
 An introduction to the world views and spiritualities of Native Americans, including traditional tribal religions, and religious movements and responses that arose from contact with Europeans.
- 275 African American Religions** **4 hours**
Satisfies Religious Traditions Flag
 Study focused upon the history and development of the black Christian church in America, plus other religious movements among African Americans.
- 285 Religion and Popular Culture** **4 hours**
 An analysis of popular culture (television, movies, music, etc.), with special attention to how religion is expressed in popular culture and how popular culture influences religion.

- 290 Special Topics Seminars** **2 or 4 hours**
 Seminars on topics of current interest or recent scholarly developments. Recent examples have included The Holocaust, End Times, Death and Dying, and Understanding Islam.
- 303 History of Christianity** **4 hours**
Satisfies Religious Traditions Flag
 An overview of the origins and development of Christianity, from its beginnings through the Reformation.
- 315 Religion in America** **4 hours**
Satisfies American Experience requirement
Satisfies Religious Traditions Flag
 Historical study of the development of American religious denominations, plus religious themes and controversies in American culture.
- 323 Jesus of Nazareth (115 or instructor's permission)** **2 hours**
 Study of the life and teachings of Jesus, including Biblical study and creative (artistic) expressions.
- 326 Life and Letters of Paul (115 or instructor's permission)** **2 hours**
 Biblical study of the theology and ministry of Paul.
- 332 Faith, Reason, and Experience: Medieval and Modern Philosophy (same as PHIL 332) (One philosophy course or instructor's permission)** **4 hours**
Satisfies Religious Traditions Flag
 This course surveys the development of medieval, renaissance, and modern thought from Early Christian Philosophy to Modern British Empiricism, focusing on the relationships between faith, reason, and experience. Topics include the role of God and religion in philosophy as well as various methods of knowing and learning. Figures include Augustine, Aquinas, Pico della Mirandola, Descartes, Spinoza, Locke, Berkeley, and Hume.
- 335 Science and Religion (same as BIOL 335) (One lab science course)** **2 hours**
Satisfies Religious Traditions Flag
 This course explores the interactions between science and religion, including topics such as the creation-evolution debate and ethical issues surrounding genetic technologies.
- 360 Religion, Politics, and Society in the United States (same as POLS 360)** **4 hours**
Satisfies American Experience requirement
Satisfies Religious Traditions Flag
 Study of church-state relations in the United States, perspectives on the public role of religion, and activism on social and political issues by religious leaders and groups. Students may not receive credit for both RELG 360 and POLS 360.

- 362 Philosophy of Religion (same as PHIL 362) (One course in religious studies or philosophy or instructor's permission)** **4 hours**
A critical study of religious experience, language, and claims to religious knowledge. Issues include God's existence, religious faith, the problem of evil, mystical experience, and religious pluralism.
- 365 Women and Religion** **4 hours**
Satisfies Global Awareness requirement
Satisfies Religious Traditions Flag
This course focuses especially on the roles women have played in Judaism and Christianity, both historical and contemporary, but it also considers the roles of women in other world religions.
- 400 Religion Internship (Jr./Sr. standing)** **1-6 hours**
A practical supervised experience, generally in some kind of ministry setting or human services, accompanied by opportunities for personal reflection.
- 475 Senior Seminar (110)** **4 hours**
Senior Capstone Experience
This seminar may meet simultaneously with a Special Topics Seminar, with different topics chosen annually, focusing on significant religious themes, issues, or thinkers. Religious Studies majors should register under this course number and will be expected to write a Senior Thesis. Seminar discussion will include ethical issues in professions related to religion.
- 490 Special Topics Seminars** **2 or 4 hours**
Seminars on topics of current interest or recent scholarly developments. Recent examples have included The Holocaust, End Times, Death and Dying, and Understanding Islam.

Social Science—See page 131

Sociology Courses (SOCI)

- 101 Introduction to Sociology** **4 hours**
Satisfies American Experience requirement
Satisfies Service Learning Flag
Introduction to basic concepts and theories of sociology including social deviance, culture, socialization and race, gender, and social class issues.

Spanish—See page 169

Sports Management (SPRT)

Minor: Sports Management

Requirements for a minor in Sports Management:

A. Completion of the following required sports management courses:			
SPRT 230	Theory and Ethics of Coaching Athletes	2	
SPRT 320	Sports Administration and Organization	2	
SPRT 325	Sports Promotion and Marketing	2	
SPRT 450	Sports Management Internship	4	
Total Required Sports Management Courses			10
B. Complete the following support courses:			
ACCT 103	Principles of Accounting I	4	
BUSN 231	Principles of Management	4	
BUSN 232	Business Communications	2	
Complete 4 hours from the following:		4	
BUSN 341	Marketing	4	
COMM 330	Public Relations	4	
Total Required Support Courses			14
TOTAL HOURS REQUIRED FOR THE MINOR			24

Sports Courses (SPRT)

230 Theory and Ethics of Coaching Athletes	2 hours
A general overview of the theory and techniques of coaching interscholastic athletics. Emphasis is placed on ways to assist and motivate individuals and teams to improve their skills and performance. In addition, students in this course gain a thorough understanding of ethical behavior, rights and responsibilities of coaches and athletes, and standards of professional practice. Some models of coaching for sports will be included.	
254 Prevention and Care of Athletic Injuries (BIOL 207)	2 hours
A review of the nature of athletic injuries, prevention procedures, therapeutic aids, and subsequent treatment and rehabilitation for return to play.	
320 Sports Administration and Organization (BUSN 231, prereq. or coreq.)	2 hours
This course will introduce students to the field of sports administration. Some of the topics include personnel, budget, scheduling, contracts, legal issues and ethical issues of the sport industry.	
325 Sports Promotion and Marketing (BUSN 231, prereq. or coreq.)	2 hours
Students will become familiar with successful marketing and promotional campaigns in the sport industry. Some of the topics include sponsorships, merchandising, fundraising and target markets.	

450 Sports Management Internship (12 hours completed toward the minor)**1-4 hours**

Direct observation and/or work that allows the student to apply sports management knowledge under the supervision of an approved community sponsor.

Theatre (THTR) and Dance (DANC)**(Skewis-Arnett, ch., Moss)**

The Department of Theatre offers a major and minor in theatre.

The art of theatre depends upon knowledge of the entire process of theatrical production. To that end, the theatre curriculum includes courses emphasizing the interdependence of all aspects of production: acting, directing, and technical theatre. The program will advance students toward mastery of the creative areas of theatrical production; provide students opportunities to acquire and apply the art of theatre; prepare students for careers in education, acting, directing, technical theatre and graduate study in theatre arts. Students also benefit from field placements with regional professional companies as well as experience in on-campus productions. Competitive auditions are open to all members of the college community, regardless of major.

Productions are presented in Klinger-Neal Theatre which features variable performance space allowing for proscenium, thrust, and arena staging. A computerized lighting system enhances the students' wide range of performance, design and technical opportunities.

Major: Theatre (BA)**Minors: Theatre, Dance****THEATRE****Requirements for a major in Theatre:**

This major will lead to a BA degree.

A. Completion of the following required theatre courses:		
THTR 101	Introduction to Theatre	4
THTR 151	Dramatic Literature	4
THTR 219	Stagecraft	4
THTR 222	Acting I	4
THTR 310	Voice and Movement for Actors	4
THTR 321	Play Direction	4
THTR 336	Costume and Make-up Design	4
THTR 404*	Design for the Stage	
or		
THTR 444*	Advanced Special Topics	4
*Senior Capstone Experience		
Total Required Theatre Courses		32
B. Completion of 8 hours of elective courses:		
4 hours must be from THTR 255 or 256		8
4 hours from THTR 455 or 456 or Dance courses		
Total Elective Courses		8
TOTAL HOURS REQUIRED FOR THE MAJOR		40

C. Writing Endorsement

The Theatre Department will require written work by students in all courses in order to build fluency, critical thinking, and proficiency in writing skills and formal documentation. Majors in Theatre will be required to write a major research paper on a topic of their own choosing within the structure of a 300 or 400 level course, which will be evaluated for endorsement. The paper must embody a comprehensive, critical overview of a significant topic, historical period, movement, or figure in theatre.

Requirements for a minor in Theatre:**A. Completion of the following required theatre courses:**

THTR 101	Introduction to Theatre	4
THTR 151	Dramatic Literature	4
THTR 219	Stagecraft	4
THTR 222	Acting I	4
THTR 255	Applied Theatre	2
THTR 256	Applied Theatre	2
THTR 321	Play Direction	4
Total Required Theatre Courses		24

TOTAL HOURS REQUIRED FOR THE MINOR **24**

Theatre Courses (THTR)**101 Introduction to Theatre** **4 hours**

Satisfies Creative Expression requirement

A study of history, acting, costuming, and scenery.

144 Special Topics **2 or 4 hours**

Comprised of various subject areas selected as student interest, desire, or the availability of guest artists arises.

151 Dramatic Literature **4 hours**

A historical study of plays and playwrights.

200 History of Theatre **4 hours**

Satisfies Global Awareness requirement

History and development of the theatre from primitive ritual to the present.

219 Stagecraft **4 hours**

Satisfies Creative Expression requirement

Theory and practice of stage scenery and lighting.

222 Acting I **4 hours**

Satisfies Creative Expression requirement

This is the first course in a sequential study of acting with practice in body movement, vocal work, scene analysis, preparation and performance in realistic style.

244 Special Topics **2 or 4 hours**

Comprised of various subject areas selected as student interest, desire, or the availability of guest artists arises.

255 Applied Theatre	2 hours
Active participation in college productions.	
256 Applied Theatre (255)	2 hours
Active participation in college productions.	
310 Voice and Movement for Actors	4 hours
The study of anatomy, sounds, and the phonetic alphabet.	
321 Play Direction (101, 219)	4 hours
Theory of and practice in the elements of play directing.	
322 Acting II (222)	4 hours
Second in a sequential study of acting. A study of verse drama utilizing Shakespeare.	
336 Costume and Make-up Design	4 hours
A practical course in design techniques for costume and make-up design for the stage.	
404 Design for the Stage (219)	4 hours
<i>Senior Capstone Experience</i>	
Emphasis on the interdependence of scenic and lighting design with practical experience in perspective drawing and watercolor rendering.	
405 Professional Theatre Workshop (101, 219 or 222, 255, 256)	2 or 4 hours
Extensive hands-on working experience with a regional professional theatre.	
422 Acting III (222)	4 hours
A studio experience for the advanced student to work on period characterization and production styles.	
444 Advanced Special Topics (219, 222)	4 hours
<i>Senior Capstone Experience</i>	
Comprised of various subject areas selected by the advanced theatre student.	
455 Advanced Applied Theatre (255, 256)	2 hours
Active participation in college productions.	
456 Advanced Applied Theatre (255, 256, 455)	2 hours
Active participation in college productions.	
468 Summer Theatre Workshops	2 or 4 hours
Various subject are offered during the summer ranging from technical theatre to advanced acting, directing, and production techniques.	

DANCE

A minor in dance is available to students.

The dance program can involve students from a wide variety of disciplines. There is the potential benefit for student athletes (flexibility through ballet). Theatre and music

students may be able to enhance their applied performance experience in musical theatre and opera.

Requirements for a minor in Dance:

A.	Completion of 12 hours of technique courses from the following:	12
	DANC 101 Ballet I	4
	DANC 110 Jazz I	4
	DANC 120 Tap I	2
	DANC 130 Modern I	2
	DANC 201 Ballet II	4
	DANC 211 Jazz II	4
	DANC 221 Tap II	2
	DANC 231 Modern II	2
	DANC 303 Ballet III	4
	Total Technique Courses	12
B.	Completion of 4 hours of applied courses from the following:	4
	DANC 170 Applied Dance	1*
	DANC 471 Advanced Applied Dance	1*
	THTR 255 Applied Theatre	2**
	THTR 256 Applied Theatre	2**
	THTR 455 Applied Theatre	2**
	THTR 456 Applied Theatre	2**
	Total Applied Courses	4
C.	Completion of elective courses:	5
	Total Elective Courses	5
	TOTAL HOURS REQUIRED FOR THE MINOR	21

*Can be repeated for credit

**Musical or Opera production only

Dance Courses (DANCE)

100	Introduction to Dance	2 hours
	The study and performance of multiple dance forms.	
101	Ballet I	4 hours
	The first course in a sequential study of ballet with traditional classroom exercises concentrating on vocabulary and technique.	
110	Jazz I	4 hours
	The study of basic Jazz techniques and cultural influences.	
120	Tap I	2 hours
	<i>Satisfies Creative Expression requirement</i>	
	An introduction to Tap technique, concentrating on rhythm and agility.	
130	Modern I	2 hours
	<i>Satisfies Creative Expression requirement</i>	
	The sequential study of modern dance techniques and exploration of the raw elements of movement.	

140 Social Dance	2 hours
The study of social dance highlighting the dances of the 20 th Century.	
170 Applied Dance	1 hour
Participation in dance production. May be repeated for credit.	
201 Ballet II (101)	4 hours
Second course in a sequential study of ballet. The course includes continued technical progression with concentration on the three schools of classical ballet.	
211 Jazz II (110)	4 hours
The continued study of Jazz through technique and choreography.	
221 Tap II (120)	2 hours
The continued study of Tap and its theatrical history.	
231 Modern II (130)	2 hours
Advanced study in modern dance technique including exploration of choreography.	
303 Ballet III (201)	4 hours
The advanced study of ballet. This course will include repertoire for the major ballets, and a look into the future of ballet.	
451 Dance History	4 hours
The study of early dance, the classical era, and 20th Century dance.	
471 Advanced Applied Dance (170)	1 hour
Advanced participation in dance production. May be repeated for credit.	
476 Choreography (303)	2 hours
The study of past and present choreography techniques.	

Interdepartmental Offerings

ADVERTISING

Requirements for a major in Advertising:

This major will lead to a BS degree.

A. Completion of the following required art courses:		
ART 210	Graphic Design I	4
ART 265	Photography	4
ART 320	Graphic Design II	4
ART 275	Web Design/Interactive Media	
or		
ART 310	Typography	4
Total Required Art Courses		16

- B. Completion of the following required business courses:
- | | | |
|--|-----------------------|-----------|
| BUSN 341 | Marketing | 4 |
| BUSN 342 | Advertising | 4 |
| BUSN 345 | Personal Selling | 2 |
| BUSN 346 | Marketing Research | 2 |
| BUSN 347* | Advertising Campaigns | 4 |
| *Senior Capstone Experience | | |
| Total Required Business Courses | | 16 |
- C. Completion of the following required mass communication courses:
- | | | |
|--|------------------------------------|-----------|
| COMM 101 | Introduction to Mass Communication | 4 |
| COMM 311 | Law of Mass Communication | 4 |
| COMM 330 | Public Relations | 4 |
| Complete 4 hours from the following: | | 4 |
| COMM 104 | Audio Production | 4 |
| COMM 105 | Television Studio | 4 |
| COMM 206 | Field Video | 4 |
| Total Required Mass Communication Courses | | 16 |
- D. Completion of the following support courses:
- | | | |
|---------------------------------------|--|----------|
| ACCT 103 | Principles of Accounting I | |
| or | | |
| MATH 150 | Elementary Probability and Statistics | 4 |
| | Elective from ART, BUSN, or COMM
(internship recommended) | 4 |
| Total Required Support Courses | | 8 |
- TOTAL HOURS REQUIRED FOR THE MAJOR** **56**
- E. Writing Endorsement
Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written proficiency requirement of the major. The most recent edition of the MLA Handbook will be used as the standard for citations and writing.
- F. Additional Requirements
- Participate in Center for Entrepreneurship Education activities and programs;
 - Attend workshops for resume preparation, job interview skills, and business etiquette;
 - Build a portfolio as part of the capstone experience

Requirements for a minor in Advertising:

- A. Completion of the following required art courses:
- | | | |
|-----------------------------------|------------------------------|----------|
| ART 210 | Graphic Design I | 4 |
| ART 275 | Web Design/Interactive Media | 4 |
| Total Required Art Courses | | 8 |

B.	Completion of the following required business courses:		
	BUSN 341	Marketing	4
	BUSN 342	Advertising	4
	Total Required Business Courses		8
C.	Completion of the following required mass communication course:		
	COMM 330	Public Relations	4
	Total Required Mass Communication Course		4
D.	Complete 4 hours from the following:		4
	ART 320	Graphic Design II	4
	BUSN 347	Advertising Campaigns	4
	COMM 206	Field Video	4
	Total Support Courses		4
	TOTAL HOURS REQUIRED FOR THE MINOR		24

CORPORATE COMMUNICATIONS

Requirements for a major in Corporate Communications:

This major will lead to a BS degree.

A.	Completion of the following required art courses:		
	ART 210	Graphic Design I	4
	ART 265	Photography	4
	ART 275	Web Design/Interactive Media	
	or		
	ART 310	Typography	4
	Total Required Art Courses		12
B.	Completion of the following required accounting/business courses:		
	ACCT 103	Principles of Accounting I	4
	BUSN 231	Principles of Management	4
	BUSN 232	Business Communications	2
	BUSN 341	Marketing	4
	BUSN 342	Advertising	4
	BUSN 345	Personal Selling	2
	BUSN 346	Marketing Research	2
	BUSN 347*	Advertising Campaigns	4
	BUSN 401	Business Ethics	2
	*Senior Capstone Experience		
	Total Required Accounting/Business Courses		28
C.	Completion of the following required mass communication courses:		
	COMM 215	Writing for the Media	4
	COMM 330	Public Relations	4
	Complete 4 hours from the following:		4
	COMM 104	Audio Production	4
	COMM 105	Television Studio	4
	COMM 206	Field Video	4
	Total Required Mass Communication Courses		12

D.	Completion of the following support courses:		
	MATH 150	Elementary Probability and Statistics	4
	Total Required Support Courses		4

TOTAL HOURS REQUIRED FOR THE MAJOR **56**

- E. Writing Endorsement
Each student must achieve a minimum level of writing proficiency to graduate. Instructors in the student's senior capstone experience will assign a supervised writing project. This project will be used to judge the student's ability to write for the profession as well as showing evidence of creativity and critical thinking. Writing will require research and in some cases be accompanied with oral presentation. Upon successful completion of this project, the course instructor will notify the department chair that the student has met the written proficiency requirement of the major. The most recent edition of the [MLA Handbook](#) will be used as the standard for citations and writing.
- F. Additional Requirements
- Participate in Center for Entrepreneurship Education activities and programs;
 - Attend workshops for resume preparation, job interview skills, and business etiquette;
 - Build a communications portfolio as part of the capstone experience

WOMEN'S STUDIES

Requirements for a minor in Women's Studies:

A.	Complete at least 4 hours from the following:	4-8
	POLS 342	Human Rights, Women's Rights
	PSYC 405	Psychology of Gender
		4
		4
B.	Complete at least 8 hours from the following:	8-12
	ENGL 245	Women and Literature
	HIST 263/463	History of American Women
	RELG 365	Women and Religion
		4
		4
C.	Complete at least 2 hours from the following:	2
	POLS 366	Women in United States Politics
	POLS 450*	Internship in U.S. Politics
	POLS 472*	Senior Thesis
	POLS 479*	Major Service Project
	POLS 480*	Preceptorship in Political Science
		2
		2

*Course must be approved by the Women's Studies Committee

TOTAL HOURS REQUIRED FOR THE MINOR **18**

Directory

Tuition and Fees

Tuition and fees at Morningside College cover both instructional and supporting services. For students taking nine credit hours or more, a general fee will be charged which is distributed to the Student Government, Student Health Service, and Technology Services.

A reserve deposit is required of each student taking nine undergraduate hours or more. The deposit will be refunded after graduation or withdrawal unless the student should forfeit the balance of the deposit to pay for library fines, laboratory breakage, residence hall damage, parking fines, or an outstanding student account balance. The reserve deposit must be maintained at \$100.00.

Enrollment that exceeds eighteen hours for any semester regardless if it is for credit or non-credit will be charged at the hourly overload tuition rate.

Students registered for a total of twelve undergraduate hours or more in combined day and evening classes/courses will pay the full-time tuition and fees.

Senior citizens may register for part-time undergraduate credit or audit at reduced rates.

All students living in the college residence halls are required to choose one of the available meal plans. Resident students working off-campus shall make the necessary arrangements with the Food Service Director.

All charges are subject to change by action of the College Administration.

Tuition and Fees 2006-2007 (effective 08/01/06)

Estimated Costs	First Semester	Second Semester
Tuition (12-18 hours)	\$9,015	\$9,015
Tuition over 18 hours (\$580 per hour)		
General Fee (nine hours or more)	485	485
(\$80 Student Govt., \$30 Health Service, \$375 Technology)		
Room	1,530	1,530
Board	1,435	1,435
Reserve Deposit (9 hours or more)	100	
Estimated Book Cost	<u>400</u>	<u>400</u>
Total	\$12,965	\$12,865

Part-Time Students

Tuition per hour-daytime (1 through 8 hours)	\$ 345
Tuition per hour-daytime(9 through 11 hours)	580
Tuition per hour-graduate	150
Tuition per hour-summer undergraduate	225
Tuition per hour-audit (day or evening)	100
Tuition per hour-senior citizen (60+) for audit.	20
Tuition per hour-senior citizen (60+) for credit	half regular tuition

Other Costs

Parking Permit per year	\$ 50
Private music lessons (1 credit hour)	350
Private music lessons (2 credit hours or more)	470

Summer General Fee (per session)	20
Graduation Fee.	100
Student Teaching Fee per semester	170
Transcript Fee	5
Transcript Fee including overnight mail	20
Late Registration Fee	30
Re-admit Fee	100
Payment Plan Fee (check)	50
Payment Plan Fee (ACH)	25
Focus Program (per semester) (1st year)	1,550
Focus Program (per semester) (after 1st year)	825
Monthly Finance Charge	1.5% per month, 18% A.P.R.

Meal Plans (per semester)

Flex Plan (120 meals + \$245 credit at Buck's)	\$1,435
19 Meal Plan (19 meals/week in Dining Room)	1,435
12 Plus \$75 Plan (12 meals/week + \$75 at Buck's)	1,435

Payment Policy

Satisfactory financial arrangements must be made before a student may complete his/her registration. All new and readmitted students pay a reserve deposit of \$100.00 at the time of acceptance. Students who are readmitted after leaving school for at least one semester must pay the balance of any outstanding charges from the previous enrollment plus the \$100.00 reserve deposit.

Balance of the charges for a term are due on the first day of the term unless the student completes a credit agreement. The Single-term Credit Agreement provides credit for the duration of the term and carries a 1.5% monthly FINANCE CHARGE. The FINANCE CHARGE is assessed on the last day of the month on the balance of charges older than thirty days less all credits and outstanding FINANCE CHARGES. The ANNUAL PER-CENTAGE RATE is 18%. The balance of the charges for the term must be paid in full before registration for a new term will be allowed.

Full-time students who owe \$1,000.00 or more per semester after deducting gift aid and loans must set up a monthly payment plan. No student should owe over \$1,000.00 by October 15 (for Fall Term) or February 28 (for Spring Term) without being on a payment plan. There are ten-month and eight-month payment plans available through ACH direct debit (Auto Plan) or through a check plan which allow students to make ten or eight monthly payments, respectively. Contact the Business Office (712) 274-5117 to set up these plans. Students owing \$1,000.00 or more per semester after deducting gift aid and loans, who fail to set up a payment plan will be charged monthly FINANCE CHARGES plus a \$40 monthly late payment fee. A late payment fee of \$40 will also be charged if schedule payments are missed. On October 15 (for Fall Term) or February 28 (for Spring Term), or any time thereafter a student may be suspended for non-payment of indebtedness to the College. If the account is later paid, the student may seek reinstatement.

Students who do not complete the requirements for graduation will be required to pay their account balance in full before they will be allowed to receive an official or unofficial transcript of grades.

Students who have completed their degree requirements will be eligible to receive a diploma and transcripts of their academic work provided their account balance is paid in full.

Credit Terms and Conditions

1. A FINANCE CHARGE will be assessed on the last day of the month on the unpaid balance of charges older than 30 days less all credits and outstanding FINANCE CHARGES. The ANNUAL PERCENTAGE RATE is equal to 18%.
2. Students may not register for a new academic term if the account balance is not paid in full.

2006-2007 Refund/Repayment Policy

If a student *officially* withdraws from Morningside College prior to completing 60 percent of the term, institutional charges for tuition, technology fee, room and board will be refunded based on the percentage of the term that has not been completed. Financial aid awarded will be returned to the federal, state, and Morningside programs based on the same percentage. 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. In simple terms — if the student *officially* withdraws after completing 20 percent of the term, the student would only be charged for 20 percent of the applicable tuition, technology fee, room, and board and would retain 20 percent of their financial aid.

During the first week of the term and off-site terms (or the first day of Summer Sessions), 100% of the tuition, technology fee, room and board charges will be refunded.

After the 60 percent point in the term, no refund will be granted nor will financial aid be reduced. The portion of the term completed is based on calendar days from the first day of the term through the last scheduled day of finals, including weekends and mid-term breaks of less than five days.

Withdrawal date, the day the student withdraws, is the date (determined by the school) that:

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

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

Music Fees	no refund after the first week of the term
Parking Fees	no refund
Student Teaching Fees	no refund
General Fees	no refund
Technology Fees	same as tuition
Insurance	no refund
unless student enters the military service in which case the premium will be pro-rated.	

To officially withdraw, a student must complete a Withdrawal Form, which can be obtained in the Dean of Student's Office.

Dismissal from Morningside College

Students who are dismissed from the college must vacate their rooms within 24 hours. No tuition, room, board, or fees will be refunded. If the student received federal Title IV financial aid, and is dismissed prior to completing 60 percent of the term, the federal aid programs will be refunded in accordance with federal policies and based on percentage of the term not completed.

Dropping a Class/Partial Withdrawal

During the first week of a semester (first day of Summer Sessions), 100% of tuition, room, board, and technology fee is refunded. There is no refund for partial reductions in enrollment after the second week of a semester or the third day of a Summer Session.

2006-2007 Refund Policy Chart - Fall 2006

<u>Date</u>	<u>Day</u>	<u>% Comp</u>	<u>% Refund</u>	<u>Date</u>	<u>Day</u>	<u>% Comp</u>	<u>% Refund</u>
08/29/06	1	1.0%	100.0%	10/23/06	56	53.8%	46.2%
08/30/06	2	1.9%	100.0%	10/24/06	57	54.8%	45.2%
08/31/06	3	2.9%	100.0%	10/25/06	58	55.8%	44.2%
09/01/06	4	3.8%	100.0%	10/26/06	59	56.7%	43.3%
09/02/06	5	4.8%	100.0%	10/27/06	60	57.7%	42.3%
09/03/06	6	5.8%	100.0%	10/28/06	61	58.7%	41.3%
09/04/06	7	6.7%	100.0%	10/29/06	62	59.6%	40.4%
09/05/06	8	7.7%	92.3%	10/30/06	63	60.6%	0.0%
09/06/06	9	8.7%	91.3%	10/31/06	64	61.5%	0.0%
09/07/06	10	9.6%	90.4%	11/01/06	65	62.5%	0.0%
09/08/06	11	10.6%	89.4%	11/02/06	66	63.5%	0.0%
09/09/06	12	11.5%	88.5%	11/03/06	67	64.4%	0.0%
09/10/06	13	12.5%	87.5%	11/04/06	68	65.4%	0.0%
09/11/06	14	13.5%	86.5%	11/05/06	69	66.3%	0.0%
09/12/06	15	14.4%	85.6%	11/06/06	70	67.3%	0.0%
09/13/06	16	15.4%	84.6%	11/07/06	71	68.3%	0.0%
09/14/06	17	16.3%	83.7%	11/08/06	72	69.2%	0.0%
09/15/06	18	17.3%	82.7%	11/09/06	73	70.2%	0.0%
09/16/06	19	18.3%	81.7%	11/10/06	74	71.2%	0.0%
09/17/06	20	19.2%	80.8%	11/11/06	75	72.1%	0.0%
09/18/06	21	20.2%	79.8%	11/12/06	76	73.1%	0.0%
09/19/06	22	21.2%	78.8%	11/13/06	77	74.0%	0.0%
09/20/06	23	22.1%	77.9%	11/14/06	78	75.0%	0.0%
09/21/06	24	23.1%	76.9%	11/15/06	79	76.0%	0.0%
09/22/06	25	24.0%	76.0%	11/16/06	80	76.9%	0.0%
09/23/06	26	25.0%	75.0%	11/17/06	81	77.9%	0.0%
09/24/06	27	26.0%	74.0%	11/18/06	82	78.8%	0.0%
09/25/06	28	26.9%	73.1%	11/19/06	83	79.8%	0.0%
09/26/06	29	27.9%	72.1%	11/20/06	84	80.8%	0.0%
09/27/06	30	28.8%	71.2%	11/21/06	85	81.7%	0.0%
09/28/06	31	29.8%	70.2%	11/22/06			
09/29/06	32	30.8%	69.2%	11/23/06		Break Of Five	
09/30/06	33	31.7%	68.3%	11/24/06		Or	
10/01/06	34	32.7%	67.3%	11/25/06		More Days	
10/02/06	35	33.7%	66.3%	11/26/06			
10/03/06	36	34.6%	65.4%	11/27/06	86	82.7%	0.0%
10/04/06	37	35.6%	64.4%	11/28/06	87	83.7%	0.0%
10/05/06	38	36.5%	63.5%	11/29/06	88	84.6%	0.0%
10/06/06	39	37.5%	62.5%	11/30/06	89	85.6%	0.0%
10/07/06	40	38.5%	61.5%	12/01/06	90	86.5%	0.0%
10/08/06	41	39.4%	60.6%	12/02/06	91	87.5%	0.0%
10/09/06	42	40.4%	59.6%	12/03/06	92	88.5%	0.0%
10/10/06	43	41.3%	58.7%	12/04/06	93	89.4%	0.0%
10/11/06	44	42.3%	57.7%	12/05/06	94	90.4%	0.0%
10/12/06	45	43.3%	56.7%	12/06/06	95	91.3%	0.0%
10/13/06	46	44.2%	55.8%	12/07/06	96	92.3%	0.0%
10/14/06	47	45.2%	54.8%	12/08/06	97	93.3%	0.0%
10/15/06	48	46.2%	53.8%	12/09/06	98	94.2%	0.0%
10/16/06	49	47.1%	52.9%	12/10/06	99	95.2%	0.0%
10/17/06	50	48.1%	51.9%	12/11/06	100	96.2%	0.0%
10/18/06	51	49.0%	51.0%	12/12/06	101	97.1%	0.0%
10/19/06	52	50.0%	50.0%	12/13/06	102	98.1%	0.0%
10/20/06	53	51.0%	49.0%	12/14/06	103	99.0%	0.0%
10/21/06	54	51.9%	48.1%	12/15/06	104	100.0%	0.0%
10/22/06	55	52.9%	47.1%				

2006-2007 Refund Policy Chart - Spring 2007

Date	Day	% Comp	% Refund	Date	Day	% Comp	% Refund
01/10/07	1	1.0%	100.0%	03/11/07			
01/11/07	2	1.9%	100.0%	03/12/07	53	50.5%	49.5%
01/12/07	3	2.9%	100.0%	03/13/07	54	51.4%	48.6%
01/13/07	4	3.8%	100.0%	03/14/07	55	52.4%	47.6%
01/14/07	5	4.8%	100.0%	03/15/07	56	53.3%	46.7%
01/15/07	6	5.7%	100.0%	03/16/07	57	54.3%	45.7%
01/16/07	7	6.7%	100.0%	03/17/07	58	55.2%	44.8%
01/17/07	8	7.6%	92.4%	03/18/07	59	56.2%	43.8%
01/18/07	9	8.6%	91.4%	03/19/07	60	57.1%	42.9%
01/19/07	10	9.5%	90.5%	03/20/07	61	58.1%	41.9%
01/20/07	11	10.5%	89.5%	03/21/07	62	59.0%	41.0%
01/21/07	12	11.4%	88.6%	03/22/07	63	60.0%	40.0%
01/22/07	13	12.4%	87.6%	03/23/07	64	61.0%	0.0%
01/23/07	14	13.3%	86.7%	03/24/07	65	61.9%	0.0%
01/24/07	15	14.3%	85.7%	03/25/07	66	62.9%	0.0%
01/25/07	16	15.2%	84.8%	03/26/07	67	63.8%	0.0%
01/26/07	17	16.2%	83.8%	03/27/07	68	64.8%	0.0%
01/27/07	18	17.1%	82.9%	03/28/07	69	65.7%	0.0%
01/28/07	19	18.1%	81.9%	03/29/07	70	66.7%	0.0%
01/29/07	20	19.0%	81.0%	03/30/07	71	67.6%	0.0%
01/30/07	21	20.0%	80.0%	03/31/07	72	68.6%	0.0%
01/31/07	22	21.0%	79.0%	04/01/07	73	69.5%	0.0%
02/01/07	23	21.9%	78.1%	04/02/07	74	70.5%	0.0%
02/02/07	24	22.9%	77.1%	04/03/07	75	71.4%	0.0%
02/03/07	25	23.8%	76.2%	04/04/07	76	72.4%	0.0%
02/04/07	26	24.8%	75.2%	04/05/07			
02/05/07	27	25.7%	74.3%	04/06/07	Break Of Five Or More Days		
02/06/07	28	26.7%	73.3%	04/07/07			
02/07/07	29	27.6%	72.4%	04/08/07			
02/08/07	30	28.6%	71.4%	04/09/07			
02/09/07	31	29.5%	70.5%	04/10/07	77	73.3%	0.0%
02/10/07	32	30.5%	69.5%	04/11/07	78	74.3%	0.0%
02/11/07	33	31.4%	68.6%	04/12/07	79	75.2%	0.0%
02/12/07	34	32.4%	67.6%	04/13/07	80	76.2%	0.0%
02/13/07	35	33.3%	66.7%	04/14/07	81	77.1%	0.0%
02/14/07	36	34.3%	65.7%	04/15/07	82	78.1%	0.0%
02/15/07	37	35.2%	64.8%	04/16/07	83	79.0%	0.0%
02/16/07	38	36.2%	63.8%	04/17/07	84	80.0%	0.0%
02/17/07	39	37.1%	62.9%	04/18/07	85	81.0%	0.0%
02/18/07	40	38.1%	61.9%	04/19/07	86	81.9%	0.0%
02/19/07	41	39.0%	61.0%	04/20/07	87	82.9%	0.0%
02/20/07	42	40.0%	60.0%	04/21/07	88	83.8%	0.0%
02/21/07	43	41.0%	59.0%	04/22/07	89	84.8%	0.0%
02/22/07	44	41.9%	58.1%	04/23/07	90	85.7%	0.0%
02/23/07	45	42.9%	57.1%	04/24/07	91	86.7%	0.0%
02/24/07	46	43.8%	56.2%	04/25/07	92	87.6%	0.0%
02/25/07	47	44.8%	55.2%	04/26/07	93	88.6%	0.0%
02/26/07	48	45.7%	54.3%	04/27/07	94	89.5%	0.0%
02/27/07	49	46.7%	53.3%	04/28/07	95	90.5%	0.0%
02/28/07	50	47.6%	52.4%	04/29/07	96	91.4%	0.0%
03/01/07	51	48.6%	51.4%	04/30/07	97	92.4%	0.0%
03/02/07	52	49.5%	50.5%	05/01/07	98	93.3%	0.0%
03/03/07				05/02/07	99	94.3%	0.0%
03/04/07				05/03/07	100	95.2%	0.0%
03/05/07	Break Of Five Or More Days			05/04/07	101	96.2%	0.0%
03/06/07				05/05/07	102	97.1%	0.0%
03/07/07				05/06/07	103	98.1%	0.0%
03/08/07				05/07/07	104	99.0%	0.0%
03/09/07				05/08/07	105	100.0%	0.0%
03/10/07							

Treatment of Aid When a Student Withdraws

Student's Name: Joe Morningside Social Security #: 111-11-1111
 Date Completed: 10-23-2006 Date Student Withdrew: 10-23-2006
 Enrollment Start Date: 8-29-2006 Enrollment End Date: 12-15-2006

Step 1: Student's Aid Information

	Net Amount Disbursed	Net Amount That Could Have Been Disbursed		Net Amount Disbursed	Net Amount That Could Have Been Disbursed
1. Unsub. Staf. Loan			5. Pell Grant	<u>1,200.00</u>	
2. Sub. Staf. Loan	<u>\$ 1,313.00</u>		6. FSEOG		
3. Perkins Loan	<u>\$ 500.00</u>		7. Other Title IV Prog.		
4. PLUS Loan					

A. Total aid disbursed (NOT aid that could have been disbursed for the payment period or period of enrollment): A \$ 3,013.00

B. Total of aid disbursed plus the Title IV aid that could have been disbursed for the payment period or period of enrollment: B \$ 3,013.00

Step 2: Percentage of Aid Earned

C. If school is not required to take attendance and student withdrew without notification, enter 50% in Box C and proceed to Step 3 OR school may enter a last date of attendance at an academically-related activity for "withdrawal date" and proceed from there.

56 divided by 104 = 53.8%
 Completed Days Total Days

If amount is less than or equal to 60%, enter this amount in Box C. If this amount is greater than 60% (with or without rounding), enter 100% in Box C.

C 53.8%

Step 3: Amount of Aid Earned by the Student

D. Percentage of aid earned (Box C) x the total of aid disbursed plus the aid that could have been disbursed for the payment period or period of enrollment (Box B).

53.8% x \$3,013.00 = \$ 1,620.99
 Box C Box B D

Step 4: Total Aid to be Disbursed or Returned

If the amount in Box D is greater than the amount in Box A, go to item E. If the amount in Box A is greater than the amount in Box D, go to item F. If the amounts in Boxes A and D are equal, STOP. No further action is necessary.

E. Post-withdrawal disbursement. Subtract aid disbursed for the payment period or period of enrollment (Box A) from the amount of aid earned (Box D). This is the amount of the post-withdrawal disbursement due. Stop here and go to the post-withdrawal disbursement tracking sheet.

\$ 1,620.99 - \$3,013.00 =
 Box D Box A E

F. Aid to be returned. Subtract the amount of aid earned (Box D) from Title IV aid disbursed for the payment period or period of enrollment (Box A). This is the amount of aid that must be returned.

\$3,013.00 - \$ 1,620.99 = \$ 1,392.01
 Box A Box D F

Student's Name: Joe MorningsideSocial Security #: 111-11-1111**Step 5: Amount of Unearned Aid Due from the SCHOOL**

G. Institutional charges for the payment period or period of enrollment

Tuition	<u>\$9,015.00</u>	Room	<u>\$ 1,530.00</u>	Books	<u>—</u>
Tech Fee	<u>\$ 375.00</u>	Board	<u>\$1,435.00</u>	Other	<u>—</u>
Health/Activity Fee	<u>\$ 80.00</u>				

Total Institutional Charges Ga \$ 12,435.00Total Institutional Charges that are refundable (Tuition, Tech Fee, Room, Board)G \$ 12,355.00H. Percentage of aid unearned (100% - Box C) H 46.2%

I. Multiply institutional charges for the payment period or period of enrollment (Box G) times the percentage of aid unearned (Box H).

<u>\$12,355.00</u>	x	<u>46.2%</u>	=	
Box G		Box H		I <u>\$ 5,708.01</u>

J. Compare the amount of aid to be returned (Box F) to Box I and enter the lesser amount.

J \$ 1,392.01**STEP 6: Return of Funds by the SCHOOL**

The school must return the unearned aid for which the school is responsible (Box J) by repaying funds to the following sources, in order, up to the total net amount disbursed from each source.

Amount for School to Return	Amount for School to Return
1. Unsub. Staf. Loan	5. Pell Grant
2. Sub. Staf. Loan <u>\$ 1,313.00</u>	6. FSEOG Grant
3. Perkins Loan <u>79.01</u>	7. Other Title IX
4. Plus Loan	

STEP 7: Initial Amount of Unearned Aid Due from the STUDENT

K. Subtract the amount of aid due from the school (Box J) from the amount of aid to be returned (Box F).

<u>\$1,392.01</u>	-	<u>\$1,392.01</u>	=	
Box F		Box J		K <u>\$ (0.00)</u>

STEP 8: Return of Funds by the STUDENT

The student (or parent for a Plus loan) must return unearned aid for which the student is responsible (Box K) by repaying funds to the following sources, in order, up to the total net amount disbursed from each source, after subtracting the amount the school will return. Amounts to be returned to grants are reduced by 50%.

Amount for Student to Return	Initial Amount to Return	Amount for Student to Return
1. Unsub. Staf. Loan \$ <u>—</u>	5. Pell Grant \$ <u>—</u> x 50%= \$ <u>—</u>	
2. Sub. Staf. Loan \$ <u>—</u>	6. FSEOG \$ <u>—</u> x 50%= \$ <u>—</u>	
3. Perkins Loan \$ <u>—</u>	7. Other Title IX \$ <u>—</u> x 50%= \$ <u>—</u>	
4. Plus Loan \$ <u>—</u>	\$ <u>—</u> x 50%= \$ <u>—</u>	

*Loan amounts are returned in accordance with the terms of the promissory note. No further action is required other than notification to the holder of the loan of the student's withdrawal date.

Post-Withdrawal Disbursement Tracking Sheet

Student's Name: Joe Morningside Social Security #: 111-11-1111

Amount of Post-Withdrawal Disbursement

A. Amount from Box E of "Treatment of Title IV Funds When a Student Withdrawal" Worksheet

A \$ -

Post-Withdrawal Disbursement Credited to Student's Account

B. Total outstanding charges on student's account B \$ -

C. Total amount of post-withdrawal disbursements credited to student's account

* Amount of post-withdrawal disbursement credited for tuition, fees, room, and board (if a student contracts with the institution) \$ -

* Amount of post-withdrawal disbursement credited for other current charges + \$ -

* Amount of post-withdrawal disbursement credited for minor prior year charges + \$ -

Total Amount Credited to Account C \$ -

D. Student and/or parent authorization to credit account for other current charges or minor prior year charges (if necessary) obtained on ____/____/____

E. If a post-withdrawal disbursement of loan funds is credited to account, date of notification to student and/or parent ____/____/____

Post-Withdrawal Disbursement Offered to Student/Parent

F. Total amount of post-withdrawal disbursement (Box A) - amount of post-withdrawal disbursement credited to student's account (Box C) = Total amount to offer to student/parent F \$

G. Notification sent to student and/or parent ____/____/____

H. Response received from student and/or parent ____/____/____
_____ Response not received

I. Amount accepted _____ I \$

J. Accepted funds sent on ____/____/____

Post-Withdrawal Disbursement Made From

Pell Grant	\$ -	Subsidized Student Loan	\$ -
FSEOG	\$ -	Unsubsidized Student Loan	\$ -
Other Title IV programs (grants)	\$ -	Perkins Loan	\$ -
		PLUS Loan	\$ -
		Other Title IV programs (loans)	\$ -

Student's Name: Joe Morningside

Social Security #: 111-11-1111

Student Account Information

Prior Balance:

Current Semester Charges:	Originally Billed	% of Refund	Refund Amount	Final Bill	Balance
Tuition	\$ 9,015.00	46.2%	\$ 4,164.93	\$ 4,850.07	
Tech Fee	\$ 375.00	46.2%	\$ 173.25	\$ 201.75	
Health/Activity Fee	\$ 80.00	0.0%	\$ -	\$ 80.00	
Room	\$ 1,530.00	46.2%	\$ 706.86	\$ 823.14	
Board	\$ 1,435.00	46.2%	\$ 662.97	\$ 772.03	
Books	-	0.0%	\$ -	\$ -	
Misc.	\$ -	0.0%	\$ -	\$ -	
Total:	\$ 12,435.00		\$ 5,708.01	\$6,726.99 +	\$ 6,726.99

Current Semester Aid:	Original Award	% of Refund	Aid Returned	Revised Award	
Unsub. Staf. Loan	\$ -	Calculated Above	\$ -	\$ -	
Sub. Staf. Loan	\$ 1,313.00		\$ 1,313.00	\$ -	
Perkins Loan	\$ 500.00		\$ 79.01	\$ 420.99	
PLUS Loan	\$ -		\$ -	\$ -	
Pell Grant	\$ 1,200.00		\$ -	\$ 1,200.00	
FSEOG	\$ -		\$ -	\$ -	
Other Title IV	\$ -		\$ -	\$ -	
M'side Grants/Scholar.	\$ 4,587.00	46.2%	\$ 2,119.19	\$ 2,467.81	
Iowa Tuition Grant	\$ 1,950.00	46.2%	\$ 900.90	\$ 1,049.10	
Iowa Grant	\$ -	46.2%	\$ -	\$ -	
Partnership Loan	\$ -	0.0%	\$ -	\$ -	
Other	\$ -	0.0%	\$ -	\$ -	
	\$ 9,550.00	0.0%	\$ 4,412.10	\$ 5,137.90	\$ 5,137.90

Final Balance:

This Semester

Total

\$ 1,589.09

\$ 1,589.09

Other Fees

Transcripts: Official transcripts may be requested from the Registrar's Office for \$5 each. Transcripts sent by overnight mail will cost \$20 each. Requests must be in writing and submitted at the Registrar's Office. An official transcript will be released only when financial obligations for enrollment periods prior to the current period are paid in full. A composite record of grades will be released at any time to any currently enrolled Morningside student.

Late Registration: A late registration fee of \$30.00 is charged to those who do not complete their enrollment on validation day at the start of each semester. Enrollment is not completed until settlement for tuition, fees and any other charges has been made at the Business Office.

Student Insurance: All full-time students must show proof of insurance or be enrolled in a student health insurance plan. The cost is automatically assessed at the beginning of the academic year.

Changes in Requirements and Expenses: The college reserves the right to change the regulations governing admission, tuition, or other expenses, the granting of degrees, or any regulation affecting the student body. Such changes, academic or otherwise, shall take effect whenever the administration determines that the changes do not create hardship or injustice to students already registered.

Non-Discrimination Program

Morningside College subscribes to a basic non-discrimination policy by:

1. Publishing our declared policy in our faculty, student and employee handbooks, which have wide circulation.
2. Publishing this non-discrimination policy in the community-off campus as well as on campus.
3. Investigating and making certain that this policy has actively been applied in all phases of student and employee relations.
4. Making a determined effort to seek out minority students for enrollment and employees for positions for which they are qualified.
5. Publishing Morningside's policy to the effect that the College makes no distinction on the ground of race, color, sex, age, creed, sexual orientation or national origin or physical or mental disability in the admission practices relating to the treatment of students, including the affording to all students opportunities to participate in any educational, cultural, recreational, athletic, social, or other programs or activities.
6. Enumerating emphatically our policy of non-discrimination in the areas of housing, dining halls, student recreation, lounges, and health centers, or any other college facility, showing that there is no segregation or different treatment or requirement or condition which must be met in order to use these facilities.
7. Making known our financial aid program which affords minority group student scholarships, grants, loans, and work opportunities.
8. Notifying employment agencies of our declared policy and seeking their aid in referring to Morningside possible employees who will help in obtaining the goals of this policy.
9. Instructing all administrative personnel of their responsibility and authority to carry out this declared policy.

10. Finding fair and just solutions for problems of discrimination relating to race, color, religion, sex, creed, sexual orientation, age, national origin or physical or mental disability.
11. Publishing a grievance procedure which is available to all Morningside employees and students. Any employee, student or group of students who feel discriminated against on the basis of race, color, religion, sex, age, creed, sexual orientation, national origin or physical or mental disability may obtain confidential advice, consultation, and assistance from the Office of Student Services, Director of Equal Opportunity, and the Section 504/Title IX Officer, Ronald A. Jorgensen, who may be reached at the Business Office. The telephone number is 274-5128. A copy of the Grievance Policy and Procedures is available upon request at the Office of Student Services, Dean of the College, or the Business Office.

Grievance Policy and Procedures

It is the policy of Morningside College to find fair and just solutions for problems of discrimination relating to race, color, religion, sex, age, creed, sexual orientation, national origin, or physical or mental disability. The College has adopted a grievance procedure which is available to all Morningside personnel.

Any person or group of persons who feel discriminated against on the basis of race, color, religion, sex, age, creed, sexual orientation, national origin, or physical or mental disability may obtain confidential advice, consultation, and assistance from the Office of Student Affairs, the Director of Human Resources, or the Section 504/Title IX Officer. A copy of the Grievance Policy and Procedures is available upon request at the Office for Student Affairs or the Business Office.

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 College must have written permission from the student before releasing any information from the student's record. FERPA does, however, authorize disclosure without consent in certain situations. For example, disclosure without consent can be made to school officials with a legitimate education interest in the record.

A school official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position; a person or company with whom the institution has contracted (i.e., an auditor, attorney or collection agency); a person serving on the Board of Trustees; a student serving on an official committee or assisting another school official in performing his/her task. A legitimate education interest exists if

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

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

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

- Name
- Local and permanent addresses
- Telephone number(s)
- E-mail 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 to prevent directory information from being released. In order to maintain directory information as confidential, a student must sign a non-release form in Student Services by the end of the second week of the fall semester. This release restriction is effective for the academic year and must be filed each year.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Morningside College 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

Sexual Harassment

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

Definition

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

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

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

Procedures

Advising/Consultation

Members of the Morningside College community who have general concerns regarding sexual harassment may contact either the Office of Academic Affairs (5103) or the Office of Enrollment/Admissions (5257) to be directed to the campus representative. Persons who feel there has been an incident of sexual harassment are encouraged to consult with the campus representative immediately.

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

Formal Complaint Procedures

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

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

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

Resources

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

Campus Resources

Campus Representative

Personal Counseling Services - 2nd floor, Lewis Hall, 712-274-5254

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

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

Office of the Dean of Students - 2nd floor, Lewis Hall, 712-274-5104

Office of Residence Life - lower level, Olsen Student Center, 712-274-5161

Campus Ministry - 2nd floor, Lewis Hall, 712-274-5148

Off-Campus Resources

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

Hotline/Crisis Line, Crisis Intervention - 712-252-1861

Mercy Medical Center - 712-279-2010

St. Luke's Regional Medical Center - 712-279-3500

Sioux City Police Department - 712-279-6960

REVISED 06/05

Veteran's Benefits

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

1. A student will be placed on academic probation any time his or her cumulative grade point average falls below 2.00 and will then have one semester in which to bring the average up to 2.00 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 who 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 objective 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 12 hours full-time status. This ruling applies to work begun after January 10, 1977.

ENDOWED FUNDS

THE JOHN HARVEY & SARAH PIKE CAMPBELL ENDOWMENT FUND
GEORGE W. DUNN RELIGIOUS LIFE CENTER FUND
THE FRENCH FUND
THE HARKINS FUND
LYLE K. & VERA E. HENRY PSYCHOLOGY FUND
THE ELMER MOORE KANE MEMORIAL
DAVID & MARIETTA LAW MEMORIAL FUND
W. L. LAWHORN MEMORIAL
MARTHA MCDONALD MCKELVEY MEMORIAL FUND
E. E. STEPHENSON FUND
LUCILLE & CHARLES WERT ENDOWED FACULTY AWARD

ENDOWED CHAIRS

The following endowed chairs were made possible by the generous financial support of alumni and friends. These chairs provide funding for specific academic disciplines and honor the scholarly research and teaching of senior faculty who hold these chairs.

The Arthur L. Bunch Chair in Religious Studies, endowed by the late Arthur L. Bunch, of Laurens, Iowa.

The John Metcalf Chair of History, endowed by the John Metcalf estate, of Paullina, Iowa.

Daniel and Amy Starch Chairs, endowed by Daniel and Amy Starch in memory of Frederick Schaub, a former distinguished professor at Morningside College. This endowed fund will establish chairs in the field of psychology and related fields.

Kathryn Morrison Synnestvedt Chair in Mathematics, endowed by Kathryn Morrison Synnestvedt '34.

Dr. Miles Tommeraasen Chair of Economics and Business, endowed by alumni and friends through the Acceleration Program Campaign. In honor of Dr. Tommeraasen '43 as college president (1978-1993) and member of the faculty (1950-1964).

FUNDED LECTURESHIPS

The Jewish Chautauqua Society Resident Lectureship was established at Morningside College in 1965-1966.

The Studies in Judaism Endowment, Bernice Goldstein Memorial Fund. The endowment shall be conducted for studies in Judaism and shall be designated to advance understanding of the religion of Judaism through courses in the history of Judaism and the prophets.

Edward C. & William E. Palmer Memorial Lectures, established in 1981 by gifts from their family and friends. The series brings dynamic and successful business or public figures to campus to provide an opportunity for interaction with students and community leaders.

Peter Waitt Lecture Series, established by Norman Waitt, Jr. to recognize the contributions of his uncle, Peter Waitt, as an entrepreneur, business person, and community leader and to provide quality programming for students of business.

Mr. & Mrs. Ernest M. Wright Lectureship in Religion was established by Mr. & Mrs. Ernest M. Wright of Waterloo, Iowa for the purpose of bringing an outstanding Christian religious leader to campus.

NAMED SCHOLARSHIPS, GRANTS AND AWARDS

The following scholarships and loan funds have been established through the gifts of many generous individuals, businesses and corporations because of their belief in Morningside College, its students and educational program. Scholarships are awarded to deserving students based on financial need and/or academic standing following the guidelines established by the donor. Specific information on each award including amounts, requirements and listing of recipients is maintained in the Office for Development.

ENDOWED SCHOLARSHIPS

ENDOWED AWARDS

MICHAEL ABBOTT ENDOWED SCHOLARSHIP
JULIUS S. LAVINE & ETHEL ABLEMAN MEMORIAL SCHOLARSHIP
ALPHA LAMBDA DELTA SCHOLARSHIP
ANNA M. ANDERSON ENDOWED SCHOLARSHIP
ELLIS T. ANDERSON SCHOLARSHIP
VIRGINIA N. ANDERSON ENDOWED SCHOLARSHIP
OMAR ANDREWS ENDOWED SCHOLARSHIP IN ATHLETICS
DON ANTONETTE FAMILY ENDOWED ACADEMIC GRANT
THE FRANCIS C. BAKKEN ENDOWED NURSING SCHOLARSHIP
LAWRENCE BANDHOLZ AWARD IN MATHEMATICAL SCIENCES
MARIE BANDHOLZ AWARD IN SPECIAL EDUCATION
DR. GUY E. & CAPITOLA BARR SCHOLARSHIP
THE ARTHUR R. BASTIAN MEMORIAL SCHOLARSHIP
THE HELENA BECK SCHOLARSHIP IN BUSINESS ADMINISTRATION
F. ROBERT BECK ENDOWED SCHOLARSHIP FOR BUSINESS
ADMINISTRATION
JOHN BEDIENT ENDOWED SCHOLARSHIP
BERNICE S. BEESON ENDOWED SCHOLARSHIP
THE PAUL & NANCY BEKINS ENDOWED SCHOLARSHIP
THE BELL SCHOLARSHIP
THE REVEREND JOHN E. AND ELIZABETH BENZ SCHOLARSHIP
MALROSE BERGSTROM SCHOLARSHIP FUND
BIRCH SCHOLARSHIP
BLUE CROSS & BLUE SHIELD OF IOWA ENDOWED NURSING SCHOLARSHIP
JULIAN L. & ROSE R. BOATMAN SCHOLARSHIP FUND
JOHN & LOIS BOTTOM & HELEN N. BOTTOM ENDOWED SCHOLARSHIP IN
SOCIAL SCIENCES
ROBERT BOWER ENDOWED SCHOLARSHIP IN MUSIC
B. WADDELL BRANTLEY ENDOWED SCHOLARSHIP FOR SOCIAL SCIENCES
SANDA CHITLARU BRIGGS ENDOWED SCHOLARSHIP IN MATHEMATICS
AND THE SCIENCES
WILLIAM E. BRIGGS ENDOWED SCHOLARSHIP IN MATHEMATICS AND
SCIENCES
MRS. ARMANELLA MAUD BUCHANAN MEMORIAL SCHOLARSHIP
THE BURROWS SCHOLARSHIP
GLENN & HELEN JEFFRYES BURTON ENDOWED GRANT FOR
INTERNATIONAL STUDIES
BETTY JEAN (BOOTJER) BUTLER ENDOWED SCHOLARSHIP
ELLA SIEVERS CAMPBELL MEMORIAL FUND
CENTRAL HIGH SCHOOL CLASS OF 1954 SCHOLARSHIP
THE SAM COHEN SCHOLARSHIP
ALICE COLE ENDOWED SCHOLARSHIP
THE JOHN T. CONNER ENDOWED ACCOUNTING SCHOLARSHIP
DR. AND MRS. ARTHUR COOMBS SCHOLARSHIP

CRARY, HUFF, INKSTER, SHEEHAN, RIGGENBERG, HARTNETT, STORM &
 JENSEN SCHOLARSHIP FUND FOR PRE-LAW STUDENTS
 THE RALPH & MARGARET CRARY & BRUCE CRARY ENDOWED
 SCHOLARSHIP IN THE LITERARY ARTS
 LOWELL CRIPPEN ATHLETIC SCHOLARSHIP
 DR. D. GEORGE & NEMA WESNER DAVIES ENDOWED SCHOLARSHIP FUND
 FOR MINISTRY
 THE "LES" DAVIS SCHOLARSHIP
 DAY SCHOLARSHIP
 ABRAM AND FLOSSIE DAY DEVAUL MEMORIAL SCHOLARSHIP FUND
 SARA SUSANNE DIBLE ENDOWED SCHOLARSHIP
 JESSIE W. DOOLITTLE SCHOLARSHIP
 THE DRAKE SCHOLARSHIP
 JESSE C. AND ELIZABETH B. DUCOMMUN ENDOWED SCHOLARSHIP FUND
 NITA HARRIS EDLUND SCHOLARSHIP IN EDUCATION
 EICHER SCHOLARSHIP
 FIRST FEDERAL SCHOLARSHIP
 EMMA FLATHERS FRARY SCHOLARSHIP
 THE JAMES H. & CAIRDENIA FRIBOURGH SCHOLARSHIP
 FUTURE SCHOLARS ENDOWED FUND
 A.B. & ADA GEHRING SCHOLARSHIP
 THE GEISINGER FUND
 VIRGIL T. GERKIN ENDOWED BUSINESS SCHOLARSHIP
 DR. MYRON GRABER SCHOLARSHIP FUND
 ROBERT WOOD GREEN PRE-ENGINEERING SCHOLARSHIP
 MARY CRUIKSHANK GREFE SCHOLARSHIP
 JOHN & ELSIE GRIFFIN SCHOLARSHIP FUND
 IRA J. GWINN MATHEMATICS & HISTORY ENDOWED SCHOLARSHIP
 JOE AND FLORENCE HALE SCHOLARSHIP FUND
 DEWEY HALFORD ATHLETIC SCHOLARSHIP
 DONALD L. HALL & SHIRLEY K. TAPLEY HALL MEMORIAL SCHOLARSHIP
 FUND
 THE HAMAND SCHOLARSHIP
 DR. GORDON HANSEN MEMORIAL SCHOLARSHIP
 SCOTT D. HARDING MEMORIAL SCHOLARSHIP
 THE MRS. RAY J. (Mildred L.) HARRINGTON SCHOLARSHIP FUND IN MUSIC
 ELISABETH HARTMAN ENDOWED SCHOLARSHIP
 LINDA & GARY HARWARD ENDOWED SCHOLARSHIP FOR
 NON-TRADITIONAL STUDENTS
 J. F. HASKINS SCHOLARSHIP
 DWIGHT C. HAUFF ENDOWED GRANT FOR ATHLETICS
 HELD BROTHERS SCHOLARSHIP
 CHARLES AND HELEN ANN HELD ENDOWED SCHOLARSHIP
 MRS. KATHERINE HELM MEMORIAL SCHOLARSHIP
 DALE & SHIRLEY HEWLETT ENDOWED SCHOLARSHIP
 THE LEON E. HICKMAN DUAL SCHOLARSHIP
 SIMEON M. & ESTHER HICKMAN ENDOWED SCHOLARSHIP
 LAWRENCE J. AND FRANCINE M. HILLMER SCHOLARSHIP
 HIMMEL SCHOLARSHIP
 THE CHARLES E. HOBBS ATHLETIC SCHOLARSHIP
 DR. HOERGER CHEMISTRY SCHOLARSHIP (Mary Sievert)
 ELTA DAWSON HOGAN ENDOWED SCHOLARSHIP
 HOLLANDER SCHOLARSHIP
 WARD B. SR. & DOROTHY C. HOPPER MUSIC SCHOLARSHIP
 BERDINA HOSPERS MUSIC AWARD
 NADINE LAW HOWARD ENDOWED SCHOLARSHIP FOR MUSIC EDUCATION
 TIM JACKES ANNUAL VOLLEYBALL ATHLETIC GRANT

IRVING F. & ELIZABETH M. JENSEN ENDOWED ATHLETIC SCHOLARSHIP
 JAMES E. JENSON MUSIC SCHOLARSHIP
 THE WALLACE N. JOHNSON FUND
 THE ALONZO W. JONES SCHOLARSHIP
 THE FELDMAN JONES SCHOLARSHIP
 EDWARD AND ERLINE KADING ENDOWED ACADEMIC SCHOLARSHIP
 L.J., SYLVIA AND JAY KAPLAN SCHOLARSHIP
 THE DUANE S. & EDNA RECORD KIDDER SCHOLARSHIP FUND
 VIONA C. KIESER MEMORIAL SCHOLARSHIP FUND
 JESSE KILLAM SCHOLARSHIP
 MARVIN AND MERRY KLASS ENDOWED MUSIC SCHOLARSHIP
 DR. B.G. KNEPPER AWARD IN ENGLISH
 LORRAINE KNEPPER AWARD IN NURSING
 MONTFORD AND GERTRUDE KNEPPER AWARD FOR EXCELLENCE IN
 ENGLISH
 THE LEON AND HELEN M. KOEBRICK ENDOWED SCHOLARSHIP IN
 NURSING
 NORA A. KRUSE SCHOLASRSHIP FUND
 LEO KUCINSKI MUSIC SCHOLARSHIP
 LEEDS SCHOLARSHIP (1st Scholarship)
 LEEDS SCHOLARSHIP (2nd Scholarship)
 HELEN C. LEVITT SCHOLARSHIP IN MEMORY
 OF HATTIE AND JOSEPH L. LEVITT
 THE LEWIS SCHOLARSHIP
 ROBERT M. LINCOLN ATHLETIC SCHOLARSHIP
 ROBERT M. LINCOLN SCHOLARSHIP IN BUSINESS ADMINISTRATION
 LINDSAY FAMILY ENDOWED SCHOLARSHIP IN GENERAL SCIENCES
 LOIS LITTLE ENDOWED SCHOLARSHIP
 PAUL AND ELIZABETH MACCOLLIN AND JANICE MACCOLLIN TAYLOR
 ENDOWED GRANT
 MARTHA MARTIN SCHOLARSHIP
 THE ELIZABAETH MAYNARD SCHOLARSHIP
 McCONNELL ENDOWED SCHOLARSHIP FUND
 BERNICE TRINDLE McCOY AND DANIEL LESTER McCOY ENDOWED
 SCHOLARSHIP IN MUSIC
 WILLIAM A. MCCURDY MEMORIAL SCHOLARSHIP FUND
 DOROTHY PAULSON MCLARNAN SCHOLARSHIP FUND IN MUSIC
 MARK MCLARNAN ENDOWED ATHLETIC GRANT
 JAMES & JOYCE MCMARTIN ENDOWED SCHOLARSHIP
 MARCIA MCNEE ELEMENTARY EDUCATION AWARD
 MCMANUS-GREENE INSURANCE SCHOLARSHIP
 JAMES MILLER SCHOLARSHIP
 THE DR. DONALD MORRISON ENDOWED SCHOLARSHIP IN MUSIC
 THE ELSIE C. MULLER SCHOLARSHIP IN MATHEMATICAL SCIENCES
 M.J. (JACK) NASH ENDOWED SCHOLARSHIP
 NATIVE AMERICAN ENDOWED SCHOLARSHIP
 NELSON ELEMENTARY EDUCATION SCHOLARSHIP
 VELMA ARMSTRONG O'BRIEN ENDOWED SCHOLARSHIP FUND
 DR. SHARON OCKER ENDOWED SCHOLARSHIP FOR SECONDARY
 EDUCATION
 P.E.O. CONTINUING EDUCATION SCHOLARSHIP
 THE DWIGHT L. PACKARD SCHOLARSHIP
 PAYNE SCHOLARSHIP
 PIONEER HI-BRED AGRIBUSINESS ENDOWED SCHOLARSHIP
 WILLIAM B. PLUM ENDOWED SCIENCE/MATHEMATICS AWARD
 FOR EXCELLENCE
 EDITH POLLOCK ENDOWED SCHOLARSHIP

AUDREY (SMEINS) AND DONALD POPPEN ENDOWED SCHOLARSHIP
 FOR ELEMENTARY EDUCATION AND BUSINESS ADMINISTRATION
 GRACE AND JOHN POWER SCHOLARSHIP FOR INTERNATIONAL STUDIES
 THE BESSIE AND ADAM PRATT SCHOLARSHIP
 MILDRED AND LEE PRICE SCHOLARSHIP
 THE "PRO" BASEBALL SCHOLARSHIP IN MEMORY OF DONALD H.
 PROTEXTER
 THE EVA WILSON RANDOLF SCHOLARSHIP
 ERNEST RAUN SCHOLARSHIP
 THE RAYBURN SCHOLARSHIP
 THE SECOND RAYBURN SCHOLARSHIP
 READER'S DIGEST FOUNDATION ENDOWED SCHOLARSHIP FUND
 EDNA ROGERS ENDOWED SCHOLARSHIP IN EDUCATION
 MAX ROSENSTOCK-SERTOMA SCHOLARSHIP FUND
 SAMMONS AWARD IN VOICE AND PIANO
 THE WILLIAM H. SAMMONS SCHOLARSHIP FUND
 THE STELLA & ARTHUR SANFORD SCHOLARSHIP
 ANNE AALFS SCHAFF ENDOWED SCHOLARSHIP FOR ELEMENTARY
 EDUCATION
 RUTH (HOFMANN) SCHMALENBERGER ENDOWED SCHOLARSHIP
 NORMA C. SCHUMAN ENDOWED SCHOLARSHIP
 KLASINE VON WESTEN SEMMLER MEMORIAL FUND
 BERTHA AND JACK SEMSKER ENDOWED SCHOLARSHIP
 MARVEL EVANS SHAFENBERG ENDOWED SCHOLARSHIP IN ENGLISH
 MERYLE V. SHAFENBERG ENDOWED SCHOLARSHIP
 MARION ROCKLIN SHAPIRO MEMORIAL SCHOLARSHIP IN ART
 MYER & GOLDBY SHUBB ENDOWED SCHOLARSHIP IN ACCOUNTING
 BERTHA BUSBOOM SIEVERT ENDOWED SCHOLARSHIP FOR ELEMENTARY
 EDUCATION
 WILLIAM J. SIMPSON ATHLETIC SCHOLARSHIP
 SLETWOLD FAMILY ENDOWED SCHOLARSHIP
 THE JESSE ELMER SMITH SCHOLARSHIP
 EDWARD B. SPALDING SCHOLARSHIP
 NORMAN A. & MARGARETHA (GEIGER) SPENCER SCHOLARSHIP
 THE STEVENS SCHOLARSHIP
 HAZEL I. & RICHARD P. STEVENS ENDOWED SCHOLARSHIP
 LEE AND ALICE STEVENS SCHOLARSHIP FUND
 THE EMERSON E. STOUFFER SCHOLARSHIP
 REVEREND ASBURY G.E. STROMBERG ENDOWED SCHOLARSHIP FUND
 LELAND G. SUTHERLAND ENDOWED SCHOLARSHIP FOR ACCOUNTING
 KATHRYN MORRISON SYNNESTVEDT ENDOWED SCHOLARSHIP
 THE JANET TASKER SCHOLARSHIP IN NURSING
 TERRA INTERNATIONAL INC. SCHOLARSHIP
 TERRA INTERNATIONAL SCHOLARSHIP IN INFORMATION SCIENCES
 CLARA I. TERRY SCHOLARSHIP
 O. M. THATCHER SCHOLARSHIP
 THOMAS S. & MARGARET A. THOMPSON ENDOWED SCHOLARSHIP
 ALICE & WILLIS THUROW ENDOWED SCHOLARSHIP
 HARRIETTE FRENCH TIEGREEN ENDOWED SCHOLARSHIP (KEYBOARD)
 BEATRICE TIFT ENDOWED SCHOLARSHIP FOR ENGLISH
 DR. MILES TOMMERAASEN ENDOWED SCHOLARSHIP
 THE TOWNER SCHOLARSHIP
 THE GERALD TRACEY MEMORIAL SCHOLARSHIP
 LOUIS MARTIN UTECH AND VERNA IRENE UTECH SCHOLARSHIP
 DR. AND MRS. IDA VAIL SCHOLARSHIP
 THE CHARLES S. VAN EATON SCHOLARSHIP
 VIDA ASCHENBRENNER VAN PEURSEM ENDOWED SCHOLARSHIP IN MATH

VAN WYNGARDEN ATHLETIC SCHOLARSHIP
THE BETH WADSON SCHOLARSHIP
ROBERT F. AND VIRGINIA G. (STOKES) WAGSTAFF ENDOWED
SCHOLARSHIP IN MUSIC AND SCIENCE
THE CONSTANCE WYNIA WALKER ENDOWED SCHOLARSHIP FUND
THE REVEREND & MRS. BERT M. WATSON MEMORIAL FUND
RICHARD M. WATT ENDOWED SCHOLARSHIP FOR BUSINESS
WEBSTER CITY ENDOWED GRANT
ELLEN AND MARTHA WESTENSEE SCHOLARSHIP
MRS. RAE WETMORE MEMORIAL SCHOLARSHIP
LINDA LU AND ANN ELLEN WILSEY ENDOWED SCHOLARSHIP
CLARA ANNA WILSON SCHOLARSHIP
WILLIAM H. & GERTRUDE MAY YAW MEMORIAL CHRISTIAN SERVICE
SCHOLARSHIP

EMERGENCY LOAN FUNDS

DR. ROBERT C. ASHBY MEMORIAL LOAN FUND
BLACKSTONE LOAN FUND
ELLA SIEVERS CAMPBELL STUDENT LOAN FUND
JAMES A. COSS MEMORIAL LOAN FUND
LILLIAN E. DIMMITT MEMORIAL LOAN FUND
GETHMANN LOAN FUND
WILLIAM S. & M. DORA GREER MEMORIAL FUND
THE JOSEPH D. HALE LIVESTOCK MARKETING MEMORIAL FUND
IOWA PROFESSIONAL BOOKMAN MEMORIAL LOAN FUND
THE KLAUS LOAN FUND
R.J. MCELROY LOAN FUND
THE DEAN W. AND ESTHER S. MENDENHALL LOAN FUND
MR. & MRS. GEORGE PARROTT MEMORIAL LOAN FUND
MABEL E. SHERMAN EDUCATIONAL FUND
SIOUX CITY BUSINESS & PROFESSIONAL WOMEN'S CLUB LOAN FUND
THE SIOUX SCHOLARSHIP LOAN FUND
RICHARD O. STEFFENS MEMORIAL FUND
SUBURBAN ROTARY LOAN FUND
LITTA TUMBLESON TRUST
THE ALBERT H. WARD LOAN FUND
WILSEY EMERGENCY LOAN FUND

ANNUAL SCHOLARSHIPS

ANNUAL AWARDS

A & A PHOTO SCHOLARSHIP IN MEMORY OF DUANE E. CHILTON
AEGON/LIFE INVESTORS SCHOLARSHIP - IOWA COLLEGE FOUNDATION
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP
(Sioux City Branch)
ARGOSY CASINO SIOUX CITY ANNUAL SCHOLARSHIP
BECKWITH FOUNDATION SCHOLARSHIP (ICF)
DR. HAROLD A. BOMGAARS ANNUAL GRANT
A.W. BUCKINGHAM SCHOLARSHIP
LUCY BUHLER ANNUAL MUSIC SCHOLARSHIP
WALTER A. AND LUCY Y. BUHLER ANNUAL SCHOLARSHIP
CABLE ONE ANNUAL MASS COMMUNICATIONS GRANT
CAMP ESTATE SCHOLARSHIP (ICF)
CARVER SCHOLARSHIP
COMMERCIAL FEDERAL BANK SCHOLARSHIP-IOWA COLLEGE FOUNDATION
C-S AGROW SERVICES ANNUAL FOOTBALL SCHOLARSHIP

CULVER'S OF SIOUX CITY ANNUAL WRESTLING SCHOLARSHIP
 DEBEY BASKETBALL SCHOLARSHIP
 NAN ELLWANGER MEMORIAL SCHOLARSHIP FOR FIRST YEAR STUDENT
 NAN ELLWANGER MEMORIAL SCHOLARSHIP FOR UPPERCLASSMAN
 ETHEL CHESTERMAN SCHOLARSHIP
 CHARLES & NANCY (NETTLETON) EVERETT ANNUAL SCHOLARSHIP IN THE
 HUMANITIES
 FARMERS INSURANCE GROUP OF COMPANIES SCHOLARSHIP
 LT. EDWARD (TED) FARNSWORTH, USN ANNUAL SCHOLARSHIP IN
 ACADEMIC EXCELLENCE
 GELITA NORTH AMERICA ANNUAL SCHOLARSHIP IN BIOLOGY/CHEMISTRY
 GLEESON FAMILY SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 GREAT WEST CASUALTY COMPANY ANNUAL SCHOLARSHIP
 JEWELL HASKINS TRUST SCHOLARSHIP
 IOWA CHALLENGE SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 IOWA GROCERY INDUSTRY ASSOCIATION SCHOLARSHIP PROGRAM (ICF)
 KLINE PIANO MERIT SCHOLARSHIP
 JIM AND DARLENE KLOEPEL ANNUAL SCHOLARSHIP
 THE DOROTHA LANGLE MUSIC AWARD
 THE ROSE LEGLER ENDOWED TRUST
 MAHONEY-HILL CHARITABLE TRUST SCHOLARSHIP-IOWA COLLEGE
 FOUNDATION
 VERA A. MAYER SCHOLARSHIP FUND-IOWA COLLEGE FOUNDATION
 McDONALD'S OF SIOUX CITY SCHOLARSHIP
 MIDAMERICAN ENERGY COMPANY COLLEGE SCHOLARSHIP
 MINORITY SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 MORNINGSIDE BANK & TRUST ANNUAL SCHOLARSHIP
 WINIFRED MOULD MUSIC SCHOLARSHIP
 THOMAS MOULD BUSINESS SCHOLARSHIP
 ROBYN RECKERT OLSON ANNUAL SCHOLARSHIP
 RUSSELL G. OLSON ANNUAL SCHOLARSHIP
 PINNACLE BANK OF SIOUX CITY ANNUAL SCHOLARSHIP
 PIONEER HI-BRED HENRY A. WALLACE SCHOLARSHIP
 PRINCE MANUFACTURING-MORNINGSIDE COLLEGE SCHOLARSHIP
 PRINCIPAL FINANCIAL GROUP'S INFORMATION TECHNOLOGY
 SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 SCOTT FAMILY ANNUAL SCHOLARSHIP
 SECURITY NATIONAL BANK SCHOLARSHIP
 SIOUX CITY WOMEN'S CLUB SCHOLARSHIP
 CHARLES STEPHENSON SMITH TRUST-IOWA COLLEGE FOUNDATION
 TEC-CORP ANNUAL BUSINESS SCHOLARSHIP
 TERRA/MORNINGSIDE FERTILE MINDS PROGRAM
 MICHAEL TRAMP ANNUAL ACCOUNTING SCHOLARSHIP
 BETTY LING TSANG MUSIC SCHOLARSHIP
 UNITED AIRLINES SCHOLARSHIP
 UNITED METHODIST SCHOLARSHIPS
 UPS SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 U.S. BANK SCHOLARSHIP-IOWA COLLEGE FOUNDATION
 WESTMAR ENDOWMENT SCHOLARSHIP-IOWA COLLEGE FOUNDATION

BOARD OF DIRECTORS

Organization of the Board of Directors of Morningside College

2006-2007 Officers

MR. RICHARD A. WALLER, Chair, Sioux City, Iowa
MR. RUSSELL G. OLSON, Vice Chair, West Des Moines, Iowa
MRS. ARLENE T. CURRY, Secretary, Elk Point, South Dakota
DR. ANGELA F. BANKS, Assistant Secretary, Sioux City, Iowa
MR. RONALD A. JORGENSEN, Treasurer, Sioux City, Iowa

MEMBERS OF THE BOARD OF DIRECTORS

MR. MICHAEL E. ABBOTT, President & CEO, American Republic Insurance Co.,
Des Moines, Iowa
DR. GARY L. ARMSTRONG, District Superintendent, United Methodist Church,
Fort Dodge, Iowa
MR. BARRY E. BACKHAUS, President & CEO, First Federal Bank (Retired),
Sioux City, Iowa
MRS. SANDRA K. BAINBRIDGE, Sioux City, Iowa
DR. ANGELA F. BANKS, Sioux City Schools, Sioux City, Iowa
MR. MICHAEL BENNETT, President/CEO, Terra Industries, Inc., Sioux City, Iowa
MR. CRAIG BERENSTEIN, Partner, Berenstein Law Firm, Sioux City, Iowa
MS. LUCY Y. BUHLER, Edmonds, Washington
DR. J. ROBERT BURKHART, Assistant to the Bishop, Iowa Area, United Methodist
Church, Des Moines, Iowa
MRS. ARLENE T. CURRY, Elk Point, South Dakota
MR. W. ROGER CURRY, Partner, Logisticom Ventures (Retired), Menlo Park,
California
MR. ROBERT R. EIDSMOE, Partner, Eidsmoe Law Firm (Retired), Rio Verde,
Arizona
MR. JOHN W. GLEESON, President, Klinger Companies, Inc., Sioux City, Iowa
DR. MARY A. GREFE, President, Lead Associates, Ltd. (Retired), Des Moines,
Iowa
MR. THOMAS P. GRIMSLEY, CFO, CW Suter, Sioux City, Iowa
MR. GALEN G. JOHNSON, Corporate Vice President/Controller, Cargill, Inc.,
Minnetonka, Minnesota
BISHOP DEBORAH L. KIESEY, Dakotas Area, United Methodist Church,
Fargo, North Dakota
MR. STAN J. LUPKES, President, EZ Drop, North Sioux City, South Dakota
MRS. NANCY R. METZ, Dakota Dunes, South Dakota
MRS. CYNTHIA C. MOSER, Partner, Heidman Law Firm, Sioux City, Iowa
MR. RUSSELL G. OLSON, President & CEO, Liberty Banshares, Inc.,
West Des Moines, Iowa
MR. DOUGLAS E. PALMER, President, Tegra Corporation, Sioux City, Iowa
MR. SKIP PERLEY, President and CEO, TEC-Corp/Thompson Electric Company,
Sioux City, Iowa

MR. GARRY SMITH, President, American Pop Corn Co., Sioux City, Iowa
 MR. CLIFFORD E. TUFTY, President, Motor Parts Central, Sioux City, Iowa
 MR. KEVIN VAUGHN, President, FIMCO Inc., North Sioux City, South Dakota
 MR. NORMAN WAITT, JR., Chairman & CEO, Waitt Corp LLC and Gold Circle Films, Omaha, Nebraska
 MR. JAMES A. WALKER, President & CEO, Heim-Walker, Minneapolis, Minnesota
 MR. RICHARD A. WALLER, President & CEO, Security National Bank, Sioux City, Iowa
 DR. CRAIG S. WANSINK, Chairman, Department of Religious Studies, Virginia Wesleyan College, Norfolk, Virginia
 MR. CURTIS WHITE, Senior Vice President, Mattel Corporation, El Segundo, California
 MR. RICHARD O. WIKERT, President, R & M Companies, Fremont, Nebraska
 MRS. CONNIE WIMER, President, Business Publications Corporation, Des Moines, Iowa
 MR. RONALD C. YOCKEY, Vice President of Operations, BPI, Inc., Dakota Dunes, South Dakota
 MR. DONALD J. ZELEZNAK, President, Grace Capital, Scottsdale, Arizona

EX OFFICIO MEMBERS

REV. JONATHAN GAUL, Senior Pastor, Grace United Methodist Church, Sioux City, Iowa
 REV. JAMES F. HANKE, District Superintendent, United Methodist Church, Cedar Rapids, Iowa
 DR. JIM MARCH, Professor of Music, Morningside College, Sioux City, Iowa (Faculty Representative)
 BISHOP GREGORY V. PALMER, Iowa Area, United Methodist Church, Des Moines, Iowa
 MR. JOHN C. REYNDERS, President, Morningside College, Sioux City, Iowa
 MR. DANIEL J. RYAN, Marketing and Alumni Relations, Iowa State University College of Business, Ames, Iowa (Alumni Representative)
 MS. LEAH WINTER, Sioux City, Iowa (Student Body Representative)

Presidents of Morningside College

Rev. G. W. Carr	1894-1897
Dr. Wilson Seeley Lewis	1897-1908
Dr. Luther Freeman	1909-1911
Dr. A. E. Craig	1911-1918
Dr. Frank E. Mossman	1918-1931
Dr. Robert O'Brian	1931-1936
Dr. Earl A. Roadman	1936-1956
Dr. J. Richard Palmer	1956-1969
Dr. Thomas S. Thompson	1969-1978
Dr. Miles Tommeraasen	1978-1993
Dr. Jerry Israel	1993-1998
Mr. John C. Reynders	1999-

Administrative Offices, 2006-2007

PRESIDENT'S OFFICE

President	John C. Reynders
Administrative Assistant to the President	Lisa Krohn
Director of Foundation Relations	Cathee Phillips

Public Relations

Director of Public Relations	Christian Burk
SID/Writer	Dave Rebstock
Coordinator of Graphic Design/Webmaster	Randee Small
Coordinator of Campus Events	

ACADEMIC AFFAIRS

Vice President and Dean of the College	William C. Deeds
Associate Dean for Academic Affairs	Steven D. Nimmo
Academic Affairs Coordinator	Vivian K. Isaacson
Director of Assessment and Institutional Research	Daniel P. Petra
Director of Educational Technology	Robert E. Anderson
Director, Regional Center for Teaching and Learning	Nancy B. Mounts
Dance Program Coordinator	Tracy A. Bennett
Women's Studies Director	Kathleen Green

Department Chairpersons

Art	John Bowitz
Secretary	Debra Protexter
Biology and Chemistry	Jane Hey
Secretary	Kim Hawkins
Business Administration and Economics	Samuel Clovis, Jr.
Secretary	Pam Anderson
Education	Joan Nielsen
Secretary	Norma May
English	Marty Knepper
Secretary	Marcie Ponder
History and Political Science	Patrick McKinlay
Secretary	Kimberly Nelson-Finch
Mass Communication	Ross Fuglsang
Secretary	Arlowene Washburn
Mathematical Sciences	Randy Campbell
Secretary	Kim Hawkins
Modern Languages	Gail Ament
Secretary	Marcie Ponder
Music	Gerald Bouma
Secretary	Debra Protexter
Nursing Education	Mary Kovarna
Secretary	Georgiana Wolf
Philosophy	Heather Reid
Secretary	Kimberly Nelson-Finch
Psychology	Larry Sensenig
Secretary	Kim Hawkins
Religious Studies	Bruce Forbes
Secretary	Kimberly Nelson-Finch
Theatre	Bette Skewis-Arnett
Secretary	Marcie Ponder

Graduate School

Director	Glenna Tevis
Associate Director	Joe Rosener
Graduate Field Coordinator	Linda Goode
Licensure Officer/Program Manager	Janet Chobar
Secretary	Janice Petersen

Information Services

Executive Director of Information Services	Steve Leida
Director of Administrative Computing	Rosalyn Smith
Director of Computer Services	Denny Watkins
Network Systems Manager	Michael Husmann
Computer Technician	Chris Delfs
Systems Support Manager	Shari Tramp
PC Technician	Fred Forney
Media Services Supervisor	Janet Jacobson

Library

Director of Library Services	Daria Bossman
Electronic/Technical Services Librarian	Joan Albenesius Shaputis
Reference and Instructional Librarian	Jim Fisk
Circulation Manager/ILL	Karen Johnson
Technical Services Assistant	Susan Trisler

Registrar

Registrar	Mary Peshek
Associate Registrar	Jennifer Dolphin
Degree Auditor	Julie Flannery

BUSINESS OFFICE

Vice President for Business and Finance	Ronald A. Jorgensen
Associate VP for Business Services/Controller	Paul W. Treft
Director of Human Resources	Cindy Welp
Payroll/Administrative Coordinator	Beth Watson
Accountant	Azadeh Karimzadeh
Business Office Associate	Rebecca Thompson
Accounts Payable/Analyst	Bonnie Kleinhesselink
Receptionist/Switchboard	Julie Bamrick
Director of Printshop/Mailroom	Larry Walters
Assistant Director, Printshop/Mailroom	Linda Olsen
Student Notebook Coordinator	Marcie Cambigue

Bookstore

Director of Bookstore	Duane Benson
Bookstore Textbook Buyer	Denise Simons

Buildings, Grounds and Custodial Services

Physical Plant Director	Kirk Johnson
Custodial Manager	Brenda Hough
Assistant Maintenance Supervisor	Ron Stabile
Administrative Assistant	Teresa Waltz

Campus Security

Director Campus Security	James Cornelia
--------------------------------	----------------

ENROLLMENT/ADMISSIONS

Admissions

Vice President for Student Services	Terri Curry
Administrative Assistant to VP for Student Services	Mary Krejci
Director of Admissions	Joel Weyand
Sr. Associate Director of Admissions	Stephanie Peters
Sr. Associate Director of Admissions	Amy Williams
Associate Director of Admissions	Sue Pyburn
Admissions Counselor	Jim Braunschweig
Admissions Counselor	Jennifer Jauron
Admissions Counselor	Liz Miller
Admissions Counselor	Taylor Templeton
Admissions Counselor - Special Programs	Cynthia Kinney
Administrative Assistant to Director of Admissions	Diane Hay
MIS Manager	Char Jorgensen
Database Assistant	Colleen Knapp

Intercollegiate Athletics

Director of Athletics	Jerry Schmutte
Administrative Assistant to the Athletic Director	Cheryl Gamble
Athletic Trainer	Paul Wilson
Assistant Athletic Trainer	Erica Bonstead
Sports Information Director	Dave Rebstock

Baseball

Head Baseball Coach	Jim Scholten
---------------------------	--------------

Basketball

Head Men's Basketball Coach	Jim Sykes
Assistant Men's Basketball Coach	Shane Paben
Head Women's Basketball Coach	Jamie Sale
Assistant Women's Basketball Coach	Jill Rosenmeyer

Football

Head Football Coach	Steve Ryan
Assistant Football Coach	Jason Hill
Assistant Football Coach	Ryan Nourse

Golf

Head Men's and Women's Golf Coach	Kelly Schmidt
---	---------------

Soccer

Head Men's and Women's Soccer Coach	Thomas Maxon
---	--------------

Softball

Head Softball Coach	Jessica Jones-Sitzmann
---------------------------	------------------------

Swimming

Head Men's and Women's Swimming Coach	Ron Allen
---	-----------

Tennis

Head Men's and Women's Tennis Coach	Michael Inman
---	---------------

Track

Head Men's and Women's Track Coach Dave Nash

Volleyball

Head Volleyball Coach Aaron Nelson

Wrestling

Head Wrestling Coach Tim Jager

Student Financial Planning

Director of Student Financial Planning Karen Gagnon

Assistant Director Student Financial Planning Michelle Robinson

Work Study/Financial Coordinator Sue Stevens

Administrative Assistant Bonnie Crary

INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement Tom Rice

Administrative Assistant Lisa Murphy

Manager, Development Services Jeanie Dolphin

Gift Planning

Director of Gift Planning Fred Erbes

Annual Fund

Director of Annual Fund Kari Bull

Regional Development Officer Randy Hansen

Regional Development Officer

Development Officer Molli Ginger

Alumni Relations

Director of Alumni Relations Gene Ambrosion

Administrative Assistant Karen Dreessen

STUDENT AFFAIRS

Dean of Students Robbie Rohlena

Personal Counselor Brenda Crawford

Career Counselor Stacie Hays

Administrative Assistant Shari Benson

Advising

Dean for Advising Mary Leida

Achievement Center

Writing Specialist/Instructor Donna Galati Huls

Math Specialist/Instructor Regina Bade

Focus Program

Director of Focus Program/Tutor Karmen Ten Napel

Learning Disabilities Specialist/Tutor Michelle Handsaker

Food Service

Director of Sodexo Campus Services Shiran Nathaniel

Religious Affairs

College Ministry/Church Relations Rev. Kathy Olson

Residence Life

Director of Residence Life Dan Mabery
Area Coordinator Sheri Hineman
Area Coordinator/Coordinator for Resident Education Andrew Pflipsen

Student Activities

Director of Student Activities Sheri Hineman

Student Health

Grandview Health Services/Student Health Director Carol Garvey

Student Success

Student Success Coordinator André McWell

THE FACULTY

Officers of the Faculty, 2006-2007

President

John C. Reynnders— B.S., Allegheny College, 1975
M.A., Allegheny College, 1976

Vice President for Academic Affairs and Dean of the College

William C. Deeds— B.A., Wichita State University, 1974
M.S., Kansas State University, 1977
Ph.D., Kansas State University, 1979

EMERITI FACULTY

ODELLA BAAK

Associate Professor of Library Science, Emerita, 1960-1979

ROBERTA BOOTHBY

Associate Professor of Health, Physical Education and Recreation,
Emerita, 1969-2001

TING-SHIH S. CHIA

Professor of Criminal Justice, Emeritus, 1980-2002

W. JOSEPH CLAFLIN

Professor of Biology, Emeritus, 1984-1997

JOHN P. DOOHEN

Professor of Modern and Classical Languages, Emeritus, 1965-2001

MARILYN J. HEILMAN

Associate Professor of Education, Emerita, 1986-2005

JAN D. HODGE

Professor of English, Emeritus, 1967-1997

ROBERT JEWETT

Professor of Religion, Emeritus, 1966-1981

BILL KNEPPER

Professor of English, Emeritus, 1959-1986

JOHN LAWRENCE

Professor of Philosophy, Emeritus, 1966-1996

PETER LEE

Professor of Economics, Emeritus, 1967-1993

EARL MOORE

Professor of Psychology, Emeritus, 1964-1990

ELSIE MULLER

Professor of Mathematics, Emerita, 1955-58; 1963-1978

SHARON OCKER

Professor of Education, Emeritus, 1967-1996

AL SELLEN

Professor of History and Political Science, Emeritus, 1956-1990

DOUGLAS A. SWAN

Professor of Mathematical Sciences, Emeritus, 1982-2003

RICHARD A. WEIKERT

Professor of Livestock Marketing, Emeritus, 1962-1997

BILL YOCKEY

Professor of Chemistry, Emeritus, 1957-1989

Faculty

Gail R. Ament

Associate Professor of Modern Languages, 1998-

M.A., University of Montana, 1972; Ph.D., University of Washington, 1998.

Scott L. Arnett

Associate Professor of Education, 1998-

B.A., University of Oklahoma, Norman, 1979; M.L.S., Ibid., 1987; Ph.D., Ibid., 1997.

Jacklyn R. Barber

Associate Professor of Nursing Education, 1997-

B.S.N., Morningside College, 1995; M.S., Creighton University, 1998.

Patrick G. Bass

Professor of History and Political Science, 1992-

B.S., Harvey Mudd College, Claremont, California, 1978; Ph.D., Claremont Graduate School, Claremont, California, 1986.

Daria Bossman

Director of Library Services and Assistant Professor, 1993-

B.A., Midland Lutheran College, 1973; M.L.S., Emporia State University, 1991.

Gerald D. Bouma

Professor of Music, 2003-

B.A., Northwestern College, 1967; M.M., Arizona State University, 1969; Ph.D., Ibid., 1982.

John F. Bowitz

Professor of Art, 1977-

B.S., Wisconsin State University-Whitewater, 1969; M.S., University of Wisconsin-Milwaukee, 1970; M.F.A., Ibid., 1971.

Shirley R. Bruce

Assistant Professor of Biology, 2004-

A.S., Odessa College, 1981; B.S., University of Texas of the Permian Basin, 1994; Ph.D., University of Kentucky, 1999.

Susan R. Burns

Assistant Professor of Psychology, 2002-

B.S., Emporia State University, 1996; M.S., Ibid., 1998; Ph.D., Kansas State University, 2002.

Michael J. Buse

Assistant Professor of Mass Communications, 2004-
B.A., Bowdoin College, 2001; M.F.A., Chapman University, 2004.

Randolph E. Campbell

Associate Professor of Mathematical Sciences, 1995-
B.S., Brigham Young University, 1988; M.S., Ibid., 1989.

Eric P. Canning

Associate Professor of Mathematical Sciences, 1998-
B.S., California State University, Bakersfield, 1989; M.S., California
Polytechnic State University, San Luis Obispo, 1992; Ph.D., Kansas State
University, 1999.

Lynne M. Carroll

Assistant Professor of Nursing Education, 2006-
B.S.N., Methodist College of Nursing and Allied Health, 2000.

David W. Chobar

Associate Professor of Education, 2004-
B.S., University of Illinois, 1968; M.S., University of Northern Colorado, 1969;
Ph.D., Kansas State University, 1980.

Samuel H. Clovis, Jr.

Professor of Business Administration, 2005-
B.S., USAF Academy, 1971; M.B.A., Golden Gate University, 1984;
D.P.A., University of Alabama, expected 2006.

Stephen B. Coyne

Professor of English, 1988-
B.A., Catawba College, 1972; M.A., University of North Carolina, 1976;
Ph.D., University of Denver, 1988.

Esther A. D'Agrosa*

Associate Professor of Music, 1998-
B.A., Luther College, Decorah, Iowa, 1967; M.M., Emporia State University,
Emporia, Kansas, 1968.

Deanna K. Daniels

Associate Professor of Accounting, 1991-
B.S., University of Denver, 1970; M.Acc., Ibid., 1978; Ph.D., University of
Southern California, 1985.

Gail Dooley

Associate Professor of Music, 1995-
B.M., University of Tennessee at Chattanooga, 1977; M.M., Ibid., 1984; D.M.,
Florida State University, Tallahassee, 1995.

Seth A. Elwood

Assistant Professor of Chemistry, 2005-
B.A., Vassar College, 1994; Ph.D., University of Iowa, 2001.

James D. Fisk

Reference and Bibliographic Instructional Librarian and
Assistant Professor, 2001-
B.A., Gustavus Adolphus College, 1974; M.A., University of Wisconsin, 1975;
M.L.S., Emporia State University, 2001.

Bruce D. Forbes

Arthur L. Bunch Professor of Religious Studies, 1978-
B.A., Morningside College, 1970; M. Th., Perkins School of Theology,
1973; Ph.D., Princeton Theological Seminary, 1977.

Ross Fuglsang

Associate Professor of Mass Communications, 1996-
B.S., Iowa State University, 1982; M.S., Ibid., 1987; B.A., Central Missouri
State University, 1991; Ph.D., University of Iowa, 1997.

Sharlene E. Georgesen

Assistant Professor of Nursing Education, 2003-
B.A.N., Augustana College, 1986; M.S.N., University of Missouri-Columbia,
1992.

Thomas E. Gilbert

Professor of Philosophy, 1970-
B.A., Morningside College, 1962; M.A., University of Massachusetts, 1970;
Ph.D., Ibid., 1973.

Patricia E. Graham

Assistant Professor of Nursing Education, 2005-
B.S.N., College of Saint Mary, 1998; M.S.N., University of Nebraska
at Omaha, 2002.

Kathleen Green

Instructor of History, 1996-
B.A., Hood College, Frederick, MD, 1969; M.A., University of South Dakota,
1982.

Gregory P. Guelcher

Associate Professor of History, 1996-
B.A., College of Wooster (Ohio), 1985; M.A., University of Illinois, 1990; Ph.D.,
Ibid., 1999.

S. Aun Hassan

Assistant Professor of Economics, 2006-
B.A., Punjab University, 1993; M.A., Punjab University, 1995; Ph.D., Texas
Tech University, 2005.

Mark J. Heistad

Assistant Professor of Mass Communications, 2002-
B.A., Luther College, 1979; M.A. University of Minnesota, 1997; Ph.D., Ibid.,
1998.

Jane D. Hey

Professor of Biology, 1980-
B.A., Monmouth College, 1963; M.S., University of Iowa, 1966; Ph.D., Iowa
State University, 1994.

Jack R. Hill

Associate Professor of Psychology, 1990-
B.S., Manchester College, Indiana, 1983; M.A., Southern Illinois University,
1986; Ph.D., Ibid., 1993.

James M. Hopkins

Professor of Accounting, 1986-
B.S., Ferris State College, 1971; M.A., University of Nebraska-
Lincoln, 1973; CPA, 1975.

Marty Knepper*

Professor of English, 1984-
B.A., Morningside College, 1972; M.A., University of Arkansas,
Fayetteville, 1974; Ph.D., University of Nebraska, Lincoln, 1982.

John M. Kolbo

Instructor of Art, 1999-
B.A., Morningside College, 1977.

Mary B. Kovarna

Associate Professor of Nursing Education, 1995-
B.S.N., University of Iowa College of Nursing, 1980; M.S.N.,
South Dakota State University, 1993; Ed.D., University of South Dakota, 2006.

Patricia L. Kultgen

Assistant Professor of Biology, 2006-
B.A., Ripon College, 1997; Ph.D., University of North Carolina, 2002.

Lorna Leavitt

Visiting Instructor of Education, 2005-
B.A., Northwestern College, 1982; M.A.T., Morningside College, 1995.

Mary L. Leida

Professor of Biology, 1987-
B.A., Texas Lutheran College, 1973; M.S., Oklahoma State University,
1975; Ph.D., Ibid., 1978.

Douglas C. Livermore

Miles Tommeraaen Professor of Economics and Business, 1980-
B.S., Wayne State College, 1973; M.S.E., Ibid., 1976; Ed.D., University
of Northern Colorado, Greeley, 1986.

Lillian J. Lopez

Associate Professor of Political Science, 1993-
B.A., University of Puerto Rico, 1982; J.D., University of Puerto Rico School of
Law, 1986; M.A., University of South Dakota, 1999.

Susanne Lubbers

Visiting Instructor of Education, 2006-
B.S., University of South Dakota, 1991; M.S., Southwest Minnesota State
University, 2006.

Twyla R. Malloy

Visiting Instructor of Business Administration, 2006-
B.A., Briar Cliff College, 1984; M.B.A., University of South Dakota, 1992.

James J. March

Professor of Music, 1986-
B.A., St. John's University, 1976; M.F.A., University of Iowa, 1980; D.M.A.,
Ibid., 1983.

Larry D. Martin

Associate Professor of Chemistry, 1989-
B.S., University of Louisville, 1972; Ph.D., University of Illinois, 1979

Terri McGaffin

Assistant Professor of Art, 2004-
B.F.A., Drake University, 1979; M.F.A., University of South Dakota, 2002.

Patrick F. McKinlay

Associate Professor of Political Science, 1994-
B.A., University of Northern Iowa, 1988; M.A., University of Notre Dame,
1990; Ph.D., Ibid., 1994.

Sean R. Meehan

Assistant Professor of English, 2004-
A.B., Princeton University, 1991; M.A., State University of New York at Buffalo,
1996; Ph.D., University of Iowa, 2002.

Rachel J. Meyer

Assistant Professor of Biology, 2004-
A.A., Saint Paul Bible College, 1982; B.S., South Dakota State University,
1990; M.S., University of Nebraska at Omaha, 1997; Ph.D., South Dakota
State University, 2004.

Pamela L. Mickelson

Professor of Business Administration, 1988-
B.S., Henderson State University, 1974; M.S., Arkansas State
University, 1975; Ed.D., Oklahoma State University, 1984.

Arthur H. Moss

Assistant Professor of Theatre, 1998-
B.A., University of Wisconsin, Eau Claire, 1980; M.F.A., Trinity University,
San Antonio, Texas, 1984.

Joan Nielsen

Assistant Professor of Education, 2003-
B.A., Upper Iowa University, Fayette, Iowa, 1973; M.S., Drake University,
Des Moines, Iowa, 1992; Ed.Spec., Ibid., 1996.

Steven D. Nimmo

Professor of Mathematical Sciences, 1988-
B.A., Monmouth College, 1983; M.S., Iowa State University, 1986; Ph.D., Ibid.,
1988.

Norma Lucia Pérez-Kahler**

Associate Professor of Modern Languages, 1991-
B.A., University of Northern Iowa, 1981; M.A., Ibid., 1982; Ed.D.,
University of South Dakota, 1996.

John N. Pinto

Professor of Psychology, 1981-
B.S., Lamar University, Texas, 1975; M.S., Ibid., 1979; Ph.D., Oklahoma State
University, 1987.

Heather Reid

Associate Professor of Philosophy, 1996-
B.S., University of Virginia, 1986; M.A., University of Massachusetts at
Amherst, 1994; Ph.D., Ibid., 1996.

Larry D. Sensenig

Daniel and Amy Starch Professor of Psychology, 1974-
B.S., Bradley University, 1970; M.S., Iowa State University, 1972;
Ph.D., Ibid., 1975.

Joan E. Albenesius Shaputis

Electronic/Technical Services Librarian and Instructor, 2003-
B.S., University of Nebraska-Lincoln, 2002.

Joseph L. Shufro

Associate Professor of Music, 1977-
B.M., Oberlin College, 1967; M.M., University of Texas-Austin, 1969.

Bette Anne Skewis-Arnett

Professor of Theatre, 1987-
B.A., Morningside College, 1983; M.F.A., University of Nebraska, 1987.

David H. Slaven

Assistant Professor of Physics, 2003-
B.S., Creighton University, 1983; Ph.D., Iowa State University, 1990.

Dean Stevens

Assistant Professor of Mathematical Sciences, 2001-
B.S., Morningside College, 1995; M.S., Iowa State University, 1998.

James C. Stroh

Associate Professor of Biology, 1997-
B.A., Central College, 1984; M.S., Fort Hays State Station,
Hays, Kansas, 1986; Ph.D., Texas A&M University, 1995.

Glenna J. Tevis

Professor of Education, 1983-
B.S., Morningside College, 1970; M.Ed., North Texas State University, 1976;
Ph.D., The University of Iowa, 1982.

Dolie M. Thompson

Visiting Instructor of Art, 2006-
B.A., Briar Cliff University, 1979; M.F.A., Savanna College of Art and
Design, 2004.

Clifford N. Towner

Assistant Professor of Music, 2004-
B.M., University of Cincinnati, 1993; M.M., Wright State University, 2004.

Gary W. Turner

Assistant Professor of Physics, 2001-
B.S., Warwick University, Coventry, United Kingdom, 1993; M.S., Cranfield
University, Bedford, United Kingdom, 1994; Ph.D., Iowa State University,
2003.

Timothy M. Watson

Assistant Professor of Music, 2003-
B.A., Luther College, 1986; M.A., University of South Dakota, 2000.

Leslie A. Werden

Assistant Professor of Composition and Rhetoric, 2006-
B.A., University of Minnesota, 1991; M.A., Winona State University, 2001;
Ph.D., University of North Dakota, expected, 2006.

Shelley C. Wiley

Visiting Assistant Professor of Religious Studies, 2004-
B.S., University of Texas, 1982; M.Div., Austin Presbyterian Theological
Seminary, 1985; Ph.D., Northwestern University/Garrett-Evangelical
Theological Seminary, 1993.

Molly Williams

Professor of Business Administration, 1991-
B.A., American Studies, University of Notre Dame, 1977; J.D., University of
South Dakota, 1984.

Barbara C. Wilt

Visiting Instructor of Education, 2005-
B.S., Iowa State University, 1973; M.A.T., Morningside College, 1998.

* Sabbatical Spring Semester, 2006-07

** Leave of Absence Fall and Spring Semesters, 2006-07

INDEX

Academic Credit for College Equivalent Learning (ACCEL)	47	Department Writing Endorsements (See individual department endorsements)	57
Academic and Cultural Art Series	24, 53	Departmental Offerings	57
Academic Honors	48	Dimmit Scholars	48
Academic Integrity	17	Distribution Requirements	19
Academic Policies & Procedures	37	Drug Use & Abuse	19
Academic Warning, Probation, Suspension, Discontinuance	40	Dual Degree Option	50
Accounting Major	79	Economics	88
Administrative Offices	249	Education Department	90
Admissions	8	Elementary Education	93
Admissions Policy	9	Emergency Loan Funds	245
Advanced Placement (AP)	44	Emeriti Faculty	253
Advertising	221	Endowed Chairs	240
Alcoholic Beverages	18	Endowed Funds	240
Art Department	57	Endowed Scholarships	241
Athletics	17	Engineering	49, 159
Audit	39	English as a Second Language	175
Bachelor of Music	178	English Department	110
Bachelor of Music Education	179	Evening School	55
Bachelor of Science in Nursing	194	Faculty	253
Biology and Chemistry Department	66	Family Educational Rights and Privacy Act (FERPA)	236
Biology Major	67	Fees, other	235
Board of Directors	247	Financial Aid	11, 55
Business Administration Major	82	First-year Seminar	24, 176
Business Administration and Economics Department	78	Flag Requirements	22
Campus, The	5	Funded Lectureships	240
Campus Regulations	17	General Science Teaching	69
Career Services	16	General Studies Requirements	19, 23
Catalog Regulations	37	Geography	124
Change of Grade	40	Grade Point Average Requirements	25, 40
Changes in Registration	38	Grading System	38
Changes in Requirements and Expenses	235	Graduate Work in Education	55, 97
Chemistry Major	73	Graduation Requirements	23
Class Attendance	38	Graphic Design	58
Class Standing	38	Grievance Policy and Procedures	236
Clusters	25	Health Sciences	49
Coaching Endorsement	97	Health Services	16
College Level Examination Program (CLEP)	45	High School Senior Scholars Program	13
Commencement Attendance	25	History	117
Community College Transfer Programs	50	History of Morningside College	7
Computer Science	146	History and Political Science Department	116
Continuing Education	55	Honors at Graduation	48
Corporate Communication	223	Housing	16
Correspondence and Electronic Credit	48	Immunization	16
Course Load	38	Incompletes	40
Credit Terms and Conditions	227	Independent Study	42, 56
Dance Minor	220	Insurance	16, 235
Dean's List	48	Interdepartmental Honors	51
Declaration of Major and Intent to Graduate	37	Interdepartmental Offerings	221
Degrees and Requirements	23	International Baccalaureate (IB)	47
Dentistry	50	International Students	10
		Internships	56
		Late Registration	235
		Law	49

Learning Disabilities Program	16	Social Science	131
Liberal Arts & Sciences	19	Sociology	215
Major, Minors, & Clusters	25	Spanish	169
Mass Communication Department	141	Special Courses	56
Master of Arts in Teaching	55, 97	Special Education	94
Mathematical Sciences		Special Programs	51
Department	146	Sports Management	215
Mathematics	152	State and Federal Funds	14
May Term	24	Student Activities	17
Meal Plans	226	Student Designed Interdisciplinary Major ..	36
Medicine	49	Student Employment	15
Medical Technology	49, 70	Student Financial Planning	11
Ministry	50	Student Rights	236
Mission Statement	4	Student Responsibility	37
Modern Languages Department	168	Student Services	16
Morningside Experience	175	Student Teaching	92
Music Department	176	Studio Art	58
Non-Discrimination Policy	8, 235	Study Abroad	53
Notification of Admission	11	Summer School	55
Non-Traditional Credit	44	Suspension	19, 41
Nursing Degree Completion	195	Table of Contents	2
Nursing Education Department	191	Theatre Department	217
Optometry	50	Transcripts	235
Pass/Fail Registration	39	Transfer of Credit	43
Payment Policy	226	Transfer Credit for Courses in the	
Pharmacy	50	Majors, Minors, Clusters and Elective	
Philosophy Department	198	Courses	44
Photography	59	Transfer Programs	50
Physical Therapy	49	Transfer Students	9
Physician Assistant	49	Tuition and Fees	225
Physics	157	Tutorials	43
Plagiarism	17	United Nations Semester	55
Political Science	131	Upper Level Study Requirements	25
Pre-professional Programs	49	Veteran's Benefits	239
Presidents of Morningside College	248	Veterinary Medicine	50
Probation	40	Vision Statement	4
Profile	4	Washington Semester	54
Psychology Department	203	Withdrawal From College	43
Readmission of Former Students	10	Women's Studies	224
Reading and Writing Requirements	24	Writing Endorsement	24
Reading Endorsement	97		
Recreation and Athletics	17		
Refund/Repayment Policy	227		
Registration for Courses	37		
Religious Studies Department	211		
Repeating a Course	42		
Request for New GPA	42		
Requirements, (other) for the			
Baccalaureate Degree	24		
Reserve Officers' Training Corps (ROTC) ..	54		
Residency Requirements	25		
Roadman Scholars	48		
Scholarships and Awards	12, 241		
Second Baccalaureate Degree	11, 55		
Secondary Education	96		
Servicemember's Opportunity			
College	48		
Sexual Harassment	237		